US Military History

Addendum #1 Course Standard Alignment

Strand # 1 American History

- Concept 1: Research Skills for History;
    - PO 3. Formulate questions that can be answered by historical study and research.
    - PO 5. Evaluate primary and secondary sources for:
        - A. authors' main points
        - B. purpose and perspective
        - C. facts vs. opinion
        - D. different points of view on the same historical event
        - E. credibility and validity

    - PO 7. Compare present events with past events:
        - cause and effect
        - change over time
        - different points of view
- Concept 4: Revolution and New Nation
    - PO 3. Describe the significance of major events in the Revolutionary War:

- Concept 6: Civil War
    - PO 2. Analyze aspects of the Civil War:
        - changes in technology
        - importance of resources
        - turning points
        - military and civilian leaders
- Concept 7: Emergence of the Modern United States
    - PO 3. Analyze events which caused a transformation of the United States during the late nineteenth and early twentieth centuries:
        - Indian Wars (e.g., Little Bighorn, Wounded Knee)
        - Imperialism (e.g., Spanish American War, annexation of Hawaii, Philippine-American War)
        - World War I (e.g., League of Nations, Isolationism)

- Concept 8: Great Depression and World War II
    - PO 2. Describe the impact of American involvement in World War II:
        - Homefront transformations in the roles of women and minorities
        - Japanese, German, and Italian internments and POW camps
        - war mobilization (e.g., Native American Code-Talkers, minority participation in military units, media portrayal)
        - turning points such as Pearl Harbor, D-Day, Hiroshima/Nagasaki
- Concept 10: Contemporary United States
    - PO 2. Identify the connection between current and historical events and issues using information from class discussions and various resources
    - PO 3. Describe how key political, social, environmental, and economic events of the late 20th century and early 21st century (e.g., Watergate, OPEC/oil crisis, Central American

wars/Iran-Contra, End of Cold War, first Gulf War, September 11) affected, and continue to affect, the United States.

Strand 2 World History
- Concept 6: Age of Revolution
  - PO 4. Analyze the developments of the French Revolution and rule of Napoleon:
    - Rise and Defeat of Napoleon
- Concept 8: World at War
  - PO 1. Examine the causes of World War I:
  - PO 2. Analyze the impact of the changing nature of warfare in World War I:
    - trench warfare
    - mechanization of war – machine gun, gasoline, submarine, tanks, chemical
    - American involvement
  - PO 5. Analyze aspects of World War II:
    - military strategies (e.g., air warfare, atomic bomb, Russian front, concentration camps)
    - treatment of civilian populations
    - Holocaust
  - PO 7. Analyze the political, economic and cultural impact of the Cold War:
    - superpowers – Soviet Union, United States, China
    - division of Europe
    - Korean and Vietnam Wars
- Concept 9: Contemporary World
  - PO 2. Explain the roots of terrorism:
    - background and motives
    - religious conflict (e.g., Northern Ireland, Chechnya, Southwestern Philippines, southern Thailand, Kashmir)
    - background of modern Middle East conflicts (e.g., Israeli – Palestinian conflict, Persian Gulf conflicts, Afghanistan)
  - PO 5. Connect current events with historical events and issues using information from class discussions and various resources

Strand 1 Educational Technology: Creativity and Innovation
- Concept 1: Knowledge and Ideas
  - PO 1. Analyze, evaluate, and synthesize information to generate new ideas, processes, or products
- Concept 4: Original Works: Use technology to create original works in innovative ways.
  - PO 1. Create innovative products or projects using digital tools to express original ideas
  - PO 2. Use digital collaborative tools to synthesize information, produce original works, and express ideas

Strand 2: Educational Technology: Communication and Collaboration
- Concept 1: Effective Communications and Digital Interactions
  - PO 1. Collaborate with peers, experts, or others in the global community employing a variety of digital tools to share findings and/or publish in a variety of ways.
  - PO 2. Communicate information and ideas respectfully and effectively to multiple audiences using a variety of digital environments.
- Concept 2: Digital Solutions

- o PO 1. Communicate and collaborate for the purpose of producing original works or solving problems.

Strand 3: Educational Technology: Research and Information Literacy
- Concept 1: Planning
  - o PO 2. Evaluate diverse information sources.
- Concept 2: Processing
  - o PO 4. Synthesize research information to create new understanding and innovative solutions.
  - o PO 5. Apply ethical use of information and media by respecting the principles of copyrights, intellectual freedom and property rights, using information and media technology responsibly, and citing resources appropriately.

Strand 4: Educational Technology: Critical Thinking, Problem Solving, Decision Making
- Concept 2: Exploring Solutions: plan and manage activities to develop solutions to answer a question or complete a project
  - o PO 1. Plan and manage an individual learning project that collects multiple data sets from diverse sources, creating planning adjustments and course corrections from the knowledge gained.

Strand 6: Educational Technology: Technology Operations and Concepts
- Concept 1: Understanding: recognize, define and use technology processes, systems, and applications.
  - o PO 3. Choose technology applications appropriate for the audience and task.
- Concept 2: Applications: select and use applications effectively and productively.
  - o PO 2. Compose a multiple section document that applies the most appropriate media and advanced formatting.
  - o PO 3. Use spreadsheets to calculate, graph, organize, and present data in a variety of real-world settings.
  - o PO 5. Compose media for the web with interactive capabilities.

Arizona's College and Career Ready Standards – English Language Arts – Writing 9–12
- Write narratives to develop ***real*** or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
  - o Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
  - o Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
  - o Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
  - o Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
  - o Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (11-12.W.3)
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.) (11-12.W.5)

- Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (11-12.W.6)

Arizona's College and Career Ready Standards – English Language Arts – Speaking and Listening 9–12
- Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (11-12.SL.5)

Arizona's College and Career Ready Standards – English Language Arts – Language 9–12
- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
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- Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (11-12.L.6)