PLANNED INSTRUCTION

A PLANNED COURSE FOR:

American Military History

Curriculum Writing Committee:

Freddy Moran

Grade Level: 10-12

Date of Board Approval: _____

Course Weighting: American Military History (Semester 1)

Gradebook Category	points
Tests (x3)	100
Classwork (total)	250
Projects (x2)	50
Participation/Conduct (1pt per day)	45

Curriculum Map

Overview: This course is designed to provide a comprehensive understanding of the role of the armed services in the history of the United States in broad economic, social, political and institutional terms. The course analyzes the development of military policy, examines the characteristics and behavior of the armed forces in the execution of policy; and highlights the impact of military policy on foreign relations and domestic development. The course discusses the major campaigns in all of the wars the United States has participated in. This course is an overview of the US military starting with the nation's desire for independence and its own humble beginnings to the global power it is today. This course looks at the role of the US military through economic, social, political, and institutional lenses. Lessons will be shaped on analysis of how US forces have shaped American history from the Revolutionary war to the Global War on Terror. Themes will include key moments, individuals, battlefield innovations, and structural evolutions of the US military. The details of military operations are limited to those developments and events that demonstrate the capabilities and limitations of the armed forces as they implement both foreign and domestic policy.

Goals:

- **Marking Period 1 & 3 (45 days) -** Students will be able to …
  - Unit 1: Foundations of the American Military Tradition (11 days)
    - Examine the British tradition of a dual military and its influence on the colonies.
    - Examine the role of the "citizen soldier" in the local militia in colonial times as well as the role of the militia within the larger colonial society.
    - Examine militia's experience in three colonial wars: The Powhatan War, King Philip's War and the Pequot War.
    - Examine difficulties colonies had in accumulating enough troops to effectively fight these wars.

        - Explain how strategy, weapons, and tactics changed during early American wars.
        - French and Indian War
        - Cultural influences on Revolution as a result of French and Indian War
        - Analyze major colonial conflicts and their impact on military development.
        - Describe the organization, decision-making, and leadership of the Continental Army under General Washington.
        - Understand the American Revolution from a military perspective, including key battles and campaigns.
        - Examine post-Revolution challenges in maintaining national defense and security.
        - Explore debates over standing armies using the Federalist Papers (24–29).
    - Colonial Wars and Revolution:
    - Unit 2: Defending American Sovereignty (12 days)
        - Describe U.S. military policy after the Revolutionary War.
        - Explain how the founding of West Point helped professionalize the U.S. military.
        - Analyze the Mexican-American War and its impact on military leadership and strategy.
        - Summarize the causes, major events, and outcomes of the War of 1812.
        - Understand the influence of Baron Antoine-Henri Jomini on 19th-century American military theory.
    - The Birth of a National Military and Westward Expansion:
    - Unit 3: Projecting Power (10 days)
        - Describe the role of the post-Civil War Army in the Indian Wars and western expansion.
        - Understand the military's role in Reconstruction and postwar reforms.
        - Explain the causes, events, and outcomes of the Spanish-American War.
        - Describe the rise of the modern U.S. Navy and the influence of Alfred Thayer Mahan.
        - Analyze the Philippine-American War and its lessons for military strategy and policy.
    - The American Civil War:
    - Unit 4: America in the World Wars (12 days)
        - Explain why and how the U.S. entered World War I and prepared for combat.
        - Analyze strategies, battles, and tactics used by the U.S. in World War I.
        - Describe the role of the home front and challenges of demobilization after WWI.
        - Understand the interwar period and the development of new military doctrines.
        - Explain U.S. strategy and mobilization for World War II.
        - Analyze major campaigns in both the European and Pacific theaters of WWII.

        - Examine the social and moral impacts of WWII, including issues of race, gender, and the use of atomic weapons.

- **Marking Period 2 & 4 (45 Days) -** Students will be able to…
    - Reconstruction, Expanding Westward and Overseas
    - Unit 5: Cold War Conflict and Military Transformation (11 days)
        - Examine the origins of the Cold War and its impact on U.S. military strategy and global positioning.
        - Analyze the concept of limited war through case studies of the Korean and Vietnam Wars.
        - Evaluate the role of nuclear deterrence, containment, and mutually assured destruction (MAD) in shaping military doctrine.
        - Examine the desegregation of the U.S. military and its impact on military structure and society.
        - Analyze the role of Special Forces and the development of unconventional warfare during the Vietnam War.
        - Explain how technology such as helicopters and air mobility transformed battlefield tactics.
        - Evaluate the transition from a draft-based military to the All-Volunteer Force following Vietnam.
        - Analyze the influence of media and public opinion on military policy and war outcomes during the Vietnam era.
    - World War II
    - Unit 6: Post-Cold War Warfare and the Middle East (12 days)
        - Summarize the significance of the Gulf War and its role in shaping modern warfare.
        - Analyze the evolution of military technology, including precision-guided munitions, armored warfare, and surveillance systems.
        - Evaluate counterinsurgency strategies used in Iraq and Afghanistan and their effectiveness.
        - Examine the role of Special Operations Forces in modern conflicts, including high-profile missions.
        - Analyze the challenges of urban warfare and asymmetric conflict in the Middle East.
        - Evaluate changes in military policy, including women in combat roles and the repeal of Don't Ask, Don't Tell.
        - Explain the structure, benefits, and challenges of maintaining an All-Volunteer Force.
        - Analyze the role of media, public perception, and political decision-making in modern conflicts.
    - Cold War, Hot War and Beyond
    - Unit 7: Future Warfare and Military Adaptation (10 days)
        - Analyze emerging global threats, including near-peer competitors such as China and Russia.
        - Students will evaluate how military doctrine is adapting to multi-domain operations across land, air, sea, cyber, and space.

        - Explain the role of emerging technologies such as artificial intelligence, drones, and cyber warfare in future conflicts.
        - Assess the challenges of military recruitment, retention, and force readiness in the modern era.
        - Evaluate ethical considerations related to autonomous weapons systems and modern warfare technologies.
        - Analyze the impact of cyber warfare and information warfare on national security.
        - Evaluate how climate change and resource competition may shape future military conflicts.
    - Unit 8: Veterans, Society, and the Cost of War (12 days)
        - Analyze how the United States has treated veterans from the Revolutionary War to the present.
        - Evaluate key legislation affecting veterans, including the GI Bill and the development of the VA system.
        - Explain the challenges veterans face during reintegration into civilian life, including PTSD and disability.
        - Examine patterns of continuity and change in veteran care across different historical eras.
        - Evaluate the effectiveness of modern veteran benefits, including Post-9/11 programs.
        - Analyze disparities in veteran experiences based on race, gender, and historical context.
        - Assess the role of government and society in supporting veterans and addressing long-term impacts of war.

Big Ideas:

- Historical events must be understood through cause and effect, historical context, and their lasting impact on the United States and the world.
- Historical interpretation involves an analysis of cause and result.
- Historical context is needed to comprehend time and space.
- The history of the United States continues to influence its citizens, and has impacted the rest of the World.
- World history continues to influence Pennsylvanians, citizens of the United States, and individuals throughout the world today.
- The development of the U.S. military reflects the ongoing balance between national security, civic responsibility, government authority, and individual liberty.
- Military strategy, tactics, and doctrine evolve in response to geography, political goals, technological innovation, and lessons learned from previous conflicts.
- Effective leadership, organization, education, and adaptability are essential to building and sustaining successful military forces.
- Wars and military conflicts shape national identity, foreign policy, society, and the global role of the United States.

- Success in war depends on the coordination of military strategy, resources, industry, government, and public support.
- Technological advancements and emerging forms of warfare continually transform military operations, national defense, and global security.
- Public opinion, media, ethics, and societal values influence military policy, decision-making, and the use of force.
- Modern and future conflicts require adaptability to asymmetric threats, cyber warfare, multi-domain operations, and rapidly changing global challenges.
- The long-term effects of war extend beyond the battlefield, shaping veteran experiences, public policy, and society's responsibility to those who serve.

Textbook and Supplemental Resources:

- *For the Common Defense: A Military History of the United States of America from 1607 to 2012*
    - **Textbook ISBN:** 978-0029215975
    - **Textbook Publisher/Year of Publication:** New York: Free Press/2012.

- **Supplemental Resources:**
    - Related videos and video clips from various multimedia sources, including, but not limited to the Discovery Channel, National Geographic, and History Channel
    - Brisk AI and Magic School AI
    - Library of Congress - https://guides.loc.gov/military-history
    - Stewart, Richard W., ed. *American Military History. Volume I: The United States Army and the Forging of a Nation, 1775-1917.* 2nd ed., Center of Military History, U.S. Army, 2009. (history.army.mil)
    - Stewart, Richard W., ed. *American Military History. Volume II: The United States Army in a Global Era, 1917-2008.* 2nd ed., Center of Military History, U.S. Army, 2010. (history.army.mi)
    - Movies full-length and clips from: *Saving Private Ryan, Midway, All Quiet on the Western Front, Glory, Free State of Jones, Band of Brothers, The Pacific, Masters of the Air, War Horse, Washington (History Channel), Teddy (History Channel), Grant (History Channel)*

Curriculum Plan

Unit 1: Foundations of the American Military Tradition (11 days)

- **Standards:**
  - 8.1.9.A: Analyze chronological thinking (timelines, cause/effect, sequence).
  - 8.1.12.A: Evaluate historical interpretation of events using continuity and change over time.
  - 8.1.U.A: Evaluate patterns of continuity and change across historical eras.
  - 8.1.W.A: Analyze the significance of individuals, groups, and events in world history over time.
  - 8.1.7.B: Explain and analyze primary and secondary sources.
  - 8.1.9.B: Analyze and interpret primary and secondary documents to determine author, credibility, bias, viewpoint.
  - 8.1.12.B: Evaluate historical documents for purpose, perspective, and reliability.
  - 8.1.U.B: Use and evaluate evidence from primary/secondary sources to support claims.
  - 8.1.W.B: Draw conclusions about historical events based on multiple sources.
  - 8.2.8.A: Explain the roles of citizens in government.
  - 8.2.9.A: Analyze the rights, responsibilities, and roles of citizens in civic life.
  - 8.2.12.A: Evaluate the role of citizens in various governmental systems.
  - 8.2.U.A: Understand how citizens exercise rights and civic responsibilities across history.
  - 8.2.9.B: Analyze how laws and government policies protect individual rights.
  - 8.2.12.B: Evaluate how government policies protect or restrict rights in different historical eras.
  - 8.2.U.B: Analyze the impact of government, laws, and political systems on people.
  - 8.2.9.C: Compare how different political systems function.
  - 8.2.12.C: Evaluate government structures and how they operate.
  - 8.2.U.C: Understand the development and function of political systems over time.
  - 8.2.9.D: Analyze the historical development of U.S. political systems.
  - 8.2.12.D: Evaluate how political and legal systems changed across major U.S. historical periods.
  - CC.8.5.11-12.A: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
  - CC.8.5.11-12.B: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
  - CC.8.5.11-12.C: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
  - CC.8.5.11-12.D: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key

term over the course of a text (e.g., how Madison defines "faction" in Federalist No. 10).
- CC.8.5.11-12.E: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- CC.8.5.11-12.F: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- CC.8.5.11-12.G: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- CC.8.5.11-12.H: Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.CC.8.5.11-12.I: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- CC.8.6.11-12.A: Write arguments focused on discipline-specific content. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, organize logically, develop claims and counterclaims, supply relevant data and evidence, use cohesive and domain-specific vocabulary, maintain formal style and objective tone, and provide a concluding statement or section that supports the argument.
- CC.8.6.11-12.B: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. Introduce a topic, organize complex ideas/information so each builds on what precedes, include formatting/graphics/multimedia when useful; develop the topic thoroughly by selecting significant facts/details/quotations; use varied transitions, precise language, domain-specific vocabulary, and a style responding to the discipline and audience; and provide a concluding statement that supports the information/explanation.
- CC.8.6.11-12.C: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CC.8.6.11-12.D: 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.
- CC.8.6.11-12.E: 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.
- CC.8.6.11-12.H: Draw evidence from informational texts to support analysis, reflection, and research.
- CC.8.6.11-12.I: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Objectives:
- Integrate academic and content vocabulary. (DOK 1)
- Reinforce key concepts from notes or direct instruction using digital checks. (DOK 1)
- Identify how the weapons and tactics of the period described shaped battlefield strategy. (DOK 2)

- Organize key battles and events from the unit's time period on a timeline. (DOK 2)
- Demonstrate line warfare through a kinesthetic drill to understand 18th–19th century combat. (DOK 2)
- Understand the Battle of Trenton through an interactive simulation. (DOK 3)
- Evaluate arguments for and against standing armies using Federalist Papers 24–29. (DOK 3)
- Compare and contrast the experiences of Continental and British soldiers. (DOK 3)
- Design and defend a national military policy based on the Federalist Papers. (DOK 4)
- Students will create a 2 to 3-page paper analyzing the influence of the British military system on the American military system. (DOK 4)
- Summarize the significant events of the Powhatan, Pequot and King Philip's Wars using a graphic organizer. (DOK 2)
- Apprise the influence of colonial combat with Native Americans on the tactics used by the militias in the three wars mentioned above. (DOK 3)

Core Activities and Corresponding Instructional Methods:

- Utilize direct instruction, station rotation with primary source excerpts and visuals, teacher-generated worksheet(s), teacher-guided discussion, guest speakers, teacher-generated timeline (including student drawn images and analysis) and/or simple comparison chart to compare and contrast military development and doctrine through the decades.
- Formative questions, short comprehension check, and immediate feedback for students on teacher-generated notes to compare and contrast military development and doctrine through the decades.
- AI simulation of troop decisions and outcomes, short student summary of what influenced the battle (student.magicschool.ai/ - 2 days).
- Teacher-led outdoor or open-space drill, practicing formations and volley sequences, brief reflection on the limits of the technology.
- Direct instruction on Federalist Papers and assign Federalist essay (short agree/disagree writing task).
- AI interview of both Continental and British soldiers, completion of a comparison chart, brief class discussion (student.magicschool.ai).
- Review vocabulary of Continental and period/era-specific military definitions.
- Utilize a teacher-generated scenario (defending a colony) to review military development and doctrine through the decades. Small group planning of military strategy/period limitations, along with a short presentation, will be used.
- Jigsaw with artifacts (images of weapons, uniforms, formations, field manuals), student observation notes, whole-class synthesis discussion.
- Direct instruction and map analysis of key early American conflicts (student labeling and short explanation of geographic impact on military strategy).
- Short video clip on 18th-century warfare, guided notes, exit ticket identifying two key tactical characteristics and their impact.
- "Quick-write" bell ringer connecting prior knowledge of government to military control, followed by brief class and discussion and clarification.

Assessments:

- **Diagnostic:**
  - Graphic organizers, brainstorming, class discussion, Internet/AI evaluations.

- **Formative:**
  - Read selected primary and secondary sources and answer questions, charts, class discussion, simulation, question and answer session.

- **Summative:**
  - Unit Test

- **Correctives:**
  - Construct a timeline of events in the three wars in the unit.
  - Create a chart that highlights the different concepts of warfare in the unit.

- **Extensions:**
  - Construct a timeline of key events in the three wars in the unit.
  - Create a chart that highlights the different concepts of warfare in the unit.

Unit 2: Defending American Sovereignty (12 days)

- **Standards:**
  - 8.1.9.A: Analyze chronological thinking (timelines, cause/effect, sequence).
  - 8.1.12.A*:* Evaluate historical interpretation of events using continuity and change over time.
  - 8.1.U.A: Evaluate patterns of continuity and change across historical eras.
  - 8.1.W.A: Analyze the significance of individuals, groups, and events in world history over time.
  - 8.1.7.B: Explain and analyze primary and secondary sources.
  - 8.1.9.B: Analyze and interpret primary and secondary documents to determine author, credibility, bias, viewpoint.
  - 8.1.12.B: Evaluate historical documents for purpose, perspective, and reliability.
  - 8.1.U.B: Use and evaluate evidence from primary/secondary sources to support claims.
  - 8.1.W.B: Draw conclusions about historical events based on multiple sources.
  - 8.2.8.A: Explain the roles of citizens in government.
  - 8.2.9.A: Analyze the rights, responsibilities, and roles of citizens in civic life.
  - 8.2.12.A: Evaluate the role of citizens in various governmental systems.
  - 8.2.U.A: Understand how citizens exercise rights and civic responsibilities across history.
  - 8.2.9.B: Analyze how laws and government policies protect individual rights.
  - 8.2.12.B: Evaluate how government policies protect or restrict rights in different historical eras.
  - 8.2.U.B: Analyze the impact of government, laws, and political systems on people.
  - 8.2.9.C: Compare how different political systems function.
  - 8.2.12.C: Evaluate government structures and how they operate.
  - 8.2.U.C: Understand the development and function of political systems over time.
  - 8.2.9.D: Analyze the historical development of U.S. political systems.
  - 8.2.12.D: Evaluate how political and legal systems changed across major U.S. historical periods.
  - CC.8.5.11-12.A: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
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- CC.8.5.11-12.E: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
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- CC.8.6.11-12.D: 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.
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- CC.8.6.11-12.I: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Objectives:

- Describe U.S. military policy after the Revolutionary War. (DOK 1)
- Explain how the founding of West Point helped professionalize the U.S. military. (DOK 2)
- Analyze the causes, major events, and outcomes of the War of 1812. (DOK 2)
- Analyze the Mexican-American War and its impact on military leadership and strategy. (DOK 3)

- Understand the influence of Baron Antoine-Henri Jomini on 19th-century American military theory. (DOK 3)
- Conduct a tactical map simulation applying 19th-century military strategies. (DOK 3)
- Design a professional officer training plan based on lessons from West Point. (DOK 4)

Core Activities and Corresponding Instructional Methods:

- Investigate the factors leading to the Revolution and compose a paragraph demonstrating how one of those factors led to the Revolution as identified in the readings
- Discuss the significant political decisions and military engagements of the French and Indian War that impacted the time period as identified in the readings.
- Students will complete a graphic organizer to identify and describe the major military, political, civilian and cultural leaders of the Colonies and the British along with the major contribution(s) of each as identified in the readings.
- Students will complete a change and continuities over time graphic organizer to analyze changes and continuities in the newly independent United States caused by the Revolution.
- Utilize direct instruction, station rotation with primary source excerpts and visuals, teacher-generated worksheet(s), teacher-guided discussion, guest speakers, teacher-generated timeline (including student drawn images and analysis) and/or simple comparison chart to review content on defending American sovereignty.
- Formative questions, short comprehension check, and immediate feedback for students on teacher-generated notes to review content on defending American sovereignty.
- Use direct instruction, primary source excerpts, guided discussion to explain how the founding of West Point helped professionalize the U.S. military.
- Analyze the causes, major events, and outcomes of the War of 1812 using direct instruction, timeline activity, and maps.
- Utilize an AI Simulation: Defense of New Orleans. Students will make strategic decisions as U.S. or British forces and summarize outcomes.
- Analyze the Mexican-American War and its impact on military leadership and strategy using primary source analysis, map exercises, and guided discussion.
- Understand the influence of Baron Antoine-Henri Jomini on 19th-century military theory through the use of reading analysis, teacher-generated worksheet, and class discussion.
- Conduct a Mini Research Project. Students will investigate a key figure, battle, or military innovation from the unit and present a brief report.
- Design a professional officer training plan based on lessons from West Point. Students will research, plan, and write a report with a schedule that cadets would follow.

Assessments:

- **Diagnostic:**
  - Graphic organizers, brainstorming, class discussion, Internet/AI evaluations, teacher-generated notes.

- **Formative:**
  - Read selected primary and secondary sources and answer questions, charts, class discussion, question and answer session, Simulation.

- **Summative:**
  - Unit Test

- **Correctives:**
  - Construct a timeline of events in the three wars in the unit.
  - Create a chart that highlights the different concepts of warfare in the unit.

- **Extensions:**
  - Construct a timeline of key events in the three wars in the unit.
  - Create a chart that highlights the different concepts of warfare in the unit.

Unit 3: Projecting Power (10 days)

- **Standards:**
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  - 8.2.9.C: Compare how different political systems function.
  - 8.2.12.C: Evaluate government structures and how they operate.
  - 8.2.U.C: Understand the development and function of political systems over time.
  - 8.2.9.D: Analyze the historical development of U.S. political systems.
  - 8.2.12.D: Evaluate how political and legal systems changed across major U.S. historical periods.
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- CC.8.5.11-12.E: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
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- CC.8.5.11-12.H: Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.CC.8.5.11-12.I: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- CC.8.6.11-12.A: Write arguments focused on discipline-specific content. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, organize logically, develop claims and counterclaims, supply relevant data and evidence, use cohesive and domain-specific vocabulary, maintain formal style and objective tone, and provide a concluding statement or section that supports the argument.
- CC.8.6.11-12.B: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. Introduce a topic, organize complex ideas/information so each builds on what precedes, include formatting/graphics/multimedia when useful; develop the topic thoroughly by selecting significant facts/details/quotations; use varied transitions, precise language, domain-specific vocabulary, and a style responding to the discipline and audience; and provide a concluding statement that supports the information/explanation.
- CC.8.6.11-12.C: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CC.8.6.11-12.D: 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.
- CC.8.6.11-12.E: 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.
- CC.8.6.11-12.H: Draw evidence from informational texts to support analysis, reflection, and research.
- CC.8.6.11-12.I: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Objectives:

- Describe the post-Civil War Army and the Indian Wars. (DOK 2)
- Explain Reconstruction and the military's role in enforcing policy. (DOK 3)
- Summarize the causes, major events, and outcomes of the Spanish-American War. (DOK 2)
- Explain the rise of the modern Navy and the influence of Mahan. (DOK 3)

- Analyze the Philippine-American War and the ethical/military challenges it presented. (DOK 3)
- Conduct a strategic campaign simulation of a 19th-century battle scenario. (DOK 4)

Core Activities and Corresponding Instructional Methods:

- Define key terms of the unit.
- Students will work cooperatively to identify significant individuals, events and concepts of the revolutionary period as identified in the readings.
- Investigate the factors leading to the War of 1812 and compose a paragraph demonstrating how one factor led to a declaration of war as identified in the readings.
- Discuss the significant political decisions and military engagements of the MexicanAmerican War as identified in the readings.
- Students will complete a graphic organizer to identify and describe the major military, political, civilian and cultural leaders of the time, as identified in the textbook.
- Students will complete a change and continuities over time graphic organizer to analyze changes and continuities in the United States caused by the War of 1812 and the Mexican-American War.
- Students will brainstorm how the experiences of junior officers in the Mexican-American War influenced their leadership in the Civil War as identified in the readings.
- Utilize direct instruction, station rotation with primary source excerpts and visuals, teacher-generated worksheet(s), teacher-guided discussion, guest speakers, teacher-generated timeline (including student drawn images and analysis) and/or simple comparison chart to explain American military power projection and identify how the period described weapons and tactics shaped battlefield strategy .
- Formative questions, short comprehension check, and immediate feedback for students on teacher-generated notes to explain American military power projection and identify how the period described weapons and tactics shaped battlefield strategy.
- Integrate academic and content vocabulary using direct instruction and teacher generated worksheets.
- Organize key battles and events from the unit time period on a timeline using direct instruction and/or teacher-generated timelines (including student drawn images and analysis).
- Reinforce key concepts from notes or direct instruction using a quick digital check for understanding.
- Describe the post-Civil War Army and the Indian Wars using direct instruction, primary sources, maps, and/or teacher-generated worksheets.
- Explain Reconstruction and the military's role in enforcing policy using case studies, small group discussion, and/or reflective journals.
- Summarize the causes, major events, and outcomes of the Spanish-American War using a timeline, map analysis, and/or short essay.
- Explain the rise of the modern Navy and the influence of Mahan, including The Great White Fleet, by utilizing a reading analysis, map activity, and/or teacher-generated worksheet.
- Analyze the Philippine-American War and the ethical/military challenges it presented by using primary source analysis, group discussion, and debate.

- Utilize a Strategic Campaign Simulation. Students will simulate a 19th-century battle scenario using maps, unit positions, and historical strategies.
- Conduct a Mini Research Project Mini. Students will research a military innovation, campaign, or figure from the 19th–early 20th century and present findings.

Assessments:

- **Diagnostic:**
  - Graphic organizers, brainstorming, class discussion, Internet/AI evaluations.

- **Formative:**
  - Read selected primary and secondary sources and answer questions, charts, class discussion, question and answer session.

- **Summative:**
  - Unit Test

- **Correctives:**
  - Construct a timeline of events in the three wars in the unit.
  - Create a chart that highlights the different concepts of warfare in the unit.

- **Extensions:**
  - Construct a timeline of key events in the three wars in the unit.
  - Create a chart that highlights the different concepts of warfare in the unit.

Unit 4: America in the World Wars (12 days)

- **Standards:**
  - 8.1.9.A: Analyze chronological thinking (timelines, cause/effect, sequence).
  - 8.1.12.A*:* Evaluate historical interpretation of events using continuity and change over time.
  - 8.1.U.A: Evaluate patterns of continuity and change across historical eras.
  - 8.1.W.A: Analyze the significance of individuals, groups, and events in world history over time.
  - 8.1.7.B: Explain and analyze primary and secondary sources.
  - 8.1.9.B: Analyze and interpret primary and secondary documents to determine author, credibility, bias, viewpoint.
  - 8.1.12.B: Evaluate historical documents for purpose, perspective, and reliability.
  - 8.1.U.B: Use and evaluate evidence from primary/secondary sources to support claims.
  - 8.1.W.B: Draw conclusions about historical events based on multiple sources.
  - 8.2.8.A: Explain the roles of citizens in government.
  - 8.2.9.A: Analyze the rights, responsibilities, and roles of citizens in civic life.
  - 8.2.12.A: Evaluate the role of citizens in various governmental systems.
  - 8.2.U.A: Understand how citizens exercise rights and civic responsibilities across history.
  - 8.2.9.B: Analyze how laws and government policies protect individual rights.
  - 8.2.12.B: Evaluate how government policies protect or restrict rights in different historical eras.
  - 8.2.U.B: Analyze the impact of government, laws, and political systems on people.
  - 8.2.9.C: Compare how different political systems function.
  - 8.2.12.C: Evaluate government structures and how they operate.
  - 8.2.U.C: Understand the development and function of political systems over time.
  - 8.2.9.D: Analyze the historical development of U.S. political systems.
  - 8.2.12.D: Evaluate how political and legal systems changed across major U.S. historical periods.
  - CC.8.5.11-12.A: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
  - CC.8.5.11-12.B: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
  - CC.8.5.11-12.C: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
  - CC.8.5.11-12.D: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines “faction” in Federalist No. 10).

- CC.8.5.11-12.E: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- CC.8.5.11-12.F: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- CC.8.5.11-12.G: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- CC.8.5.11-12.H: Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.CC.8.5.11-12.I: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- CC.8.6.11-12.A: Write arguments focused on discipline-specific content. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, organize logically, develop claims and counterclaims, supply relevant data and evidence, use cohesive and domain-specific vocabulary, maintain formal style and objective tone, and provide a concluding statement or section that supports the argument.
- CC.8.6.11-12.B: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. Introduce a topic, organize complex ideas/information so each builds on what precedes, include formatting/graphics/multimedia when useful; develop the topic thoroughly by selecting significant facts/details/quotations; use varied transitions, precise language, domain-specific vocabulary, and a style responding to the discipline and audience; and provide a concluding statement that supports the information/explanation.
- CC.8.6.11-12.C: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CC.8.6.11-12.D: 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.
- CC.8.6.11-12.E: 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.
- CC.8.6.11-12.H: Draw evidence from informational texts to support analysis, reflection, and research.
- CC.8.6.11-12.I: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Objectives:

- Students will analyze the events that contributed to the Civil War and develop a logical argument that summarizes their impact on the war. (DOK 4)
- Students will compare and contrast the advantages and disadvantages held by the North and South at the outbreak of the war. (DOK 2)

- Students will compare and contrast the relative merits of the strategies used by the two sides during the war. (DOK 2)
- Students will investigate significant battles of the war. (DOK 3) Students will investigate the political decisions made and how they impacted events in the war. (DOK 3)
- Students will apprise the changes that occurred for women, slaves and free blacks during the war. (DOK 3)
- Explain U.S. entry into World War I. (DOK 2)
- Analyze World War I combat, tactics, and strategy. (DOK 3)
- Evaluate the home front and demobilization after WWI. (DOK 3)
- Understand the interwar period and the rise of new military doctrines. (DOK 2)
- Explain WWII strategy and mobilization. (DOK 2)
- Analyze major WWII campaigns. (DOK 3)
- Evaluate social and moral dimensions of WWII. (DOK 3)

Core Activities and Corresponding Instructional Methods:

- Define key terms of the unit.
- Students will work cooperatively to identify significant individuals, events and concepts of the period as identified in the textbook.
- Investigate the factors identified in the textbook as leading to the war and compose a paragraph demonstrating how one factor led to a declaration of war.
- Discuss the significant political decisions and military engagements of the Civil War as identified in the textbook.
- Students will complete a graphic organizer to identify and describe the major military, political, civilian and cultural leaders of the time, as identified in the textbook.
- Students will complete a change and continuities over time graphic organizer to analyze changes and continuities in the United States caused by the Civil War.
- Students will complete a graphic organizer that illustrates how technological innovations in warfare led to innovative tactics on the battlefield.
- Utilize direct instruction, station rotation with primary source excerpts and visuals, teacher-generated worksheet(s), teacher-guided discussion, guest speakers, teacher-generated timeline (including student drawn images and analysis) and/or simple comparison chart to discuss America's involvement in the World Wars.
- Formative questions, short comprehension check, and immediate feedback for students on teacher-generated notes to discuss America's involvement in the World Wars.
- Integrate academic and content vocabulary when explaining America's involvement in the World Wars.
- Organize key battles and events from the unit time period on a timeline using direct instruction and/or teacher-generated timeline (including student drawn images and analysis).
- Reinforce key concepts from notes or direct instruction using a quick digital check for understanding.
- Explain U.S. entry into World War I using direct instruction and primary source analysis
- Analyze World War I combat, tactics, and strategy using station rotation with maps, battle diagrams, student analysis chart, and/or teacher-generated worksheet.
- Conduct a Trench Design Project. Students will work in groups to plan, map, and present an Allied trench system with realistic strategic placement and defense considerations.

- Utilize a written journal entry from the perspective of an American infantryman. Students will research conditions, experiences, and use AI interviews with U.S. and German infantrymen in the trenches to guide writing.
- Evaluate the home front and demobilization after WWI using primary source analysis, teacher-generated worksheet, and/or discussion of related legislation.
- Analyze the interwar period and the rise of new military doctrines using reading analysis, concept mapping, and/or class discussion.
- Explain WWII strategy and mobilization using direct instruction, timelines, and/or comprehension checks.
- Conduct a Battle of the Bulge simulation. Students will participate in a strategic simulation and analyze tactical decisions using group simulation, map work, and/or reflection.
- Analyze major WWII campaigns using simulation, map analysis, and/or small-group discussion.
- Compare and contrast the experiences of soldiers/marines in Pacific vs. European theaters using AI interviews, comparative charts, and/or discussion.
- Examine social and moral dimensions of WWII: women in the military, Zoot Suit Riots, internment camps, Double V campaign, and important legislation using direct instruction, primary source analysis, short essay, and/or class discussion.
- Conduct a Research Project. Students will investigate and present on a campaign, innovation, or social/military development from WWI or WWII.

Assessments:

- **Diagnostic:**
  - Graphic organizers, brainstorming, class discussion, Internet/AI evaluations, group activities, individual assignments.

- **Formative:**
  - Read selected primary and secondary sources and answer questions, charts, class discussion, question and answer session, Battle of the Bulge simulation.

- **Summative:**
  - WWII Research Project - Presentation & Trench Design.

- **Correctives:**
  - Construct a timeline of events in the three wars in the unit.
  - Create a chart that highlights the different concepts of warfare in the unit.

- **Extensions:**
  - Construct a timeline of key events in the three wars in the unit.
  - Create a chart that highlights the different concepts of warfare in the unit.

Unit 5: Reconstruction, Expanding Westward, and Overseas Wars Cold War Conflict and Military Transformation (11 days)

- **Standards:**
  - 8.1.9.A: Analyze chronological thinking (timelines, cause/effect, sequence).
  - 8.1.12.A: Evaluate historical interpretation of events using continuity and change over time.
  - 8.1.U.A: Evaluate patterns of continuity and change across historical eras.
  - 8.1.W.A: Analyze the significance of individuals, groups, and events in world history over time.
  - 8.1.7.B: Explain and analyze primary and secondary sources.
  - 8.1.9.B: Analyze and interpret primary and secondary documents to determine author, credibility, bias, viewpoint.
  - 8.1.12.B: Evaluate historical documents for purpose, perspective, and reliability.
  - 8.1.U.B:Use and evaluate evidence from primary/secondary sources to support claims.
  - 8.1.W.B: Draw conclusions about historical events based on multiple sources.
  - 8.2.8.A: Explain the roles of citizens in government.
  - 8.2.9.A: Analyze the rights, responsibilities, and roles of citizens in civic life.
  - 8.2.12.A: Evaluate the role of citizens in various governmental systems.
  - 8.2.U.A:Understand how citizens exercise rights and civic responsibilities across history.
  - 8.2.9.B: Analyze how laws and government policies protect individual rights.
  - 8.2.12.B: Evaluate how government policies protect or restrict rights in different historical eras.
  - 8.2.U.B: Analyze the impact of government, laws, and political systems on people.
  - 8.2.9.C: Compare how different political systems function.
  - 8.2.12.C: Evaluate government structures and how they operate.
  - 8.2.U.C: Understand the development and function of political systems over time.
  - 8.2.9.D: Analyze the historical development of U.S. political systems.
  - 8.2.12.D: Evaluate how political and legal systems changed across major U.S. historical periods.
  - CC.8.5.11-12.A: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
  - CC.8.5.11-12.B: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
  - CC.8.5.11-12.C: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
  - CC.8.5.11-12.D: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines “faction” in Federalist No. 10).

- CC.8.5.11-12.E: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- CC.8.5.11-12.F: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- CC.8.5.11-12.G: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- CC.8.5.11-12.H: Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.CC.8.5.11-12.I: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- CC.8.6.11-12.A: Write arguments focused on discipline-specific content. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, organize logically, develop claims and counterclaims, supply relevant data and evidence, use cohesive and domain-specific vocabulary, maintain formal style and objective tone, and provide a concluding statement or section that supports the argument.
- CC.8.6.11-12.B: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. Introduce a topic, organize complex ideas/information so each builds on what precedes, include formatting/graphics/multimedia when useful; develop the topic thoroughly by selecting significant facts/details/quotations; use varied transitions, precise language, domain-specific vocabulary, and a style responding to the discipline and audience; and provide a concluding statement that supports the information/explanation.
- CC.8.6.11-12.C: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CC.8.6.11-12.D: 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.
- CC.8.6.11-12.E: 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.
- CC.8.6.11-12.H: Draw evidence from informational texts to support analysis, reflection, and research.
- CC.8.6.11-12.I: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Objectives:

- Students will analyze and critique the various post-war plans for reconstruction. (DOK 4)
- Students will construct an argument for or against the use of the fort system used to defend settlers in the west. (DOK 3)

- Students will analyze events that contributed to the outbreak of the Spanish-American War and develop a logical argument that summarizes their impact on the war. (DOK 4)
- Students will investigate significant battles of the Spanish-American War. (DOK 3)
- Students will investigate the outcome of the war and its repercussions. (DOK 3)
- Students will analyze events (both foreign and domestic) that contributed to American involvement in World War I and develop a logical argument that summarizes their impact on the war. (DOK 4)
- Students will investigate significant battles of World War 1. (DOK 3)
- Students will investigate the outcome of World War I and its repercussions. (DOK 3)
- Students will analyze the events that contributed to the Civil War and develop a logical argument that summarizes their impact on the war. (DOK 4)
- Students will compare and contrast the advantages and disadvantages held by the North and South at the outbreak of the war. (DOK 2)
- Students will compare and contrast the relative merits of the strategies used by the two sides during the war. (DOK 2)
- Students will investigate significant battles of the war. (DOK 3) Students will investigate the political decisions made and how they impacted events in the war. (DOK 3)
- Students will apprise the changes that occurred for women, slaves and free blacks during the war. (DOK 3)
- Explain the origins and military implications of the Cold War. (DOK 2)
- Analyze limited war strategy in Korea and Vietnam. (DOK 3)
- Evaluate the impact of nuclear deterrence and military doctrine (MAD, containment). (DOK 3)
- Analyze the evolution of U.S. military structure and desegregation. (DOK 3)
- Understand technological and doctrinal changes (helicopters, Special Forces). (DOK 2)
- Evaluate the transition from draft to All-Volunteer Force. (DOK 3)
- Evaluate the effectiveness of U.S. Cold War alliances. (DOK 4)
- Analyze media influence on Vietnam War policy. (DOK 3)

Core Activities and Corresponding Instructional Methods:

- Define key terms of the unit.
- Students will work cooperatively to identify significant individuals, events and concepts of the period as identified in the textbook.
- Investigate the factors identified in the textbook as leading to the Spanish-American War or World War I and compose a paragraph demonstrating how one factor led to a declaration of war.
- Classroom discussion of the significant political decisions and military engagements of the Spanish-American War and World War 1 as identified in the textbook.
- Students will complete a graphic organizer to identify and describe the major military, political, civilian and cultural leaders of the time, as identified in the textbook.
- Students will complete a change and continuities over time graphic organizer to analyze changes and continuities in the United States caused by the Civil War.
- Students will complete a graphic organizer that illustrates how technological innovations in warfare led to innovative tactics on the battlefield.
- Utilize direct instruction, station rotation with primary source excerpts and visuals, teacher-generated worksheet(s), teacher-guided discussion, guest speakers, teacher-

generated timeline (including student drawn images and analysis) and/or simple comparison chart to introduce Cold War vocabulary and concepts.
- Utilize a timeline of major Cold War conflicts and crises. Students will construct collaboratively.
- Explore a nuclear strategy simulation that models decision-making under MAD conditions.
- Examine Korean War geography and tactics through maps and primary sources.
- Utilize station rotations to explore Vietnam War strategies, including guerrilla warfare and air mobility.
- Compare Vietnam-era media coverage and government messaging.
- Analyze film clips from *We Were Soldiers*, *Platoon*, and *Hamburger Hill* to analyze perspective and accuracy.
- Evaluate primary sources on military desegregation to determine impact and significance.
- Utilize video and webquests that examine the military's role in civilian matters (Examples: 101st role in forced desegregation for the Little Rock 9, federalization of National Guard units, Draft riots role, etc.).
- Conduct brief research tasks to investigate Special Forces, such as the Green Berets and LRRPs.
- Conduct a structured debate and Venn Diagram to compare the draft/conscription with the All-Volunteer Force.
- Analyze technological developments such as napalm and helicopter warfare.
- Conduct a counterinsurgency simulation to explore war straegies.

Assessments:

- **Diagnostic:**
  - Graphic organizers, classroom discussions, collaborative/individual brainstorming, AI (Brisk, Magic School AI), group activities, individual assignments.

- **Formative:**
  - Read selected primary and secondary sources and answer questions, charts, class discussion, question and answer session, MAD diplomacy simulation.
  - Annotate primary source excerpts (such as NSC-68, FM 3-24, GI Bill text, or VA summaries) and answer guided questions.
  - Complete charts (comparison charts, cause-and-effect charts, or doctrine breakdowns) and participate in simulations with reflection responses.

- **Summative:**
  - Unit exams, project, and writing assessments.
  - Comparison charts of Korea vs. Vietnam.

- **Correctives:**
  - Create a chart of major battles in the two wars and their impacts on their outcome.
  - Create a timeline of events in the Spanish-American War and from June 28 1914 (assassination of Archduke Franz Ferdinand) to November 11 1918.

    - Create a timeline of events and conflicts during the Cold War.
    - Create a chart that highlights the different concepts of warfare in the unit.

- **Extensions:**
    - Read and critique Vance Skarstedt's essay, "What Students Need to Know about the Frontier Wars."
    - Read and critique Brian McAllister Linn's essay, "The Spanish-American War and the Philippine War."
    - Read and critique Michael S. Neiberg's essay, What Students Need to Know about World War I."
    - Read and critique Michael S. Neiberg's essay, "The Battle of the Meuse-Argonne, 1918: Harbinger of American Great Power on the European Continent?"
    - Read and critique Ronald Spector's "What Students Need to Know About the Vietnam War."
    - Students will read and critique a teacher-provided scholarly or policy excerpt such as a DoD report, GI Bill text, or Cold War analysis.

Unit 6: World War II Post-Cold War Warfare and the Middle East (12 Days)

- **Standards:**
  - 8.1.9.A: Analyze chronological thinking (timelines, cause/effect, sequence).
  - 8.1.12.A*:* Evaluate historical interpretation of events using continuity and change over time.
  - 8.1.U.A: Evaluate patterns of continuity and change across historical eras.
  - 8.1.W.A: Analyze the significance of individuals, groups, and events in world history over time.
  - 8.1.7.B: Explain and analyze primary and secondary sources.
  - 8.1.9.B: Analyze and interpret primary and secondary documents to determine author, credibility, bias, viewpoint.
  - 8.1.12.B: Evaluate historical documents for purpose, perspective, and reliability.
  - 8.1.U.B: Use and evaluate evidence from primary/secondary sources to support claims.
  - 8.1.W.B: Draw conclusions about historical events based on multiple sources.
  - 8.2.8.A: Explain the roles of citizens in government.
  - 8.2.9.A: Analyze the rights, responsibilities, and roles of citizens in civic life.
  - 8.2.12.A: Evaluate the role of citizens in various governmental systems.
  - 8.2.U.A: Understand how citizens exercise rights and civic responsibilities across history.
  - 8.2.9.B: Analyze how laws and government policies protect individual rights.
  - 8.2.12.B: Evaluate how government policies protect or restrict rights in different historical eras.
  - 8.2.U.B: Analyze the impact of government, laws, and political systems on people.
  - 8.2.9.C: Compare how different political systems function.
  - 8.2.12.C: Evaluate government structures and how they operate.
  - 8.2.U.C: Understand the development and function of political systems over time.
  - 8.2.9.D: Analyze the historical development of U.S. political systems.
  - 8.2.12.D: Evaluate how political and legal systems changed across major U.S. historical periods.
  - CC.8.5.11-12.A: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
  - CC.8.5.11-12.B: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
  - CC.8.5.11-12.C: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
  - CC.8.5.11-12.D: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines “faction” in Federalist No. 10).

- CC.8.5.11-12.E: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- CC.8.5.11-12.F: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- CC.8.5.11-12.G: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- CC.8.5.11-12.H: Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.CC.8.5.11-12.I: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- CC.8.6.11-12.A: Write arguments focused on discipline-specific content. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, organize logically, develop claims and counterclaims, supply relevant data and evidence, use cohesive and domain-specific vocabulary, maintain formal style and objective tone, and provide a concluding statement or section that supports the argument.
- CC.8.6.11-12.B: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. Introduce a topic, organize complex ideas/information so each builds on what precedes, include formatting/graphics/multimedia when useful; develop the topic thoroughly by selecting significant facts/details/quotations; use varied transitions, precise language, domain-specific vocabulary, and a style responding to the discipline and audience; and provide a concluding statement that supports the information/explanation.
- CC.8.6.11-12.C: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CC.8.6.11-12.D: 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.
- CC.8.6.11-12.E: 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.
- CC.8.6.11-12.H: Draw evidence from informational texts to support analysis, reflection, and research.
- CC.8.6.11-12.I: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Objectives:

- Students will analyze the effects of the Great Depression on the American military. (DOK 4)
- Students will examine the role of naval limitations treaties of the 1920s as a reason for the American navy's unpreparedness for war. (DOK 2)

- Students will analyze the Treaty of Versailles as a contributing factor to the outbreak of another world war. (DOK 4)
- Students will assess the German "Blitzkrieg" tactic in terms of effectiveness. (DOK 3)
- Students will compare the strategies of the opposing alliances in World War II. (DOK 3)
- Students will assess the role of General Dwight Eisenhower as an alliance builder/maintainer in the defeat of Germany. (DOK 3)
- Students will summarize the events that led to the conclusion of the war in both European and Pacific Theatres and the options available to the Allies in each. (DOK 2)
- Compare and critique the role of H. Norman Schwarzkopf as a coalition leader to that of Dwight Eisenhower in World War II. (DOK 2, 4)
- Summarize the significance of the Gulf War and its impact on modern military operations. (DOK 2)
- Analyze the role of advanced military technology in shaping modern warfare. (DOK 3)
- Evaluate the effectiveness of counterinsurgency warfare in Iraq and Afghanistan. (DOK 3)
- Assess the role of Special Operations Forces in modern conflicts and missions. (DOK 3)
- Analyze changes in military social policy, including women in combat and the repeal of Don't Ask, Don't Tell. (DOK 3)
- Explain the structure and challenges of maintaining an All-Volunteer Force. (DOK 2)
- Evaluate the overall effectiveness of counterinsurgency doctrine in recent conflicts. (DOK 4)
- Analyze how media coverage and public perception have influenced modern warfare. (DOK 3)

Core Activities and Corresponding Instructional Methods:

- Define key terms of the unit.
- Students will work cooperatively to identify significant individuals, events and concepts of the period as identified in the textbook.
- Investigate the factors identified in the textbook as leading to the outbreak of the Second World War and compose a paragraph demonstrating how one factor led to a declaration of war.
- Classroom discussion of the significant political decisions and military engagements of World War II as identified in the textbook.
- Students will complete a graphic organizer to identify and describe the major military, political, civilian and cultural leaders of the time, as identified in the textbook.
- Students will complete a change and continuities over time graphic organizer to analyze changes and continuities in the United States caused by World War II.
- Students will complete a graphic organizer that illustrates how technological innovations in warfare led to innovative tactics on the battlefield.
- Utilize direct instruction, station rotation with primary source excerpts and visuals, teacher-generated worksheet(s), teacher-guided discussion, guest speakers, teacher-generated timeline (including student drawn images and analysis) and/or simple comparison chart to introduce modern warfare concepts such as shock and awe.
- Examine The Gulf War through a case study of the Battle of 73 Easting.
- Reconstruct The Battle of 73 Easting using maps and tactical analysis.
- Conduct a map-based simulation that models Gulf War operations and maneuver.

- Analyze film clips from *Jarhead*, *Generation Kill*, and *The Hurt Locker* for realism and perspective.
- Explore The Battle of Mogadishu by using a Black Hawk Down case study.
- Conducted research on the role of Special Operations Forces in modern conflicts.
- Analyze policy changes including women in combat and the repeal of "Don't Ask, Don't Tell."
- Analyze Rules of Engagement (ROE) scenarios by using decision-making exercises.
- Evaluates the sustainability of the All-Volunteer Force through the use of a class debate.
- Explain the Bin Laden raid through timeline and tactical analysis.
- Analyze and discuss the financial cost of modern warfare.

Assessments:

- **Diagnostic:**
  - Graphic organizers, classroom discussions, collaborative/individual brainstorming, AI (Brisk, Magic School AI), group activities, individual assignments.

- **Formative:**
  - Read selected primary and secondary sources and answer questions, charts, class discussion, question and answer session, Battle of 73 Easting simulation.
  - Students will annotate primary source excerpts (such as NSC-68, FM 3-24, GI Bill text, or VA summaries) and answer guided questions.
  - Complete charts (comparison charts, cause-and-effect charts, or doctrine breakdowns) and participate in simulations with reflection responses.

- **Summative:**
  - Unit exams, project, and writing assessments
  - 5–7 slide presentations analyzing a battle or concept, or a structured project (timeline, policy proposal, or technology design) that includes written justification and visual components.

- **Correctives:**
  - Create a chart of major battles in World War II and their impacts on their outcome.
  - Create a timeline of events in the lead-up to World War II in either the European or Pacific Theatre between the end of World War I and December 7, 1941.
  - Create a timeline of events in the lead-up to Operation Desert Storm.
  - Complete assignments such as map labeling or concept charts with corrections and explanations.
  - Complete structured comparison charts or guided notes to address misunderstandings (e.g., Korea vs. Vietnam, COIN vs. conventional warfare).

- **Extensions:**
  - Read and critique Williamson Murray's essay, "The Gathering Storm: From World War I to World War II."

- Read and critique David Eisenhower's essay, "World War II and its Meaning for Americans."
- Read and critique Paul Herbert's essay, "The Great Battle for Normandy."
- Read and critique Rick Atkinson's essay, Ten Things Every American Student Should Know about Our Army in World War II.
- Read and critique James Kurth's essay, The U.S. Navy in World War II."
- Read and critique Josiah Bunting III's essay, General George C. Marshall and the Development of a Professional Military Ethic."
- Connect unit themes to modern or future issues through independent inquiry and presentation.
- Read and critique a scholarly or policy-based excerpt relevant to COIN (counterinsurgency).

Unit 7: Cold War, Hot War and Beyond Future Warfare and Military Adaptation (10 Days)

- **Standards:**
  - 8.1.9.A: Analyze chronological thinking (timelines, cause/effect, sequence).
  - 8.1.12.A*:* Evaluate historical interpretation of events using continuity and change over time.
  - 8.1.U.A: Evaluate patterns of continuity and change across historical eras.
  - 8.1.W.A: Analyze the significance of individuals, groups, and events in world history over time.
  - 8.1.7.B: Explain and analyze primary and secondary sources.
  - 8.1.9.B: Analyze and interpret primary and secondary documents to determine author, credibility, bias, viewpoint.
  - 8.1.12.B: Evaluate historical documents for purpose, perspective, and reliability.
  - 8.1.U.B: Use and evaluate evidence from primary/secondary sources to support claims.
  - 8.1.W.B: Draw conclusions about historical events based on multiple sources.
  - 8.2.8.A: Explain the roles of citizens in government.
  - 8.2.9.A: Analyze the rights, responsibilities, and roles of citizens in civic life.
  - 8.2.12.A: Evaluate the role of citizens in various governmental systems.
  - 8.2.U.A: Understand how citizens exercise rights and civic responsibilities across history.
  - 8.2.9.B: Analyze how laws and government policies protect individual rights.
  - 8.2.12.B: Evaluate how government policies protect or restrict rights in different historical eras.
  - 8.2.U.B: Analyze the impact of government, laws, and political systems on people.
  - 8.2.9.C: Compare how different political systems function.
  - 8.2.12.C: Evaluate government structures and how they operate.
  - 8.2.U.C: Understand the development and function of political systems over time.
  - 8.2.9.D: Analyze the historical development of U.S. political systems.
  - 8.2.12.D: Evaluate how political and legal systems changed across major U.S. historical periods.
  - CC.8.5.11-12.A: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
  - CC.8.5.11-12.B: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
  - CC.8.5.11-12.C: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
  - CC.8.5.11-12.D: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines “faction” in Federalist No. 10).

- CC.8.5.11-12.E: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- CC.8.5.11-12.F: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- CC.8.5.11-12.G: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- CC.8.5.11-12.H: Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.CC.8.5.11-12.I: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- CC.8.6.11-12.A: Write arguments focused on discipline-specific content. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, organize logically, develop claims and counterclaims, supply relevant data and evidence, use cohesive and domain-specific vocabulary, maintain formal style and objective tone, and provide a concluding statement or section that supports the argument.
- CC.8.6.11-12.B: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. Introduce a topic, organize complex ideas/information so each builds on what precedes, include formatting/graphics/multimedia when useful; develop the topic thoroughly by selecting significant facts/details/quotations; use varied transitions, precise language, domain-specific vocabulary, and a style responding to the discipline and audience; and provide a concluding statement that supports the information/explanation.
- CC.8.6.11-12.C: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CC.8.6.11-12.D: 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.
- CC.8.6.11-12.E: 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.
- CC.8.6.11-12.H: Draw evidence from informational texts to support analysis, reflection, and research.
- CC.8.6.11-12.I: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Objectives:

- Analyze how post-war Germany and Japan were dealt with and formulate possible reasons why they were handled differently. (DOK 3)
- Students will critique the Marshall Plan as to its effectiveness in rebuilding Europe. (DOK 3)
- Students will debate the role of the United States as a global police power in the post-war world. (DOK 4)

- Students will summarize the events that led to the conclusion of the Korean Conflict each. (DOK 2)
- Students will summarize the events that led to the conclusion of Vietnam. (DOK 2)
- Students will summarize the events of Operations Desert Storm/Desert Shield. (DOK 2)
- Students will compare and critique the role of H. Norman Schwarzkopf as a coalition leader to that of Dwight Eisenhower in World War II. (DOK 2, 4)
- Analyze emerging global threats, including near-peer competitors and non-state actors. (DOK 3)
- Evaluate how future military doctrine is adapting to new forms of warfare. (DOK 3)
- Explain the role of emerging technologies such as AI, cyber, and space systems in modern conflict. (DOK 2)
- Assess current recruitment and retention challenges facing the U.S. military. (DOK 3)
- Evaluate ethical considerations related to modern and future warfare technologies. (DOK 4)
- Evaluate the potential impact of artificial intelligence on military decision-making and combat. (DOK 4)
- Analyze how climate change and resource scarcity may influence future conflicts. (DOK 3)

Core Activities and Corresponding Instructional Methods:

- Define key terms of the unit.
- Students will work cooperatively to identify significant individuals, events and concepts of the period as identified in the textbook.
- Investigate the factors identified in the textbook as leading to the Cold War and compose a paragraph demonstrating how one factor led to it.
- Classroom discussion of the significant political decisions and military engagements of Korea/Vietnam/War on Terror as identified in the textbook.
- Students will complete a graphic organizer to identify and describe the major military, political, civilian and cultural leaders of the time, as identified in the textbook.
- Students will complete a change and continuities over time graphic organizer to analyze changes and continuities in the United States caused by the Cold War.
- Students will complete a graphic organizer that illustrates how technological innovations in warfare led to innovative tactics on the battlefield.
- Direct instruction outlines future warfare concepts including cyber and space domains.
- China and Russia are analyzed as near-peer competitors using maps and data.
- The Ukraine War serves as a modern case study in evolving warfare.
- A guided discussion examines drone warfare and its implications.
- A cyber warfare scenario challenges participants to respond to digital threats.
- A multi-domain operations simulation integrates land, air, cyber, and space considerations.
- Recruitment challenges facing the U.S. military are analyzed using current data.
- A structured debate addresses the ethics of emerging military technologies.
- A future war scenario is designed and presented collaboratively.
- Space warfare concepts are examined through case studies.
- Modern recruitment advertisements are critiqued for messaging and effectiveness.
- A new military technology is designed and presented.

- An AI ethics roundtable explores autonomous weapons debates.

Assessments:

- **Diagnostic:**
  - Graphic organizers, classroom discussions, collaborative/individual brainstorming, AI (Brisk, Magic School AI), group activities, individual assignments.
  - Students will complete a KWL chart focused on the unit's central theme (future conflict).

- **Formative:**
  - Reading of primary/secondary sources to interpret meaning behind specific concepts. Students will use primary and secondary sources to aid in class discussion, facilitate brainstorming, projects and writing prompts.
  - Read selected primary and secondary sources and answer questions, charts, class discussion, question and answer session.

- **Summative:**
  - Unit exams, project, and writing assessments.
  - 5–7 slide presentations analyzing a battle or concept, or a structured project (timeline, policy proposal, or technology design) that includes written justification and visual components.

- **Correctives:**
  - Create a chart of major battles in World War II and their impacts on their outcome.
  - Create a timeline of events in the lead-up to World War II in either the European or Pacific Theatre between the end of World War I and December 7, 1941.
  - Create a chart, map, or timeline depicting potential/future threats that may face the US military moving into the future.

- **Extensions:**
  - Read and critique Ronald Spector's "What Students Need to Know About the Vietnam War."
  - Read and critique James Willbanks' "Tet 1968: The Turning Point."
  - Connect unit themes to modern or future issues through independent inquiry and presentation.
  - Complete an enrichment/reinforcement task such as a mini research presentation, oral history analysis, or advanced written response.

Unit 8: Veterans, Society, and the Cost of War (12 days)

- **Standards:**
  - 8.1.9.A: Analyze chronological thinking (timelines, cause/effect, sequence).
  - 8.1.12.A*:* Evaluate historical interpretation of events using continuity and change over time.
  - 8.1.U.A: Evaluate patterns of continuity and change across historical eras.
  - 8.1.W.A: Analyze the significance of individuals, groups, and events in world history over time.
  - 8.1.7.B: Explain and analyze primary and secondary sources.
  - 8.1.9.B: Analyze and interpret primary and secondary documents to determine author, credibility, bias, viewpoint.
  - 8.1.12.B: Evaluate historical documents for purpose, perspective, and reliability.
  - 8.1.U.B: Use and evaluate evidence from primary/secondary sources to support claims.
  - 8.1.W.B: Draw conclusions about historical events based on multiple sources.
  - 8.2.8.A: Explain the roles of citizens in government.
  - 8.2.9.A: Analyze the rights, responsibilities, and roles of citizens in civic life.
  - 8.2.12.A: Evaluate the role of citizens in various governmental systems.
  - 8.2.U.A: Understand how citizens exercise rights and civic responsibilities across history.
  - 8.2.9.B: Analyze how laws and government policies protect individual rights.
  - 8.2.12.B: Evaluate how government policies protect or restrict rights in different historical eras.
  - 8.2.U.B: Analyze the impact of government, laws, and political systems on people.
  - 8.2.9.C: Compare how different political systems function.
  - 8.2.12.C: Evaluate government structures and how they operate.
  - 8.2.U.C: Understand the development and function of political systems over time.
  - 8.2.9.D: Analyze the historical development of U.S. political systems.
  - 8.2.12.D: Evaluate how political and legal systems changed across major U.S. historical periods.
  - CC.8.5.11-12.A: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
  - CC.8.5.11-12.B: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
  - CC.8.5.11-12.C: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
  - CC.8.5.11-12.D: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines “faction” in Federalist No. 10).

- CC.8.5.11-12.E: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- CC.8.5.11-12.F: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- CC.8.5.11-12.G: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- CC.8.5.11-12.H: Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.CC.8.5.11-12.I: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- CC.8.6.11-12.A: Write arguments focused on discipline-specific content. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, organize logically, develop claims and counterclaims, supply relevant data and evidence, use cohesive and domain-specific vocabulary, maintain formal style and objective tone, and provide a concluding statement or section that supports the argument.
- CC.8.6.11-12.B: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. Introduce a topic, organize complex ideas/information so each builds on what precedes, include formatting/graphics/multimedia when useful; develop the topic thoroughly by selecting significant facts/details/quotations; use varied transitions, precise language, domain-specific vocabulary, and a style responding to the discipline and audience; and provide a concluding statement that supports the information/explanation.
- CC.8.6.11-12.C: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CC.8.6.11-12.H: Draw evidence from informational texts to support analysis, reflection, and research.

Objectives:

- Analyze how the United States has treated veterans across different historical periods. (DOK 3)
- Evaluate major pieces of legislation affecting veterans, including the GI Bill and VA system. (DOK 3)
- Explain the challenges veterans face during reintegration into civilian life. (DOK 2)
- Examine patterns of continuity and change in veteran care over time. (DOK 3)
- Assess modern veteran benefits and their effectiveness. (DOK 4)
- Evaluate the effectiveness of U.S. government policies in supporting veterans. (DOK 4)
- Analyze disparities in veteran experiences across race, gender, and historical era. (DOK 3)

Core Activities and Corresponding Instructional Methods:

- Complete a graphic organizer that illustrates how technological innovations in warfare led to innovative tactics on the battlefield.
- Create a timeline that traces veteran care from the Revolutionary War to the present.

- Analyze the Bonus Army as a case study to discuss the government's response to veterans.
- Evaluate the GI Bill for its impact on American society.
- Explore experiences of Vietnam veterans through discussion and sources.
- Analyze film clips from *Born on the Fourth of July* and *American Sniper*.
- Examine PTSD with attention to its historical evolution using direction instruction and teacher-created worksheets.
- Review the structure and function of the VA system.
- Analyze the post-9/11 veteran benefits and policies.
- Complete a veteran interview or case study project.
- Analyze how the veteran care timeline was expanded with additional legislation and events.
- Analyze the impact of the GI Bill through economic and social data.
- Utilize role play to reenact perspectives from the Bonus Army crisis.
- Compare PTSD case studies across historical periods.
- Analyze VA disability ratings through sample scenarios.

Assessments:

- **Diagnostic:**
  - Graphic organizers, classroom discussions, collaborative/individual brainstorming, AI (Brisk, Magic School AI), group activities, individual assignments.
  - Students will complete a KWL chart focused on the unit's central theme (veteran benefits comparison, veteran care).

- **Formative:**
  - Read selected primary and secondary sources and answer questions, charts, class discussion, question and answer session.

- **Summative:**
  - Unit exams, project, and writing assessments
  - 5–7 slide presentations analyzing a battle or concept, or a structured project (timeline, policy proposal, or technology design) that includes written justification and visual components.
  - Present findings in a structured presentation incorporating visuals, data, and historical evidence related to veterans care.

- **Correctives:**
  - Create a chart, map, or timeline depicting potential/future threats that may face the US military moving into the future.

- **Extensions:**
  - Connect unit themes to modern or future issues through independent inquiry and presentation.

- Complete an enrichment/reinforcement task such as a mini research presentation, oral history analysis, or advanced written response.