**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
	+ 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
	+ PO 2. Evaluate diverse information sources.
* Concept 2: Processing
	+ PO 4. Synthesize research information to create new understanding and innovative solutions.
	+ 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
	+ 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.
	+ PO 3. Choose technology applications appropriate for the audience and task.
* Concept 2: Applications: select and use applications effectively and productively.
	+ PO 2. Compose a multiple section document that applies the most appropriate media and advanced formatting.
	+ PO 3. Use spreadsheets to calculate, graph, organize, and present data in a variety of real-world settings.
	+ 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.
	+ 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.
	+ Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
	+ 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).
	+ Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
	+ 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.
* Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
* 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)