

Course of Study:
U.S. Military History
(Grades 11-12)



Course Overview:	2
Class Themes:	3
Primary Textbooks:	3
Secondary Texts:	3
Digital Sources:	3
Strand 01: Historical Thinking Skills	4
Strand 02: Colonial Era and Revolutionary War (1607-1783)	6
Strand 03: The Early Republic and the War of 1812 (1783-1815)	8
Strand 04: Mexican-American War and Civil War (1846-1865)	10
Strand 05: Spanish-American War, World War I, and the Interwar years (1898-1941)	13
Strand 06: World War II (1939-1945)	15
Strand 07: Cold War and Post-Cold War Era (1945-present)	17

[Social Studies] - [Spring 2023]
[U.S. Military History] [Grades 10-12]
Course Duration: One Semester
Grade Level: 10-12

Course Overview:

U.S. Military History is a survey course designed to provide students with an understanding of the history of the United States military from the Colonial Era to the present day. Through the examination of significant military campaigns and battles, students will explore the evolution of military technology, tactics, and strategy, as well as the political, social, and economic factors that shaped American military history.

The course will cover a wide range of topics, including the Revolutionary War, the War of 1812, the Mexican-American War, the Civil War, the World Wars, the Cold War, and the conflicts of the 21st century. Students will learn about the key military leaders and commanders who shaped American military history, as well as the experiences of soldiers and civilians who were impacted by war. Students will also explore the impact of the American military on Constitutional changes throughout the growth and development of the United States.

Throughout the course, students will develop critical thinking skills and the ability to analyze and interpret primary and secondary sources. They will also have the opportunity to engage in group discussions, debates, and projects that explore the complexity and nuance of American military history.

U.S. Military History is designed to provide all students with a comprehensive understanding of the military history of the United States, as well as an appreciation for the sacrifices and challenges faced by those who served in the nation's armed forces. This course can benefit students in various ways related to the 4 E's: Employment, Enlistment, Entrepreneurship, and Enrollment. By studying the military history of the United States, students develop critical thinking, leadership, and communication skills that are valuable in the workforce or which can be applied in various entrepreneurial endeavors. By gaining a deeper understanding of the events and decisions that have shaped our nation's military history, students can also become more informed and engaged citizens, better equipped to navigate complex political and social issues in their personal and professional lives. Additionally, the course can provide insight into the sacrifices and contributions made by those who have served in the armed forces, which can inspire students to consider enlistment in the military or support for veterans. Lastly, this course also exposes students to the various career opportunities in the military and related fields, which can inspire them to pursue higher education and prepare for future careers.

This elective course utilizes National Standards for History and applicable Ohio Learning Standards for History and Government to provide students with a comprehensive understanding of the military history of the United States.

[Social Studies] - [Spring 2023]
[U.S. Military History] [Grades 10-12]

Class Themes:

1. Evolution of the United States military: Creation and development of the armed forces.
2. Duty of the Citizen-Soldier: From militias to a professional army.
3. Strategy and Tactics: How to cross the deadly ground.
4. Principles of War: Why we do what we do.

Primary Textbooks:

- 📄 AMH Volume I.pdf
- 📄 AMH Volume II.pdf

Secondary Texts:

- 📄 AMH American-Military-History-A-Resource.pdf
- 📄 01 United-States-Military-History-Activities.pdf
- 📄 Alexander Great Strategy.pdf
- 📄 MCDP 1 Warfighting.pdf
- 📄 Moltke and the German Military Tradition_ His Theories and Legaci.pdf
- 📄 Tactical Decision Games Guidebook - Battalion Weapons.pdf
- 📄 TDG Toolkit v3 (1).pptx

Digital Sources:

[Medal of Honor Recipients](#)
[Library of Congress](#)
[U.S. Military Academy](#)
[American Battlefield Trust](#)
[Marine Corps](#)
[Navy](#)
[Army](#)
[Air Force](#)
[Coast Guard](#)
[Space Forc](#)

Strand 01: Historical Thinking Skills

Analyzing primary and secondary sources:

Ohio Standard: HI.CC1 - Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world.

National Standard: Historical Thinking Standards 1-3: These standards emphasize the importance of analyzing primary and secondary sources to construct historical narratives and interpretations.

Evaluating cause and effect relationships:

Ohio Standard: HI.CC3 - Students use knowledge of cause-and-effect relationships to explain change in and among individuals, groups, ideas, and institutions.

National Standard: Historical Thinking Standard 4 - This standard emphasizes the importance of identifying and analyzing cause-and-effect relationships in historical events and developments.

Comparing and contrasting historical events and perspectives:

Ohio Standard: HI.CC2 - Students use multiple resources to distinguish fact from fiction, make informed judgments, and support their opinions.

National Standard: Historical Thinking Standard 6 - This standard emphasizes the importance of comparing and contrasting different historical perspectives and interpretations.

Constructing arguments based on evidence:

Ohio Standard: HI.CC6 - Students use knowledge of perspectives, practices and products of cultural, ethnic and social groups to analyze the impact of their commonality and diversity within local, national, regional and global settings.

National Standard: Historical Thinking Standard 5 - This standard emphasizes the importance of constructing arguments based on evidence from historical sources.

How Taught?

These skills are taught throughout the semester in a variety of direct and indirect ways. Primary and secondary sources from the textbook will be utilized. Also, tactical decision games (TDG) on paper and in the sandtable will encourage students to think critically. One specific way of teaching critical thinking skills along with military history is the utilization of chess. Chess encourages critical thinking in the following ways:

Strategic thinking: Chess requires players to plan several moves ahead, anticipate their opponent's responses, and adjust their strategy based on changing circumstances. This helps develop the same skills needed for military leaders to plan and execute military operations.

Decision making: Chess involves making decisions based on limited information, weighing different options, and assessing the potential consequences of each move. This is similar to the decision-making process required of military leaders.

Pattern recognition: Chess involves recognizing patterns on the board and identifying common tactics and strategies used in different openings and positions. This helps develop the same skills needed to recognize patterns and identify key trends in military history.

Analysis of opponents: Chess requires players to analyze their opponents' strengths and weaknesses, and to adapt their strategy accordingly. This is similar to the analysis of opponents and adversaries that is required in military operations.

Historical context: Many military leaders have used chess as a way to develop strategic thinking and to study military history. By playing chess and studying the games of historical chess masters, students can gain insights into the strategic decisions made by military leaders throughout history.

**[Social Studies] - [Spring 2023]
[U.S. Military History] [Grades 10-12]**

<p>Applying concepts of historical thinking to military history:</p> <p>Ohio Standard: HI.CC7 - Students demonstrate an understanding of the conflict and cooperation among groups and organizations that impacted the history and development of Ohio, the United States and the world.</p> <p>National Standard: Historical Thinking Standards 1-7. These standards emphasize the importance of applying the core concepts of historical thinking to analyze historical events and developments.</p>	
<p>Materials:</p> <p>Primary Textbooks:</p> <ul style="list-style-type: none"> 📄 AMH Volume I.pdf 📄 AMH Volume II.pdf <p>Secondary Texts:</p> <ul style="list-style-type: none"> 📄 AMH American-Military-History-A-Resource.pdf 📄 01 United-States-Military-History-Activities.pdf 📄 Alexander Great Strategy.pdf 📄 MCDP 1 Warfighting.pdf 📄 Moltke and the German Military Tradition_ His ... 📄 Tactical Decision Games Guidebook - Battalion... 📄 TDG Toolkit v3 (1).pptx 📄 No Plan Survives Contact with the Enemy <p>Digital Sources:</p> <p>Medal of Honor Recipients</p> <p>Library of Congress</p> <p>Marine Corps</p> <p>Navy</p> <p>Army</p> <p>Air Force</p> <p>Coast Guard</p> <p>Space Force</p> <p>Other Materials:</p> <p>Chess Boards</p> <p>Sandtable</p>	<p>How Assessed?</p> <ul style="list-style-type: none"> -Formative Assessments: Notecard quizzes, Tactical Decision Games. -Summative Assessments: Multiple choice and short answer responses, essays -Competition, reflection <p>How Re-Taught?</p> <ul style="list-style-type: none"> -Teacher-directed instruction -Learning lab instruction -Universal Design for Learning principles offering students opportunities to experience and engage material in new and different ways -Practice, Competition

Strand 02: Colonial Era and Revolutionary War (1607-1783)

Analyze the origins and evolution of American military institutions and practices during the colonial era and the Revolutionary War (National Standards for History, College, Standard 2)

Analyze the ways in which colonial governments and institutions evolved over time, including the impact of the British government and the colonial response to it (Ohio Learning Standard: GOV.CC2)

Examine the role of the Continental Congress and the Articles of Confederation in shaping American governance during the Revolutionary War (Ohio Learning Standard: GOV.CC4)

Analyze the causes and effects of the American Revolution, including the role of key individuals and events (Ohio Learning Standard: HI.CC2)

Examine the impact of the American Revolution on the development of American national identity and governance (Ohio Learning Standard: HI.CC3)

Analyze the role of the military in the Revolutionary War, including the role of militias, the Continental Army, and key battles (Ohio Learning Standard: HI.GC4)

Course Themes:

Evolution of the United States military: The role of colonial militias, British troops, and the Continental Army in the American Revolution

Duty of the Citizen-Soldier: The concept of the Minutemen and the transformation of militias into a professional army

Strategy and Tactics: The tactics and strategy of the Continental Army and the role of leadership in the Revolution

How Taught?

Lecture - The causes and consequences of the Revolutionary War

Activity - First Shot Fired

Lecture - Key battles and military leaders:

- Battles: Lexington and Concord, Bunker Hill, Saratoga, Yorktown, Trenton, and Princeton
- Leaders: Washington, Arnold, Gates, Greene, Steuben, Allen

Collaborative Activity - The military and the Constitution: The Continental Army, Articles of Confederation, and the Constitution

Lecture - How technology changed how we fight: Rifling, artillery, and naval warfare

Lecture - Major military changes along with the Constitution: Creation of a standing army and the National Guard

Lecture - The role of the citizen-soldier: Militias, conscription, and volunteerism

Lecture - Major military changes in progression to a more professional army: Creation of the U.S. Military Academy at West Point, and the role of leaders like George Washington, Henry Knox, and Winfield Scott

[Social Studies] - [Spring 2023]
[U.S. Military History] [Grades 10-12]

<p>Principles of War: The importance of morale and logistics in Revolutionary War battles</p>	
<p>Materials:</p> <p>Primary Textbooks:</p> <ul style="list-style-type: none"> ■ AMH Volume I.pdf ■ AMH Volume II.pdf <p>Secondary Texts:</p> <ul style="list-style-type: none"> ■ AMH American-Military-History-A-Resource.pdf ■ 01 United-States-Military-History-Activities.pdf ■ Alexander Great Strategy.pdf ■ MCDP 1 Warfighting.pdf ■ Moltke and the German Military Tradition_ His ... ■ Tactical Decision Games Guidebook - Battalion... □ TDG Toolkit v3 (1).pptx □ No Plan Survives Contact with the Enemy <p>Digital Sources:</p> <p>Medal of Honor Recipients</p> <p>Library of Congress</p> <p>Marine Corps</p> <p>Navy</p> <p>Army</p> <p>Air Force</p> <p>Coast Guard</p> <p>Space Force</p> <p>Other Materials:</p> <p>Chess Boards</p> <p>Sandtable</p>	<p>How Assessed?</p> <p>Formative Assessments: Notecard quizzes, Tactical Decision Games.</p> <p>Summative Assessments: Multiple choice and short answer responses, essays</p> <hr/> <p>How Re-Taught?</p> <ul style="list-style-type: none"> -Teacher-directed instruction -Learning lab instruction -Universal Design for Learning principles offering students opportunities to experience and engage material in new and different ways

Strand 03: The Early Republic and the War of 1812 (1783-1815)

Evaluate the impact of the War of 1812 on the development of American military capabilities and national identity (National Standards for History, College, Standard 3)

Evaluate the impact of the U.S. Constitution on American government and its enduring significance (Ohio Learning Standard: GOV.CC3)

Analyze the ways in which the War of 1812 shaped American politics and society, including the impact on national unity and the development of a standing army (Ohio Learning Standard: HI.CC5)

Evaluate the ways in which the U.S. Constitution established a limited government and protected individual rights (Ohio Learning Standard: GOV.CC1)

Analyze the impact of territorial expansion on U.S. politics and society, including the Louisiana Purchase and the War of 1812 (Ohio Learning Standard: HI.CC5)

Evaluate the impact of industrialization and technological advancements on the U.S. economy and society in the early 19th century (Ohio Learning Standard: ECO.CC1)

Analyze the role of the military in the War of 1812, including the use of militias, naval power, and key battles (Ohio Learning Standard: HI.GC4)

Course Themes:

Evolution of the United States military: The creation of the U.S. Army and Navy and their early roles in protecting the nation

Duty of the Citizen-Soldier: The use of militias in the War of 1812 and the rise of the professional soldier

How Taught?

Lecture - The causes and consequences of the War of 1812

Collaborative Activity - Key battles and military leaders

- Battle of Tippecanoe (1811)
- Battle of Lake Erie (1813)
- Battle of the Thames (1813)
- Battle of Baltimore (1814)
- Battle of New Orleans (1815)
- William Henry Harrison (American General)
- Isaac Brock (British General)
- Oliver Hazard Perry (American naval commander)
- Tecumseh (Shawnee leader)
- Andrew Jackson (American General)

Lecture - The military and the Constitution: The development of the U.S. military after the Revolutionary War and War of 1812

[Social Studies] - [Spring 2023]
[U.S. Military History] [Grades 10-12]

<p>Strategy and Tactics: The importance of naval power and the use of guerilla tactics in the War of 1812</p> <p>Principles of War: The role of geography and terrain in military strategy</p>	
<p>Materials:</p> <p>Primary Textbooks:</p> <ul style="list-style-type: none"> ■ AMH Volume I.pdf ■ AMH Volume II.pdf <p>Secondary Texts:</p> <ul style="list-style-type: none"> ■ AMH American-Military-History-A-Resource.pdf ■ 01 United-States-Military-History-Activities.pdf ■ Alexander Great Strategy.pdf ■ MCDP 1 Warfighting.pdf ■ Moltke and the German Military Tradition_ His ... ■ Tactical Decision Games Guidebook - Battalion... □ TDG Toolkit v3 (1).pptx □ No Plan Survives Contact with the Enemy ■ H.R.94.pdf ■ NO.86.pdf <p>Digital Sources:</p> <p>Medal of Honor Recipients</p> <p>Library of Congress</p> <p>Marine CorpsNavy</p> <p>Army</p> <p>Air Force</p> <p>Coast Guard</p> <p>Space Force</p> <p>Other Materials:</p> <p>Chess Boards</p> <p>Sandtable</p>	<p>How Assessed?</p> <p>Formative Assessments: Notecard quizzes, Tactical Decision Games.</p> <p>Summative Assessments: Multiple choice and short answer responses, essays</p> <p>How Re-Taught?</p> <ul style="list-style-type: none"> -Teacher-directed instruction -Learning lab instruction -Universal Design for Learning principles offering students opportunities to experience and engage material in new and different ways

Strand 04: Mexican-American War and Civil War (1846-1865)

[Social Studies] - [Spring 2023]
[U.S. Military History] [Grades 10-12]

Analyze the military strategies and tactics employed by Union and Confederate forces during the Civil War (National Standards for History, College, Standard 4)

Evaluate the impact of military technology and innovation on the conduct and outcome of the Civil War (National Standards for History, College, Standard 4)

Evaluate the impact of the Civil War on American government and society, including the role of Abraham Lincoln and the Emancipation Proclamation in expanding federal power (Ohio Learning Standard: GOV.CC7)

Analyze the ways in which the Civil War transformed American federalism and the balance of power between state and federal government (Ohio Learning Standard: GOV.CC8)

Analyze the causes and consequences of the Mexican-American War and its impact on the United States (Ohio Learning Standard: HI.CC6)

Examine the political, social, and economic causes of the Civil War and the ways in which it transformed American society (Ohio Learning Standard: HI.CC7)

Evaluate the role of key individuals and events, including Abraham Lincoln and the Emancipation Proclamation, in the outcome of the Civil War (Ohio Learning Standard: HI.CC8)

Analyze the tactics and strategies used by the military during the Civil War, including the use of new weapons and technology (Ohio Learning Standard: HI.GC4)

Course Themes:

How Taught?

Lecture - The causes and consequences of the Mexican-American War

Collaborative Activity - Key battles and military leaders

- Battle of Palo Alto (1846)
- Battle of Resaca de la Palma (1846)
- Battle of Monterrey (1846)
- Battle of Buena Vista (1847)
- Battle of Cerro Gordo (1847)
- Zachary Taylor (American General)
- Winfield Scott (American General)

Asynchronous Activity - Advancements in Artillery

Map Activity - The role of the U.S. Army in westward expansion and territorial acquisition

Lecture - The causes and consequences of the Civil War as well as the role of the Union and Confederate armies in shaping the outcome of the war

Collaborative Activity - Key battles and military leaders

- Battle of Fort Sumter (1861)
- First Battle of Bull Run (1861)
- Battle of Antietam (1862)
- Battle of Gettysburg (1863)
- Battle of Vicksburg (1863)
- Battle of Chickamauga (1863)
- Battle of Atlanta (1864)
- Battle of Spotsylvania Court House (1864)
- Battle of Cold Harbor (1864)
- Siege of Petersburg (1864-1865)
- Abraham Lincoln (Union President)
- Jefferson Davis (Confederate President)
- Ulysses S. Grant (Union General)
- Robert E. Lee (Confederate General)
- William T. Sherman (Union General)
- Stonewall Jackson (Confederate General)
- George B. McClellan (Union General)
- George Pickett (Confederate General)
- Ambrose Burnside (Union General)
- Joseph E. Johnston (Confederate General)

**[Social Studies] - [Spring 2023]
[U.S. Military History] [Grades 10-12]**

<p>Evolution of the United States military: The growth and modernization of the U.S. Army and the role of the Navy in the Civil War</p> <p>Duty of the Citizen-Soldier: The use of volunteer soldiers and conscription during the Civil War</p> <p>Strategy and Tactics: The use of new weapons and technology in the Mexican-American War and the Civil War and the importance of logistics</p> <p>Principles of War: The role of intelligence and communication in military operations</p>	<p>Activity - How technology changed how we fight: The first Modern War</p> <p>Lecture - The military and the Constitution: The Confederacy and states' rights, Lincoln and the suspension of habeas corpus, the Emancipation Proclamation, and the 13th Amendment</p> <p>Lecture - The role of the citizen-soldier: Conscription and draft riots, role of women in nursing and espionage</p> <p>Lecture - Major military changes in progression to a more professional army: Creation of the United States Colored Troops, development of military tactics by leaders like Ulysses S. Grant and William T. Sherman, and the formation of the Military Academy at West Point</p>
<p>Materials:</p> <p>Primary Textbooks:</p> <ul style="list-style-type: none"> 📄 AMH Volume I.pdf 📄 AMH Volume II.pdf 	<p>How Assessed?</p> <p>Formative Assessments: Notecard quizzes, Tactical Decision Games.</p> <p>Summative Assessments: Multiple choice and short answer responses, essays</p>
<p>Secondary Texts:</p> <ul style="list-style-type: none"> 📄 AMH American-Military-History-A-Resource.pdf 📄 01 United-States-Military-History-Activities.pdf 📄 Alexander Great Strategy.pdf 📄 MCDP 1 Warfighting.pdf 📄 Moltke and the German Military Tradition_ His ... 📄 Tactical Decision Games Guidebook - Battalion... 📄 TDG Toolkit v3 (1).pptx 📄 No Plan Survives Contact with the Enemy <p>Digital Sources:</p> <p>Medal of Honor Recipients</p> <p>Library of Congress</p> <p>Marine Corps</p> <p>Navy</p> <p>Army</p> <p>Air Force</p> <p>Coast Guard</p>	<p>How Re-Taught?</p> <ul style="list-style-type: none"> -Teacher-directed instruction -Learning lab instruction -Universal Design for Learning principles offering students opportunities to experience and engage material in new and different ways

[Social Studies] - [Spring 2023]

[U.S. Military History] [Grades 10-12]

Space Force

Other Materials:

Chess Boards

Sandtable

Strand 05: Spanish-American War, World War I, and the Interwar years (1898-1941)

<p>Analyze the role of the U.S. military in expanding American influence and power abroad during the Spanish-American War and the subsequent period of imperialism (National Standards for History, College, Standard 5)</p> <p>Evaluate the impact of World War I on the development of American military doctrine and strategy, including the role of new technologies such as tanks and aircraft (National Standards for History, College, Standard 6)</p> <p>Analyze the impact of U.S. imperialism on American foreign policy and its role in shaping international relations during the early 20th century (Ohio Learning Standard: GOV.CC11)</p> <p>Evaluate the impact of World War I on American government and society, including the role of the federal government in mobilizing the war effort (Ohio Learning Standard: GOV.CC12)</p> <p>Analyze the causes and consequences of U.S. imperialism in the late 19th and early 20th centuries, including the Spanish-American War (Ohio Learning Standard: HI.CC10)</p> <p>Evaluate the impact of World War I on American society and its role in transforming the United States into a global superpower (Ohio Learning Standard: HI.CC11)</p> <p>Analyze the role of the military in World War I, including the use of new technologies and the role of the United States in the war effort (Ohio Learning Standard: HI.GC4)</p> <p>Course Themes:</p>	<p>How Taught?</p> <p>Lecture - The causes and consequences of the Spanish-American War</p> <p>Map Activity - The role of the U.S. Army and Navy in securing overseas territories and markets</p> <p>Lecture - The causes and consequences of World War I</p> <p>Collaborative Activity - Key battles and military leaders</p> <ul style="list-style-type: none">● Battle of Cantigny (1918)● Battle of Belleau Wood (1918)● Meuse-Argonne Offensive (1918)● Woodrow Wilson (U.S. President)● John J. Pershing (Commander of the American Expeditionary Forces)● Alvin C. York (American soldier, Medal of Honor recipient)● Eddie Rickenbacker (American fighter pilot)● William Mitchell (American Brigadier General) <p>Inquiry - How technology changed how we fight: Trench warfare, machine guns, and chemical weapons</p> <p>Lecture - The military and the Constitution:</p> <ul style="list-style-type: none">● America's neutrality, Wilson's Fourteen Points, and the League of Nations, Women's suffrage, and Prohibition● The role of the citizen-soldier: Drafting and conscription, role of women in support roles● Major military changes in progression to a more professional army: The formation of the Army War College, modernization of the National Guard, and the creation of the Reserve Officer Training Corps (ROTC)
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[Social Studies] - [Spring 2023]
[U.S. Military History] [Grades 10-12]

<p>Evolution of the United States military: The expansion of the U.S. Army and Navy and their role in international conflicts</p> <p>Duty of the Citizen-Soldier: The use of National Guard and Reserve units in overseas conflicts</p> <p>Strategy and Tactics: The use of naval power and new technologies in World War I</p> <p>Principles of War: The importance of coordination and cooperation among allies</p>	
<p>Materials:</p> <p>Primary Textbooks:</p> <ul style="list-style-type: none"> ■ AMH Volume I.pdf ■ AMH Volume II.pdf <p>Secondary Texts:</p> <ul style="list-style-type: none"> ■ AMH American-Military-History-A-Resource.pdf ■ 01 United-States-Military-History-Activities.pdf ■ Alexander Great Strategy.pdf ■ MCDP 1 Warfighting.pdf ■ Moltke and the German Military Tradition_ His ... ■ Tactical Decision Games Guidebook - Battalion... □ TDG Toolkit v3 (1).pptx □ No Plan Survives Contact with the Enemy <p>Digital Sources:</p> <p>Medal of Honor Recipients</p> <p>Library of Congress</p> <p>Marine Corps</p> <p>Navy</p> <p>Army</p> <p>Air Force</p> <p>Coast Guard</p> <p>Space Force</p> <p>Other Materials:</p> <p>Chess Boards</p> <p>Sandtable</p>	<p>How Assessed?</p> <p>Formative Assessments: Notecard quizzes, Tactical Decision Games.</p> <p>Summative Assessments: Multiple choice and short answer responses, essays</p> <hr/> <p>How Re-Taught?</p> <ul style="list-style-type: none"> -Teacher-directed instruction -Learning lab instruction -Universal Design for Learning principles offering students opportunities to experience and engage material in new and different ways

Strand 06: World War II (1939-1945)

Analyze the causes, course, and consequences of World War II from a military perspective, including the role of U.S. military forces in the defeat of the Axis powers (National Standards for History, College, Standard 7)

Evaluate the impact of World War II on the development of American military doctrine and strategy, including the emergence of air power and the use of atomic weapons (National Standards for History, College, Standard 7)

Analyze the ways in which World War II transformed American government and society, including the impact on civil liberties, government bureaucracy, and the role of the federal government in the economy (Ohio Learning Standard: GOV.CC13)

Evaluate the impact of key events, such as the Manhattan Project and the internment of Japanese Americans, on American government and society during World War II (Ohio Learning Standard: GOV.CC14)

Analyze the causes and consequences of World War II, including the role of the United States and its allies (Ohio Learning Standard: HI.CC12)

Evaluate the impact of World War II on American society and the world, including the Holocaust and the development of the atomic bomb (Ohio Learning Standard: HI.CC13)

Analyze the tactics and strategies used by the military during World War II, including the use of combined arms and amphibious operations (Ohio Learning Standard: HI.GC4)

Course Themes:

How Taught?

Lecture - The causes and consequences of World War II

Collaborative Activity - Key battles and military leaders

- Battle of the Atlantic (1939-1945)
- Battle of Stalingrad (1942-1943)
- Invasion of Normandy (1944)
- Battle of the Bulge (1944-1945)
- Battle of Iwo Jima (1945)
- Battle of Okinawa (1945)
- Franklin D. Roosevelt (U.S. President)
- Harry S. Truman (U.S. President)
- Dwight D. Eisenhower (Supreme Allied Commander in Europe)
- George S. Patton (American General)
- Douglas MacArthur (American General)
- Chester W. Nimitz (U.S. Navy Admiral)
- Omar Bradley (American General)
- George Marshall (U.S. Army Chief of Staff)

Lecture - The expansion of the U.S. military and the role of the Army Air Corps and Marines in World War II

Lecture - The military and the Constitution: America's entry into the war, FDR's Four Freedoms, the Atlantic Charter, conscription, volunteerism, GI Bill, Civil Rights, and the role of women in the military.

TDG - The use of combined arms and amphibious operations in the Pacific Theater

TDG - The importance of logistics and supply lines in military operations

**[Social Studies] - [Spring 2023]
[U.S. Military History] [Grades 10-12]**

<p>Evolution of the United States military: The expansion of the U.S. military and the role of the Army Air Corps and Marines in World War II</p> <p>Duty of the Citizen-Soldier: The use of the draft and the role of women in the war effort</p> <p>Strategy and Tactics: The use of combined arms and amphibious operations in the Pacific Theater</p> <p>Principles of War: The importance of logistics and supply lines in military operations</p>	
<p>Materials:</p> <p>Primary Textbooks:</p> <ul style="list-style-type: none"> ■ AMH Volume I.pdf ■ AMH Volume II.pdf <p>Secondary Texts:</p> <ul style="list-style-type: none"> ■ AMH American-Military-History-A-Resource.pdf ■ 01 United-States-Military-History-Activities.pdf ■ Alexander Great Strategy.pdf ■ MCDP 1 Warfighting.pdf ■ Moltke and the German Military Tradition_ His ... ■ Tactical Decision Games Guidebook - Battalion... □ TDG Toolkit v3 (1).pptx □ No Plan Survives Contact with the Enemy <p>Digital Sources:</p> <p>Medal of Honor Recipients</p> <p>Library of Congress</p> <p>Marine Corps</p> <p>Navy</p> <p>Army</p> <p>Air Force</p> <p>Coast Guard</p> <p>Space Force</p> <p>Other Materials:</p> <p>Chess Boards</p> <p>Sandtable</p>	<p>How Assessed?</p> <p>Formative Assessments: Notecard quizzes, Tactical Decision Games.</p> <p>Summative Assessments: Multiple choice and short answer responses, essays</p> <hr/> <p>How Re-Taught?</p> <ul style="list-style-type: none"> -Teacher-directed instruction -Learning lab instruction -Universal Design for Learning principles offering students opportunities to experience and engage material in new and different ways

Strand 07: Cold War and Post-Cold War Era (1945-present)

Analyze the impact of the Cold War on the development of American military strategy and organization, including the role of nuclear deterrence and the creation of new military commands (National Standards for History, College, Standard 8)

Evaluate the challenges and opportunities faced by the U.S. military in the post-Cold War era, including the emergence of new security threats and the changing nature of warfare (National Standards for History, College, Standard 9)

Analyze the impact of the Cold War on American government and society, including the role of the military-industrial complex, the development of nuclear weapons, and the growth of the national security state (Ohio Learning Standard: GOV.CC15)

Evaluate the impact of post-Cold War conflicts on American government and society, including the War on Terror and the use of executive power in foreign policy (Ohio Learning Standard: GOV.CC16)

Analyze the causes and consequences of the Cold War and the ways in which it shaped U.S. foreign policy and society (Ohio Learning Standard: HI.CC14)

Evaluate the impact of key events and leaders, including the Cuban Missile Crisis, the Vietnam War, the fall of the Soviet Union, and the War on Terror, on U.S. foreign policy and society (Ohio Learning Standard: HI.CC15)

Examine the role of the military in post-World War II conflicts, including the Korean War, the Gulf War, and the wars in Afghanistan and Iraq (Ohio Learning Standard: HI.GC4)

Course Themes:

How Taught?

Lecture - The causes of the Cold War and the role of the U.S. military in containing communism and supporting allies.

- The military and the Constitution: Truman Doctrine, Gulf of Tonkin Resolution, and War Powers Act

Document Study - Key military engagements, including the Korean War and Vietnam War

Lecture - The role of the U.S. military in global conflicts and operations after the Cold War

Collaborative Activity - Key military engagements, including the Gulf War, Iraq War, and War in Afghanistan

Inquiry - The evolution of military technology and tactics - RMA - Jet aircraft, missiles, drones, and smart bombs

Case Study - Civil rights and the end of the draft

[Social Studies] - [Spring 2023]
[U.S. Military History] [Grades 10-12]

<p>Evolution of the United States military: The growth and modernization of the U.S. military and its role in the Cold War and post-Cold War conflicts</p> <p>Duty of the Citizen-Soldier: The role of the National Guard and Reserves in overseas conflicts</p> <p>Strategy and Tactics: The use of air power and special operations in modern conflicts</p> <p>Principles of War: The importance of adaptability and innovation in military operations</p>	
<p>Materials:</p> <p>Primary Textbooks:</p> <ul style="list-style-type: none"> ■ AMH Volume I.pdf ■ AMH Volume II.pdf 	<p>How Assessed?</p> <p>Formative Assessments: Notecard quizzes, Tactical Decision Games.</p> <p>Summative Assessments: Multiple choice and short answer responses, essays</p>
<p>Secondary Texts:</p> <ul style="list-style-type: none"> ■ AMH American-Military-History-A-Resource.pdf ■ 01 United-States-Military-History-Activities.pdf ■ Alexander Great Strategy.pdf ■ MCDP 1 Warfighting.pdf ■ Moltke and the German Military Tradition_ His ... ■ Tactical Decision Games Guidebook - Battalion... □ TDG Toolkit v3 (1).pptx □ No Plan Survives Contact with the Enemy <p>Digital Sources:</p> <p>Medal of Honor Recipients</p> <p>Library of Congress</p> <p>Marine Corps</p> <p>Navy</p> <p>Army</p> <p>Air Force</p> <p>Coast Guard</p> <p>Space Force</p> <p>Other Materials:</p> <p>Chess Boards</p> <p>Sandtable</p>	<p>How Re-Taught?</p> <ul style="list-style-type: none"> -Teacher-directed instruction -Learning lab instruction -Universal Design for Learning principles offering students opportunities to experience and engage material in new and different ways