

History and Social Sciences	Strategic Studies (full year) (College Prep) Pre-Requisites: None	Course Number: 2232
Grades: 11 & 12	Strategic Studies (Full Year) (Accelerated) Prerequisites: B level work in history courses and permission of instructor.	Course Number: XXXX

Unit	Length	Content	Skills	Methods of Assessment	Standards/ Learning Expectations
Terminology	Two Weeks (Ongoing for the rest of the course)	<ul style="list-style-type: none"> Strategic Studies specific terminology 	<ul style="list-style-type: none"> Using organizational patterns as clues to meaning Using context clues to derive meaning of words in a passage 	<ul style="list-style-type: none"> Individual participation in small group and large group discussions Individual and group projects Quizzes and tests Essays and papers 	Framework Standards: Grades 8-12 Concepts & Skills: L.E. 1,3,4,5
Origins of War	One Week (Ongoing for the rest of the course)	<ul style="list-style-type: none"> Organized aggression or learned behavior 	<ul style="list-style-type: none"> reading italicized introductions as clues to theme reading comprehension Using organizational patterns as clues to meaning Using context clues to derive meaning of words in a passage 	<ul style="list-style-type: none"> Individual participation in small group and large group discussions Individual and group projects Quizzes and tests Essays and papers 	Framework Standards: Concepts & Skills: L.E. 1,3,4,5
Egypt and the Evolution of Warfare	Two Weeks (Ongoing for the rest of the course)	<ul style="list-style-type: none"> Examination of the Egyptian war machine Battles of Kadesh, Megiddo Examine evolution of warfare 	<ul style="list-style-type: none"> Identify multiple ways to express time relationships and dates Interpret and construct timelines that show how events and eras in various part of the world are related to one another Interpret and construct charts and graphs that show quantitative information Distinguish between long-term and short-term cause and effect relationships 	<ul style="list-style-type: none"> Individual participation in small group and large group discussions Individual and group projects Quizzes and tests Essays and papers 	Framework Standards: Concepts & Skills: L.E. 1,3,4,5,
Unit	Length	Content	Skills	Methods of Assessment	Standards/ Learning Expectations
Ancient Greeks	Two Weeks (Ongoing for the rest of the course)	<ul style="list-style-type: none"> Sparta and Athenian societies Sparta and Athenian war machines Peloponnesian Wars Marathon, Thermopoly, 	<ul style="list-style-type: none"> Distinguish intended from unintended consequences Distinguish historical fact from opinion Using historical maps, locate the boundaries of the major empires of world history at the height of their powers 	<ul style="list-style-type: none"> Individual participation in small group and large group discussions Individual and group projects Quizzes and tests Essays and papers 	Framework Standards: L.E. 1,3,4,5 Concepts & Skills:

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Sun Tzu – <i>The Art of War</i>	One week (Ongoing for the rest of the course)	<ul style="list-style-type: none"> Examine <i>The Art of War</i> Major concepts Compare with Clausewitz and Machiavelli Examine Sun Tzu's impact on current conflicts Is he a moral man? 	<ul style="list-style-type: none"> primary source reading and analysis reading comprehension Show connections, causal and otherwise, between particular historical events and ideas and larger social, economic, and political trends and developments 	<ul style="list-style-type: none"> Individual participation in small group and large group discussions Individual and group projects Quizzes and tests Essays and papers 	Framework Standards: L.E. 1,3,4,5 Concepts & Skills:
Alexander the Great	Two Weeks (Ongoing for the rest of the course)	<ul style="list-style-type: none"> Tools of war Strategy and tactics Military and the people Creation of empire Major battles Impact on society, history 	<ul style="list-style-type: none"> Distinguish intended from unintended consequences Distinguish historical fact from opinion Using historical maps, locate the boundaries of the major empires of world history at the height of their powers 	<ul style="list-style-type: none"> Individual participation in small group and large group discussions Individual and group projects Quizzes and tests Essays and papers 	Framework Standards: Grades 8-12 Concepts & Skills: L.E. 1,3,4,5
Rome	Three Weeks (Ongoing for the rest of the course)	<ul style="list-style-type: none"> Tactics and formations Tools of war Strategy and tactics Military and the people Caesar defeats Gauls Teutoburg Wald Rome vs. Carthage Attila 	<ul style="list-style-type: none"> primary source reading and analysis reading comprehension Show connections, causal and otherwise, between particular historical events and ideas and larger social, economic, and political trends and developments 	<ul style="list-style-type: none"> Individual participation in small group and large group discussions Individual and group projects Quizzes and tests Essays and papers 	Framework Standards: Concepts & Skills: L.E. 1,3,4,5
China, Japan to 1800	Two Weeks (Ongoing for the rest of the course)	<ul style="list-style-type: none"> Genghis Khan and Mongols Kublai Khan and 'divine wind' failed invasions of Japan Zheng He and expeditions Impact of policy of isolation Impact of European contact Feudalism in Japan Tokugawa Shogunate Impact of policy of isolation 	<ul style="list-style-type: none"> primary source reading and analysis reading comprehension Show connections, causal and otherwise, between particular historical events and ideas and larger social, economic, and political trends and developments 	<ul style="list-style-type: none"> Individual participation in small group and large group discussions Individual and group projects Quizzes and tests Essays and papers 	Framework Standards WHI.1-11,21,22 Concepts & Skills: H&G. 1-11 C&G 12 E 13, L.E. 1,3,4,5,

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Emergence of Islam and encounters with Christianity	Two weeks (Ongoing for the rest of the course)	<ul style="list-style-type: none"> • Rise and spread of Islam • split of Islam into Sunni and Shiite • conquest of Spain • Battle of Tours – Charles Martel • Crusades – Impact on Europe? • Pollination of Europe? • Exploration • Rise of Ottoman Empire • Fall of Constantinople • Conquest of Balkans • Janissaries 	<ul style="list-style-type: none"> • Identify countries that use a different calendar from the one used in the U.S. and explain the basis for the difference. (H) • Interpret and construct timelines that show how events and eras in various parts of the world are related to one another (H) • Interpret and construct charts and graphs that show quantitative information. (H,C,G,E) • Explain how a cause and effect relationship is different from a sequence or correlation of events. (H,C,E) • Distinguish between long-term and short-term cause and effect relationships. (H,G,C,E) • Show connections, causal and otherwise, between particular historical events and ideas and larger social, economic, and political trends and developments. (H,G,C,E) • Interpret the past within its historical context rather than in terms of present-day norms and values. (H,E,C) • Distinguish intended from unintended consequences. (H,E,C) • Distinguish historical fact from opinion. (H,E,C) • Using historical maps, locate the boundaries of the major empires of world history at the height of their powers. 	<ul style="list-style-type: none"> • Individual participation in small group and large group discussions • Individual and group projects • Quizzes and tests on readings • Papers and essays 	<p>Framework Standards: WHI.1-11, 36-38 WHII USII</p> <p>Concepts & Skills: H&G 1-11 C &G. 12 E. 13,18,21 L.E. 1,2,3,4,5,8</p>

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Religious Wars in Europe	One week (ongoing for rest of the course)	<ul style="list-style-type: none"> • 100 Years war • 30 Years war • balance of power replace religious wars 	<ul style="list-style-type: none"> • Show connections, causal and otherwise, between particular historical events and ideas and larger social, economic, and political trends and developments. (H,G,C,E) • Interpret the past within its historical context rather than in terms of present-day norms and values. (H,E,C) • Distinguish intended from unintended consequences. (H,E,C) • Distinguish historical fact from opinion. (H,E,C) • Using historical maps, locate the boundaries of the major empires of world history at the height of their powers. 	<ul style="list-style-type: none"> • Individual participation in small group and large group discussions • Individual and group projects • Quizzes and tests on readings • Sample MCAS or MCAS-like selections 	Framework Standards: WHI.1-11, WHII.1 USII Concepts & Skills: H&G 1-11 C &G. 12 E. 13,18,21 L.E. 1,3,4,5,6
Spanish conquest of Aztecs and Incas	Two Week (Ongoing for the rest of the course)	<ul style="list-style-type: none"> • Cortes and Pizarro expeditions • Biological warfare? • Slavery 	<ul style="list-style-type: none"> • Interpret and construct timelines that show how events and eras in various parts of the world are related to one another (H) • Interpret and construct charts and graphs that show quantitative information. (H,C,G,E) • Explain how a cause and effect relationship is different from a sequence or correlation of events. (H,C,E) • Distinguish between long-term and short-term cause and effect relationships. (H,G,C,E) • Show connections, causal and otherwise, between particular historical events and ideas and larger social, economic, and political trends and developments. (H,G,C,E) 	<ul style="list-style-type: none"> • Individual participation in small group and large group discussions • Individual and group projects • Quizzes and tests on readings • Sample MCAS or MCAS-like selections 	Framework Standards: WHI.12,13,14 WHII.1 USII Concepts & Skills: H&G 1-11 C &G. 12 E. 13,18,21 L.E. 1,3,4,5,6

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Unit	Length	Content	Skills	Methods of Assessment	Standards/ Learning Expectations
Wars of the 18 th and 19 th century (evolution of warfare)	Five weeks (Ongoing for the rest of the course)	<ul style="list-style-type: none"> • Seven Years War • American Revolution • French Revolution and Napoleon • Nationalism impact on warfare • US Civil War • Franco-Prussian War • Imperialist wars – India, China, Japan, Africa, Southeast Asia 	<ul style="list-style-type: none"> • Interpret and construct timelines that show how events and eras in various parts of the world are related to one another (H) • Interpret and construct charts and graphs that show quantitative information. (H,C,G,E) 	<ul style="list-style-type: none"> • Individual participation in small group and large group discussions • Individual and group projects • Quizzes and tests on readings • Sample MCAS or MCAS-like selections 	Framework Standards: WHII.1,2,3,4,6,8,11,12, 13,14,15 USII Concepts & Skills: H&G 1-11 C &G. 12 E. 13,18,21 L.E. 1,3,4,5,6

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Unit	Length	Content	Skills	Methods of Assessment	Standards/ Learning Expectations
Wars of the 20 th Century (Impact of mass production, technology and total war)	Ten weeks (Ongoing for the rest of the course)	<ul style="list-style-type: none"> • Russo-Japanese War • World War I • Russian revolution • WWII • End of colonialism • Korea and Vietnam • Cold War technologic improvements • US subs tap Soviet military line • Middle Eastern conflicts • Iraqi War I and II • Changing face of warfare • Changing terrorist tactics • War on Terror • Nuclear proliferation? 	<ul style="list-style-type: none"> • Identify countries that use a different calendar from the one used in the U.S. and explain the basis for the difference. (H) • Interpret and construct timelines that show how events and eras in various parts of the world are related to one another (H) • Interpret and construct charts and graphs that show quantitative information. (H,C,G,E) • Explain how a cause and effect relationship is different from a sequence or correlation of events. (H,C,E) • Distinguish between long-term and short-term cause and effect relationships. (H,G,C,E) • Show connections, causal and otherwise, between particular historical events and ideas and larger social, economic, and political trends and developments. (H,G,C,E) • Interpret the past within its historical context rather than in terms of present-day norms and values. (H,E,C) • Distinguish intended from unintended consequences. (H,E,C) • Distinguish historical fact from opinion. (H,E,C) • Using historical maps, locate the boundaries of the major empires of world history at the height of their powers. 	<ul style="list-style-type: none"> • Individual participation in small group and large group discussions • Individual and group projects • Quizzes and tests on readings • Papers and essays 	<p>Framework Standards: WHII.11,13,14,15, 17, 18,19,-48 USII. 6,14,15,16,17,18,19,20,21,22 Concepts & Skills: HG1-12, E 21 L.E. 1,2,3,4,5,8</p>