



Unit 1: The Rise of Dictators - Blitzkrieg - The War Begins

Draft Date 06-10-2026	Course HS World War II	Duration 2 Week(s)	Grades 11, 12	Subjects Social Studies	Team Kelly Galbraith, Joel Buch, Kameron Shott, Liza Kuhn, Charles Dembrosky
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Focus

Students will learn how economic problems, political instability, and nationalism helped dictators gain power in Europe before World War II. They will examine how leaders such as Adolf Hitler used these conditions to expand their influence and challenge the existing world order. Students will then explore the events that led to the outbreak of war, including the invasion of Poland. By the end of the unit, they will understand how the rise of dictators and Germany's use of Blitzkrieg tactics set the stage for the rapid expansion of the war across Europe.

Stage 1: Learning Goals

Established Goals	Transfer	
Standards	Long-Term Transfer Goals	
Pennsylvania Core Standards History: 11 ■ Evaluate patterns of continuity and rates of change over time, applying context of events. (8.1.12.A) ■ Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships. (8.1.12.B) ■ Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history. (8.4.12.A)	What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to... ■ Evaluate various ideological systems and how they shape the world. (T1) ■ Communicate ideas and conclusions effectively using evidence with integrity. (T2) ■ Apply various theoretical approaches to better understand human behavior. (T3)	
	Meaning	
	Understandings	Essential Questions
	What specifically do you want students to understand? What inferences should they make? Students will understand that... ■ World War II began because of a combination of political, economic, and social problems that developed after World War I, including the rise of	What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering... ■ How did the political instability, economic hardship, and social changes after World War I help create conditions that allowed dictators to rise to power in Europe? (Q1)

- Evaluate the importance of historical documents, artifacts, and sites which are critical to world history. (8.4.12.B)
- Evaluate how continuity and change have impacted the world today. Belief systems and religions Commerce and industry Technology Politics and government Physical and human geography Social organization (8.4.12.C)

Profile of a CV Learner

- Life-Long Learner: Students will be able to independently use their learning to analyze past and ongoing performance, adjust thinking processes to new contexts, and use information to make informed and conscientious decisions. (PCVL.LLL)

dictators and the failure of countries to work together to maintain peace. (U1)

- The decisions, leadership styles, and beliefs of key dictators helped increase tensions in Europe and played a major role in the outbreak of World War II. (U2)
- Germany's use of Blitzkrieg warfare allowed it to achieve rapid military victories during the early years of the war. (U3)
- Major events at the beginning of World War II, including the invasions of Poland and Western Europe, shaped the course of the conflict and influenced the responses of the Allied nations. (U4)

- What were the main causes of World War II, and how did the choices of aggression and appeasement influence the path toward war? (Q2)
- How did the beliefs and leadership styles of major dictators shape their actions, and how did those actions change relationships between countries in the 1930s? (Q3)

Acquisition of Knowledge & Skill

Knowledge

What facts and basic concepts should students know and be able to recall?
Students will know...

- The Treaty of Versailles and its consequences for Europe's stability (Treaty of Versailles; war guilt clause; reparations; territorial losses; League of Nations; economic hardship; political instability) (K1)
- The factors that allowed dictators like Hitler, Mussolini, and Stalin to rise and maintain power (Adolf Hitler; Benito Mussolini; Joseph Stalin; economic crisis; propaganda; fear of communism;

Skills

What discrete skills and processes should students be able to use? Students can...

- I can analyze primary and secondary sources to determine how economic instability and political unrest contributed to the rise of authoritarian leaders in interwar Europe. (S1)
- I can evaluate the effectiveness of Blitzkrieg tactics by interpreting maps, battle reports, and historical accounts of early German military campaigns. (S2)
- I can construct a chronological narrative explaining the causes of

weak democratic institutions; use of secret police; totalitarian control) (K2)

- The beliefs and goals of fascism, Nazism, and other authoritarian ideologies (Fascism; Nazism; authoritarianism; militarism; ultranationalism; racism and anti-Semitism; expansionism; suppression of dissent) (K3)
- Germany's actions of aggression and expansion before World War II, including the annexation of Austria and occupation of Czechoslovakia (Anschluss; Sudetenland crisis; Munich Agreement; occupation of Czechoslovakia; remilitarization of the Rhineland; appeasement policy) (K4)
- The causes and immediate consequences of Germany's invasion of Poland in 1939 (Invasion of Poland; blitzkrieg tactics; failure of appeasement; alliance obligations; Neville Chamberlain; declaration of war by Britain and France; beginning of World War II in Europe) (K5)

World War II and the early actions that led to its outbreak in 1939. (S3)



Unit 2: The Fall of Europe - Sitzkrieg

Draft Date 06-10-2026	Course HS World War II	Duration 1 Week(s)	Grades 11, 12	Subjects Social Studies	Team Kelly Galbraith, Joel Buch, Kameron Shott, Liza Kuhn, Charles Dembrosky
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Focus

Building on the causes of the war studied in Unit 1, students will examine how Germany quickly expanded its control throughout Europe. They will learn about the Sitzkrieg, or “Phony War,” and how the conflict developed after the invasion of Poland. Students will investigate key events such as the fall of France and the evacuation at Dunkirk. By the end of the unit, they will understand how Germany’s early successes created new challenges for the Allies and set the stage for the war to become even larger.

Stage 1: Learning Goals

Established Goals	Transfer			
Standards	Long-Term Transfer Goals			
Pennsylvania Core Standards History: 11 ■ Evaluate patterns of continuity and rates of change over time, applying context of events. (8.1.12.A) ■ Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships. (8.1.12.B) ■ Evaluate the role groups and individuals from the U.S. played in the social, political, cultural, and economic development of the world. (8.3.12.A) ■ Evaluate the impact of historical documents, artifacts, and places in U.S.	What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to... ■ Cite examples of how the past has shaped the modern world and make predictions of how current events will shape the future. (T1) ■ Analyze a variety of sources and formats from multiple perspectives to deepen their understanding of long-standing issues and one another. (T2) ■ Create and discuss questions to better understand a perspective, make generalizations, and/or draw conclusions. (T3)			
	Meaning			
	<table> <tr> <th>Understandings</th><td></td></tr> <tr> <td> What specifically do you want students to understand? What inferences should they make? Students will understand that... ■ The period known as the “Sitzkrieg” (Phoney War) involved </td><td></td></tr> </table>	Understandings		What specifically do you want students to understand? What inferences should they make? Students will understand that... ■ The period known as the “Sitzkrieg” (Phoney War) involved
Understandings				
What specifically do you want students to understand? What inferences should they make? Students will understand that... ■ The period known as the “Sitzkrieg” (Phoney War) involved				

history which are critical to world history. (8.3.12.B)

- Evaluate how conflict and cooperation among groups and organizations in the U.S. have influenced the growth and development of the world. Ethnicity and race Working conditions Immigration Military conflict Economic stability (8.3.12.D)
- Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history. (8.4.12.A)
- Evaluate the importance of historical documents, artifacts, and sites which are critical to world history. (8.4.12.B)
- Evaluate how continuity and change have impacted the world today. Belief systems and religions Commerce and industry Technology Politics and government Physical and human geography Social organization (8.4.12.C)

Profile of a CV Learner

- Life-Long Learner: Students will be able to independently use their learning to analyze past and ongoing performance, adjust thinking processes to new contexts, and use information to make informed and conscientious decisions. (PCVL.LLL)

limited large-scale military action on the Western Front between 1939 and 1940, despite the outbreak of World War II. (U1)

- Germany maintained the early initiative in the war through effective military strategy and key political decisions that allowed it to gain rapid advantages over its opponents. (U2)
- The invasions of Denmark, Norway, the Netherlands, Belgium, and France by Germany in 1940 significantly shifted the balance of power in Europe in Germany's favor. (U3)
- The rapid collapse of France and the evacuation of Allied forces at Dunkirk were the result of a combination of military, strategic, and organizational factors. (U4)
- The fall of Western Europe in 1940 transformed the war in the West, leaving the United Kingdom as the primary opponent of Nazi Germany. (U5)

Essential Questions

What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering...

- In what ways did fear, propaganda, and media shape people's beliefs and actions during World War II? (Q1)
- How did World War II change the lives of ordinary people around the world, both during and after the war? (Q2)
- How did technology and innovation during World War II change how wars are fought? (Q3)

Acquisition of Knowledge & Skill

Knowledge

What facts and basic concepts should students know and be able to recall? Students will know...

- The meaning of the term "Sitzkrieg" (Phoney War) and the circumstances that led to limited military action on the Western Front

Skills

What discrete skills and processes should students be able to use? Students can...

- I can analyze maps and military timelines to explain the limited activity during the Sitzkrieg period and the strategic positioning of major European powers. (S1)

between September 1939 and April 1940 (K1)

- The strategic goals and military preparations of Germany, Britain, and France during the Sitzkrieg period (K2)
- The sequence and significance of Germany's invasions of Denmark and Norway in 1940 (K3)
- How Germany's attacks on Belgium, Netherlands, and France led to the rapid collapse of Allied defenses in Western Europe (K4)
- The causes, events, and significance of the Dunkirk Evacuation and its impact on the continuation of the war (K5)
- The political and military consequences of the fall of France, including the establishment of the Vichy France and Britain's position as the primary European opponent of Nazi Germany (K6)

- I can evaluate the effectiveness of German military strategy during the invasions of Western Europe using primary and secondary historical sources. (S2)
- I can construct evidence-based explanations of how the fall of France and the evacuation at Dunkirk Evacuation altered the balance of power in World War II. (S3)

Unit 3: The US Enters the War - Turning Points in the Pacific

Draft Date 06-10-2026	Course HS World War II	Duration 2 Week(s)	Grades 11, 12	Subjects Social Studies	Team Kelly Galbraith, Joel Buch, Kameron Shott, Liza Kuhn, Charles Dembrosky
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Focus

As the war continued to spread, students will learn how the United States became involved following the Attack on Pearl Harbor. They will examine how America's entry strengthened the Allied cause and expanded the conflict into a truly global war. Students will also study major turning points in the Pacific, including the Battle of Midway, where the Allies began to gain momentum. This unit shows how the balance of power started to shift away from the Axis powers and toward an eventual Allied victory.

Stage 1: Learning Goals

Established Goals	Transfer	
Standards	Long-Term Transfer Goals	
Pennsylvania Core Standards History: 11 - Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research) (8.1.12.C) - Evaluate the role groups and individuals from the U.S. played in the social, political, cultural, and economic development of the world. (8.3.12.A) - Evaluate the impact of historical documents, artifacts, and places in U.S.	What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to... - Cite examples of how the past has shaped the modern world and make predictions of how current events will shape the future. (T1) - Analyze a variety of sources and formats from multiple perspectives to deepen their understanding of long-standing issues and one another. (T2) - Create and discuss questions to better understand a perspective, make generalizations, and/or draw conclusions. (T3)	
	Meaning	
	Understandings	Essential Questions
	What specifically do you want students to understand? What inferences should they make? Students will understand that... The events leading to the United States entering World War II, especially the	What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering... How did World War II affect different groups of people differently (based on

history which are critical to world history. (8.3.12.B)

- Evaluate how continuity and change in U.S. history are interrelated with the world. Belief systems and religions Commerce and industry Technology Politics and government Physical and human geography Social organizations (8.3.12.C)
- Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history. (8.4.12.A)
- Evaluate the importance of historical documents, artifacts, and sites which are critical to world history. (8.4.12.B)
- Evaluate how continuity and change have impacted the world today. Belief systems and religions Commerce and industry Technology Politics and government Physical and human geography Social organization (8.4.12.C)
- Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania. (8.4.12.D)

attack on Pearl Harbor, brought the conflict into a truly global war involving multiple regions and powers. (U1)

- The strategic goals of Japan and the United States in the Pacific were shaped heavily by geography, including the vast distances between islands and the importance of controlling key locations. (U2)
- The Battle of the Coral Sea and the Battle of Midway were major turning points in the Pacific War because they shifted momentum away from Japan and toward the United States and its allies. (U3)
- Intelligence, technology, and leadership played important roles in shaping the outcomes of major battles in the Pacific Theater and influenced which side gained advantages. (U4)
- Allied victories in the Pacific gradually shifted the balance of power, weakening Japan and setting the stage for its eventual defeat in World War II. (U5)

race, gender, nationality, or social class)? (Q1)

- What led to the Holocaust, and how can societies allow such events to happen? (Q2)
- How did technology and innovation during World War II change how wars are fought? (Q3)
- What role did the United States play in World War II, and how did the war change America's role in the world? (Q4)
- How do countries and people decide what is "right" and "wrong" during wartime? (Q5)

Acquisition of Knowledge & Skill		
Profile of a CV Learner	Knowledge	Skills
■ Innovative Problem Solving: Students will be able to independently use their learning to approach new problems with curiosity and creativity while consistently seeking growth through self-reflection and a willingness to accept constructive feedback. (PCVL.IPS)	What facts and basic concepts should students know and be able to recall? Students will know... ■ The political and economic tensions between the United States and Japan that contributed to the outbreak of war in the Pacific (K1)	What discrete skills and processes should students be able to use? Students can... ■ I can analyze primary and secondary sources to explain how the attack on Pearl Harbor Attack led to the United States entering World War II. (S1)

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| | <ul style="list-style-type: none"> ■ The causes, events, and consequences of the Attack on Pearl Harbor and how it led to the United States' entry into World War II (K2) ■ The strategic objectives of Japan and the United States during the early stages of the Pacific War (K3) ■ The significance of the Battle of the Coral Sea as the first major naval battle that halted Japanese expansion in the Pacific (K4) ■ The causes, events, and outcomes of the Battle of Midway and why it is considered a decisive turning point in the Pacific Theater (K5) ■ How intelligence gathering, code breaking, aircraft carriers, and naval air power influenced the outcome of key Pacific campaigns and shifted momentum to the Allies (K6) | <ul style="list-style-type: none"> ■ I can interpret maps and naval battle data to evaluate the strategic significance of key Pacific engagements, including the Battle of Midway. (S2) ■ I can construct an evidence-based explanation of how intelligence, technology, and geography influenced turning points in the Pacific Theater. (S3) |
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Unit 4: Invasion - D-Day - Turning Points in Europe

Draft Date	Course	Duration	Grades	Subjects	Team
06-10-2026	HS World War II	2 Week(s)	11, 12	Social Studies	Kelly Galbraith, Joel Buch, Kameron Shott, Liza Kuhn, Charles Dembrosky

Focus

After gaining momentum in earlier battles, the Allies were ready to take the offensive in Europe. Students will examine the planning and significance of the Normandy Landings and how it opened a path for the liberation of Western Europe. They will also study key battles and campaigns that weakened German forces and pushed them back across the continent. By the end of the unit, students will understand how Allied successes in both Europe and the Pacific brought the war closer to its conclusion.

Stage 1: Learning Goals

Established Goals	Transfer
Standards	Long-Term Transfer Goals
Pennsylvania Core Standards History: 11 ■ Evaluate patterns of continuity and rates of change over time, applying context of events. (8.1.12.A) ■ Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships. (8.1.12.B) ■ Evaluate the role groups and individuals from the U.S. played in the social, political, cultural, and economic development of the world. (8.3.12.A)	What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to... ■ Cite examples of how the past has shaped the modern world and make predictions of how current events will shape the future. (T1) ■ Analyze a variety of sources and formats from multiple perspectives to deepen their understanding of long-standing issues and one another. (T2) ■ Create and discuss questions to better understand a perspective, make generalizations, and/or draw conclusions. (T3) ■ Communicate ideas and conclusions effectively using evidence with integrity. (T4)

- Evaluate the impact of historical documents, artifacts, and places in U.S. history which are critical to world history. (8.3.12.B)
- Evaluate how continuity and change in U.S. history are interrelated with the world. Belief systems and religions Commerce and industry Technology Politics and government Physical and human geography Social organizations (8.3.12.C)
- Evaluate how conflict and cooperation among groups and organizations in the U.S. have influenced the growth and development of the world. Ethnicity and race Working conditions Immigration Military conflict Economic stability (8.3.12.D)
- Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history. (8.4.12.A)
- Evaluate the importance of historical documents, artifacts, and sites which are critical to world history. (8.4.12.B)
- Evaluate how continuity and change have impacted the world today. Belief systems and religions Commerce and industry Technology Politics and government Physical and human geography Social organization (8.4.12.C)
- Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania. (8.4.12.D)

Meaning	
Understandings	Essential Questions
What specifically do you want students to understand? What inferences should they make? Students will understand that... ■ The planning and execution of the Allied invasion of Normandy, including the challenges military leaders faced on D-Day, show how difficult it was to coordinate a large-scale invasion across land, sea, and air under enemy resistance. (U1) ■ The Normandy Landings were important because they helped open a Western Front against Nazi Germany, changing the balance of fighting in Europe. (U2) ■ Intelligence, deception strategies, air power, and amphibious landings all played key roles in helping the Allies succeed in Western Europe. (U3) ■ Major campaigns such as the Liberation of Paris and the Battle of the Bulge significantly influenced the progress and outcome of the war in Europe. (U4) ■ The combined pressure of Allied forces advancing from the west and Soviet forces attacking from the east led to the collapse of Nazi Germany and the end of the war in Europe. (U5)	What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering... ■ How did World War II affect different groups of people differently (based on race, gender, nationality, or social class)? (Q1) ■ How did technology and innovation during World War II change how wars are fought? (Q2) ■ What role did the United States play in World War II, and how did the war change America's role in the world? (Q3) ■ How do countries and people decide what is "right" and "wrong" during wartime? (Q4)

Profile of a CV Learner	Acquisition of Knowledge & Skill	
	Knowledge	Skills
■ Communication: Students will be able to independently and confidently adapt their writing and speaking in relation to audience, task, and purpose, as well as practice active listening to understand other perspectives, viewpoints, and cultures. (PCVL.CM)	What facts and basic concepts should students know and be able to recall? Students will know... ■ The strategic reasons for opening a Western Front in Europe and the Allied planning that led to the invasion of Nazi-occupied France (K1) ■ The objectives, major participants, and key events of the Normandy Landings (K2) ■ The role of intelligence, deception operations, air superiority, and amphibious warfare in the success of the Allied invasion (K3) ■ The significance of the Allied breakout from Normandy and the Liberation of Paris in the campaign to liberate Western Europe (K4) ■ The causes, events, and outcomes of the Battle of the Bulge as Germany's final major offensive in the West (K5) ■ How Allied advances from Western Europe and Soviet offensives from Eastern Europe contributed to the defeat of Nazi Germany and the end of the war in Europe (K6)	What discrete skills and processes should students be able to use? Students can... ■ I can analyze maps, military plans, and historical accounts to explain the planning and execution of the Allied invasion of Nazi-occupied France. (S1) ■ I can evaluate the effectiveness of Allied strategies during the Normandy Landings using evidence from primary and secondary sources. (S2) ■ I can construct an argument explaining how key European battles and campaigns contributed to the weakening and eventual defeat of Nazi Germany. (S3)



Unit 5: The Thousand Year Reich Ends - The Atomic Bomb

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Focus

Building on the Allied advances studied in Unit 4, students will examine the final defeat of Nazi Germany and the collapse of the Third Reich. They will learn how Germany's surrender ended the war in Europe while fighting continued in the Pacific. Students will then explore the development and use of the atomic bomb through the Manhattan Project and its role in ending the war against Japan. The unit concludes by examining how the end of World War II reshaped the world and influenced international relations for decades to come.

Stage 1: Learning Goals

Established Goals	Transfer
Standards	Long-Term Transfer Goals
Pennsylvania Core Standards History: 11 ■ Evaluate patterns of continuity and rates of change over time, applying context of events. (8.1.12.A) ■ Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships. (8.1.12.B) ■ Evaluate the role groups and individuals from the U.S. played in the social, political, cultural, and economic development of the world. (8.3.12.A) ■ Evaluate the impact of historical documents, artifacts, and places in U.S.	What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to... ■ Cite examples of how the past has shaped the modern world and make predictions of how current events will shape the future. (T1) ■ Analyze a variety of sources and formats from multiple perspectives to deepen their understanding of long-standing issues and one another. (T2) ■ Create and discuss questions to better understand a perspective, make generalizations, and/or draw conclusions. (T3) ■ Make informed decisions and offer potential solutions about current issues. (T4) ■ Evaluate various ideological systems and how they shape the world. (T5)

history which are critical to world history. (8.3.12.B)

- Evaluate how continuity and change in U.S. history are interrelated with the world. Belief systems and religions Commerce and industry Technology Politics and government Physical and human geography Social organizations (8.3.12.C)
- Evaluate how conflict and cooperation among groups and organizations in the U.S. have influenced the growth and development of the world. Ethnicity and race Working conditions Immigration Military conflict Economic stability (8.3.12.D)
- Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history. (8.4.12.A)
- Evaluate the importance of historical documents, artifacts, and sites which are critical to world history. (8.4.12.B)
- Evaluate how continuity and change have impacted the world today. Belief systems and religions Commerce and industry Technology Politics and government Physical and human geography Social organization (8.4.12.C)
- Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania. (8.4.12.D)

Profile of a CV Learner

- Global Citizenship: Students will be able to mindfully and respectfully seek to

Meaning

Understandings

What specifically do you want students to understand? What inferences should they make? Students will understand that...

- The final military campaigns of World War II and the factors that led to the collapse of Nazi Germany in 1945 show how Germany was defeated through continued fighting, pressure on multiple fronts, and weakening resources. (U1)
- The capture of Berlin was a turning point that marked the end of the Third Reich and helped bring World War II in Europe to a close. (U2)
- The development of the atomic bomb involved major scientific breakthroughs and difficult political and military decisions about whether and how to use it. (U3)
- The atomic bombings of Hiroshima and Nagasaki played a major role in Japan's surrender and helped bring World War II to an end. (U4)
- The end of World War II led to major changes in the world, including the beginning of the nuclear age and new tensions between countries that shaped the postwar period. (U5)

Essential Questions

What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering...

- How did technology and innovation during World War II change how wars are fought? (Q1)
- What role did the United States play in World War II, and how did the war change America's role in the world? (Q2)
- How do countries and people decide what is "right" and "wrong" during wartime? (Q3)
- What lessons from World War II are still important for the world today, and how do we see their impact now? (Q4)

understand the ideas and perspectives of others to responsibly participate in all facets of local and global society. (PCVL.GC)

Acquisition of Knowledge & Skill	
Knowledge	Skills
What facts and basic concepts should students know and be able to recall? Students will know... ■ Key military and political events that led to the collapse of Nazi Germany in the final months of World War II (Battle of Berlin, Allied advance, Soviet forces, Adolf Hitler, German surrender) (K1) ■ Why the Soviet capture of Berlin and Germany's surrender were important in ending the war in Europe (Berlin, Red Army, V-E Day, unconditional surrender, Nazi Germany) (K2) ■ What the Manhattan Project was, including its purpose and major scientific achievements (Manhattan Project, atomic bomb, J. Robert Oppenheimer, Enrico Fermi, nuclear fission) (K3) ■ Why Allied leaders considered using atomic weapons on Japan and what other options they debated (Harry S. Truman, Potsdam Conference, firebombing, invasion of Japan, Operation Downfall) (K4) ■ What happened during and after the atomic bombings of Hiroshima and Nagasaki and how they affected Japan's surrender (Hiroshima, Nagasaki, Enola Gay, atomic bomb, Japanese surrender, August 1945) (K5)	What discrete skills and processes should students be able to use? Students can... ■ I can analyze primary and secondary sources to explain the final military and political events that led to the defeat of Nazi Germany and Japan. (S1) ■ I can evaluate historical evidence and perspectives regarding the decision to use atomic weapons in the Manhattan Project and its outcomes. (S2) ■ I can construct evidence-based arguments explaining how the atomic bombings of Hiroshima and Nagasaki changed the course of World War II and shaped the postwar world. (S3)

- The long-term effects of the atomic bomb, including the start of the nuclear age and rising global tensions after World War II (nuclear age, Cold War, arms race, nuclear weapons, United Nations) (K6)