

Term One (what we'll cover)

1. Cold War US – Soviet relations, Europe
 The Korean War
 Truman, Ike, Khrushchev
2. Eisenhower, Baby Boomers and the “Best Years” / America in the 1950s
3. JFK: Cold War, Camelot, Man and Myth
4. Civil Rights: Montgomery through Selma: The King Years – Part I 1954-65

Goals and Expectations

1. Students will become college and career ready in reading, writing, listening, and speaking.
2. Students will learn the value of studying history
3. Students will enjoy coming to class
4. Students will attend class regularly
5. Students will treat the teacher and peers with respect and dignity

Grades / approximately 700 to 800 points per term

1. Examinations (3 to 4 per term) / 350- 400 points
2. Essay papers (3 per term) 150 points
3. Daily Work (approximate worth of one exam) 100 points
4. **Daily grade (approximate worth of one exam) 100 points**
 - **Participation, attendance, attitude, curiosity,**
5. Book Report and/or class project / 100 points
 - Will be discussed in class / **due by last week of term**

Common Core State Standards for America and the World – Grade 12

Key Ideas and Details

- **CCSS.ELA-Literacy.RH.11-12.1** 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.
- **CCSS.ELA-Literacy.RH.11-12.2** 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.
- **CCSS.ELA-Literacy.RH.11-12.3** Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Craft and Structure

- **CCSS.ELA-Literacy.RH.11-12.4** 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).
- **CCSS.ELA-Literacy.RH.11-12.5** 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.
- **CCSS.ELA-Literacy.RH.11-12.6** Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Integration of Knowledge and Ideas

- **CCSS.ELA-Literacy.RH.11-12.7** 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.
- **CCSS.ELA-Literacy.RH.11-12.8** Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- **CCSS.ELA-Literacy.RH.11-12.9** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Range of Reading and Level of Text Complexity

- **CCSS.ELA-Literacy.RH.11-12.10** By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently