**America and the World Sophomores Part A**

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 **Course Content: 1900 - 1920**

1. America enters the 20th Century
* Legacies of the Civil War
* Industrialization and the Gilded Age
* Jim Crow America
* Immigration
* Close of the Frontier
1. America becoming a World Power
* Spanish American War
* American Imperialism
1. The Progressive Era
* Roosevelt and Taft
* Wilson
1. The Great War
2. Versailles, Russia and the Middle East

**Goals and Expectations**

1. You will read, write and think better after taking this course
2. You will learn the value of studying history
3. You will enjoy coming to class
4. You will attend class regularly
5. You will treat the teacher and fellow students with dignity

 **Grades / approximately 700 to 800 points per term**

1. Examinations (3 to 4 per term) / 350- 400 points
2. Essay papers ( Civil War, Progressivism, etc. ) 100-150 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,
1. Book Report and/or class project / 100 points

 **Common Core State Standards For America and The World – Grade 10**

**Key Ideas and Details**

* [CCSS.ELA-Literacy.RH.9-10.1](http://www.corestandards.org/ELA-Literacy/RH/9-10/1/) Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
* [CCSS.ELA-Literacy.RH.9-10.2](http://www.corestandards.org/ELA-Literacy/RH/9-10/2/) Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
* [CCSS.ELA-Literacy.RH.9-10.3](http://www.corestandards.org/ELA-Literacy/RH/9-10/3/) Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

**Craft and Structure**

* [CCSS.ELA-Literacy.RH.9-10.4](http://www.corestandards.org/ELA-Literacy/RH/9-10/4/) Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
* [CCSS.ELA-Literacy.RH.9-10.5](http://www.corestandards.org/ELA-Literacy/RH/9-10/5/) Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
* [CCSS.ELA-Literacy.RH.9-10.6](http://www.corestandards.org/ELA-Literacy/RH/9-10/6/) Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

**Integration of Knowledge and Ideas**

* [CCSS.ELA-Literacy.RH.9-10.7](http://www.corestandards.org/ELA-Literacy/RH/9-10/7/) Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
* [CCSS.ELA-Literacy.RH.9-10.8](http://www.corestandards.org/ELA-Literacy/RH/9-10/8/) Assess the extent to which the reasoning and evidence in a text support the author’s claims.
* [CCSS.ELA-Literacy.RH.9-10.9](http://www.corestandards.org/ELA-Literacy/RH/9-10/9/) Compare and contrast treatments of the same topic in several primary and secondary sources.

**Range of Reading and Level of Text Complexity**

* [CCSS.ELA-Literacy.RH.9-10.10](http://www.corestandards.org/ELA-Literacy/RH/9-10/10/) By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.