

Student Name (Last, First): _____ Date: _____

<i>United States History B</i>		Points	Chapters	R	T	P	Content Standards*	
Common Core Standards (History/Social Studies):								
Reading Strands for Literacy:								
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.								
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.								
3 - Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.								
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 <i>faction</i> in <i>Federalist</i> No. 10).								
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.								
6 - Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.								
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.								
8 - Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.								
9 - Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.								
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.								
Writing Strands for Literacy:								
1 - Write arguments focused on <i>discipline-specific content</i> .								
a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.							
b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.							
c.	Use words, phrases, and clauses as well as varied syntax link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.							
d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.							
e.	Provide a concluding statement or section that follows from or supports the argument presented.							
2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.								
a.	Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.							
b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.							
c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.							
d.	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.							
e.	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).							
3 - Not a separate requirement: Student's narrative skills continue to grow. Students will incorporate narrative accounts into their analysis of individuals or events of historical importance.								
4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.								
5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.								
6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.								
7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.								
8 - Gather relevant information from multiple authoritative print and digital sources using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.								
9 - Draw evidence from informational texts to support analysis, reflection, and research.								
10 - With routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.								
1	39	TAV 11					11.7	
2	40	TAV 12					11.7, 11.10, 11.11	
3	41	TAV 13					11.4, 11.7, 11.8, 11.9	
4	42	TAV 14					11.8, 11.10, 11.11	
5	43	TAV 15					11.8, 11.9, 11.11	
6	44	TAV 16					11.10	
7	45	TAV 17					11.8, 11.9	
8	46	TAV 18					11.8, 11.9, 11.10, 11.11	
9	47	TAV 19					11.8, 11.9, 11.11	
10	48	TAV 20					11.8, 11.9, 11.11	
11	49	TAV 21					11.9, 11.11	
12	50	Common Core						
13	51	Zoot Suit Riots				Montgomery Bus Boycott		
14	52	The Atomic Bomb				Gulf of Tonkin Resolution		
15	53	Cold War				Anti VietNam War Movement		
16	54	Korean War						
17	55	The Great Society						
18	56	Homework on the Web (HOTW)*						
19	57				11.7			
20	58				11.8			
21	59				11.9			
22	60				11.10			
23	61				11.11			
24	62	Projects				Topic		
25	63	Precedents/Presidents						
26	64	Postcards						
27	65	Pick a Standard!*						
28	66	Ameri-CAN						
29	67	Movie in Time						
30	68							
31	69	Additional Assignments						
32	70					Pulse Readings		
33	71					1.		
34	72					2.		
35	73					3.		
36	74					4.		
37	75					5.		
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Text: The American Vision: Modern Times (TAV06) – Book # _____

Completed: _____ Grade: _____

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*See back for Content Standards