



# THAMES VALLEY DISTRICT SCHOOL BOARD

## LONDON CENTRAL SS



### COURSE OUTLINE 2019-2020

<b>Course Name:</b>	<b>American History</b>	<b>Course Code:</b>	<b>CHA 3U</b>
<b>Course Type:</b>	<b>Grade 11 University Preparation</b>	<b>Credit Value:</b>	<b>1.0</b>
<b>Teacher(s):</b>	Mr. N. Paranosic		

#### Course Description:

This course explores key aspects of the social, economic, and political development of the United States from precontact to the present. Students will examine the contributions of groups and individuals to the country's evolution and will explore the historical context of key issues, trends, and events that have had an impact on the United States, its identity and culture, and its role in the global community. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating various forces that helped shape American history.

Prerequisite: Canadian History since World War I, Grade 10, Academic or Applied

#### Course Overall Expectations:

Strand	Overall Expectations
A. Historical Inquiry and Skill Development	A1. Historical Inquiry: use the historical inquiry process and the concepts of historical thinking when investigating aspects of American history
	A2. Developing Transferable Skills: apply in everyday contexts skills developed through historical investigation, and identify careers in which these skills might be useful
B. The United States, Precontact to 1791	B1. Social, Economic, and Political Context: analyse the significance, for different groups in the United States, of various social, economic, and political practices and developments prior to 1791 (FOCUS ON: Continuity and Change; Historical Perspective)
	B2. Communities, Conflict, and Cooperation: analyse relations between various groups, and between different groups and the environment, in the United States prior to 1791, and assess the impact of these interrelationships (FOCUS ON: Historical Significance; Cause and Consequence)
	B3. Identity, Citizenship, and Heritage: analyse how some individuals and a variety of social and political forces prior to 1791 affected the development of identity, citizenship, and heritage in the United States (FOCUS ON: Continuity and Change; Historical Perspective)
C. The United States, 1791–1877	C1. Social, Economic, and Political Context: describe various social, economic, and political events, trends, and developments that occurred in, or affected people in, the United States between 1791 and 1877, and assess their impact (FOCUS ON: Historical Significance; Continuity and Change)
	C2. Communities, Conflict, and Cooperation: analyse developments affecting interrelationships between different groups in the United States, and between the United States and other countries, from 1791 to 1877 (FOCUS ON: Cause and Consequence; Historical Perspective)
	C3. Identity, Citizenship, and Heritage: analyse the impact of various people, policies, and practices on the development of identity, citizenship, and heritage in the United States between 1791 and 1877 (FOCUS ON: Continuity and Change; Historical Perspective)

<b>Course Overall Expectations:</b>	
<b>Strand</b>	<b>Overall Expectations</b>
D. The United States, 1877–1945	D1. Social, Economic, and Political Context: describe various social, economic, and political events, trends, and developments in the United States between 1877 and 1945, and analyse their key causes and consequences (FOCUS ON: Cause and Consequence; Historical Perspective)
	D2. Communities, Conflict, and Cooperation: describe significant issues that led to conflict and cooperation in the United States between 1877 and 1945, and analyse the impact of these interactions (FOCUS ON: Historical Significance; Continuity and Change)
	D3. Identity, Citizenship, and Heritage: analyse the impact of various policies, groups, and cultural and technological developments on identity, citizenship, and heritage in the United States between 1877 and 1945 (FOCUS ON: Cause and Consequence; Historical Perspective)
E. The United States since 1945	E1. Social, Economic, and Political Context: describe various social, economic, and political events, trends, and developments in the United States since 1945, and analyse their key causes and consequences (FOCUS ON: Cause and Consequence)
	E2. Communities, Conflict, and Cooperation: analyse how various events and developments have affected specific groups in the United States, and relations between the United States and other countries, since 1945 (FOCUS ON: Historical Significance; Continuity and Change)
	E3. Identity, Citizenship, and Heritage: analyse how various groups, trends, and cultural developments have affected identity, citizenship, and heritage in the United States since 1945 (FOCUS ON: Historical Significance; Historical Perspective)

### **Assessment and Evaluation Strategies:**

The purpose of assessment and evaluation is to improve student learning. Assessment and evaluation is based on the provincial curriculum expectations and the achievement levels outlined in the curriculum document. In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, teachers use a variety of strategies throughout the course, including: providing students with feedback about their work (known as assessment for learning), helping to set learning goals and monitor their own progress (known as assessment as learning), and evaluation and reporting of progress in the form of grades and marks (known as assessment of learning).

<b>Unit Overview</b>	<b>Assessment and Evaluation Methods (May include major evaluations)</b>
<b>Indigenous Civilizations, First Contact and the establishment of Colonial America</b>	Tests, writing assignments, projects, presentations
<b>Colonial American Conflict, the Formation of the American Identity to the American Revolution</b>	Tests, writing assignments, projects, presentations
<b>Manifest Destiny, American Westward Expansion and the Issue of Slavery</b>	Tests, writing assignments, projects, presentations
<b>The Civil War, Reconstruction, the Progressive Era and the Expansion of American influence</b>	Tests, writing assignments, projects, presentations
<b>America at War in the first half of the 20<sup>th</sup> century and its rise to superpower status</b>	Tests, writing assignments, projects, presentations
<b>Post-1945 America</b>	Tests, writing assignments, projects, presentations

<b>Course Culminating Activity/Independent Study</b>	Formal essay and seminar
<b>Final Exam</b>	See exam schedule

**Assessment and Evaluation Categories and Weights:**

<b>Achievement Chart Categories</b>	
<b>Achievement Category</b>	<b>Percentage</b>
<b>Knowledge/Understanding</b>	<b>25%</b>
<b>Thinking/Inquiry</b>	<b>25%</b>
<b>Communication</b>	<b>25%</b>
<b>Application</b>	<b>25%</b>

<b>Evaluation/Weight of Marks</b>	
<b>Evaluation</b>	<b>Percentage</b>
<b>Term Evaluation</b>	<b>70%</b>
<b>Final Evaluation</b>	
• <b>ISP</b>	<b>10%</b>
• <b>Exam</b>	<b>20%</b>

**Learning Skills and Work Habits Assessment:**

The development of learning skills and work habits is an integral part of student learning. These skills are:

- Responsibility
- Organization
- Independent Work
- Collaboration
- Initiative
- Self-Regulation

Learning skills and work habits influence student achievement and are included as a formal part of the assessment and evaluation process. Learning skills and work habits will be assessed through a variety of teacher strategies. (e.g. observation, student /teacher conference, self-reflection, checklists, exit cards, etc.) These important learning skills and work habits will be formally reported on the Provincial Report Card according to the following scale: E- Excellent, G- Good, S- Satisfactory, N- Needs Improvement.

**Academic Dishonesty - Cheating and Plagiarism:**

Learning tasks that students complete, as well as all assignments, tests and exams which students submit for evaluation must be their own work. Cheating and plagiarism is a serious offence which will not be condoned. Academic consequences will result.

**Late and Missed Assignments - Student Roles and Responsibilities**

Students are expected to:

- be responsible for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher, and in a form approved by the teacher;
- understand that there will be consequences for not completing assignments for evaluation and/or for submitting those assignments late;
- use class time productively;
- in extenuating circumstances, request an extension from the teacher before the due date.

**Mark deductions for late and missed assignments may apply to major assignments only.**

**References:** TVDSB *Assessment & Evaluation Policy*, September 2011; *Growing Success - Assessment and Evaluation, and Reporting in Ontario Schools*, 2010.  
*Student Planner and School Web site*