

***RICHVIEW COLLEGIATE INSTITUTE***

<b>PROGRAM AREA:</b> Canadian and World Studies	<b>COURSE NAME:</b> American History
<b>COURSE CODE:</b> CHA 3U	<b>GRADE/LEVEL:</b> Grade 11, University Prep
<b>PREREQUISITE:</b> <b>Canadian History since World War I, Grade 10</b>	<b>CREDIT VALUE:</b> 1
<b>TEXTBOOKS(S)/RESOURCES:</b> <u><b>America: A History</b></u> by A. Hux, F. Jarman and B. Gleberzon American History – Selected Readings <b>Cost of Textbook/equipment replacement:</b> \$40.00( <i>if lost or damaged</i> ) <b>Additional Course Costs:</b> \$00.00	
<b>TEACHER(S):</b> Ms. McDonagh-Vella Ms. Stuart	<b>CONTACT:</b> 416 394 7980 ext. 20075

**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.

**CURRICULUM STRANDS (UNITS) and OVERALL EXPECTATIONS:**

**Historical Inquiry and Skill Development**

*Throughout this course, students will:*

- use the historical inquiry process and the concepts of historical thinking when investigating aspects of American history;
- apply in everyday contexts skills developed through historical investigation, and identify careers in which these skills might be useful.

**The United States, Precontact to 1791**

*By the end of this course, students will:*

- analyse the significance, for different groups in the United States, of various social, economic, and political practices and developments prior to 1791
- 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
- 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

**The United States, 1791-1877**

*By the end of this course, students will:*

- 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
- analyse developments affecting interrelationships between different groups in the United States, and between the United States and other countries, from 1791 to 1877
- 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

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## **The United States, 1877-1945**

*By the end of this course, students will:*

- 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
- describe significant issues that led to conflict and cooperation in the United States between 1877 and 1945, and analyse the impact of these interactions
  - 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

## **The United States Since 1945**

*By the end of this course, students will:*

- describe various social, economic, and political events, trends, and developments in the United States since 1945, and analyse their key causes and consequences
- 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
- analyse how various groups, trends, and cultural developments have affected identity, citizenship, and heritage in the United States since 1945

## **ASSESSMENT AND EVALUATION**

Assessment and Evaluation are based on the expectations and levels of achievement outlined in the provincial curriculum document for each subject. A wide range of assessment and evaluation opportunities allows students to demonstrate their learning in a variety of ways. This information provides the basis for reporting student grades on the Provincial Report Card. A final mark will be calculated using the following categories or strands.

**70% Course Evaluation:** *(based on the following % breakdown of categories):*

*All four achievement categories/strands do not need to be evaluated in each evaluation task.*

Communication 25 (%)	Knowledge/Understanding 25 (%)	Thinking and Inquiry 25 (%)	Application/Making Connections 25 (%)
<i>Essays</i> <i>Tests</i> <i>Presentations/Seminars</i> <i>Debates</i> <i>Ongoing Assignments</i>	<i>Essays</i> <i>Tests</i> <i>Presentations/Seminars</i> <i>Debates</i> <i>Ongoing Assignments</i>	<i>Essays</i> <i>Tests</i> <i>Presentations/Seminars</i> <i>Debates</i> <i>Ongoing Assignments</i>	<i>Essays</i> <i>Tests</i> <i>Presentations/Seminars</i> <i>Debates</i> <i>Ongoing Assignments</i>

**30% Final Evaluation:** *(based on the above % breakdown of categories).*

<b><i>Components of Summative Evaluation:</i></b>	1. Exam	10 (%)
	2. Culminating Activity	20 (%)

**\*\* A detailed explanation of the culminating activity/activities will be distributed to students in the class.**

**Learning Skills:** *The report card provides a record of the learning skills, demonstrated by the student in every course in the following six categories: Works Independently, Teamwork, Organization, Work Habits/Homework, Initiative and Self-Regulation. The learning skills are evaluated using a four-point scale (E-Excellent, G-Good, S-Satisfactory, N-Needs Improvement).*

***Please refer to the Student Agenda Planner for details regarding the Achievement Chart and Learning Skills.***