

Northern Secondary School - Canadian & World Studies Department

Course Outline: CHA3U1/01 American History

Competent historical thinkers understand both the vast differences that separate us from our ancestors and the ties that bind us to them; they can analyze historical artifacts and documents, which can give them some of the best understandings of times gone by; they can assess the validity and relevance of historical accounts, when they are used to support entry into a war, voting for a candidate, or any of the myriad decisions knowledgeable citizens in a democracy must make. All this requires “knowing the facts”, but “knowing the facts” is not enough. Historical thinking does not replace historical knowledge: the two are related and interdependent.

Peter Seixas, “Scaling Up’ the Benchmarks of Historical Thinking” (2008)

Course and Contact Information	
Course Title: American History Course Code: CHA3U1/01 Grade: 11 Credit Value: 1 Level: Academic/ AP Academic Year : 2024-2024 Department: Canadian & World Studies Curriculum Leader: Ms. Figueira Teachers: Mr. Dingwall	Email Contacts: timothy.dingwall@tdsb.on.ca Telephone Contact: 416-393-0284 x 20085

Course Summary
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.

Overall Expectations
By the end of this course, students will: 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. 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; 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; 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. 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; 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; 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. 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; 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; 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. 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; 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; 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.

Academic Integrity
Ongoing evaluation in a variety of forms provide students the opportunity to provide evidence of their learning. In order for teachers to accurately assess student learning all tests/exams and assignments must be the student's own work and must be submitted on time. Cheating, plagiarism, not completing work and submitting work late may result in a mark of “0” for part or all of the evaluation opportunity. Consequences will adhere to Northern Secondary School and TDSB policy and will be determined by the student’s teacher, the Curriculum Leader and, at times, the student’s guidance counsellor and Vice-Principal. Northern policies are outlined in the student handbook. Students and their parents should review these policies together. Additional resources addressing plagiarism are available from the UofT Writing Centre at http://www.writing.utoronto.ca/advice/using-sources. Students and their parents should pay particular attention to the Writing Centre’s “How Not To Plagiarize” http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize.

Attendance and Punctuality
Every class is an opportunity to think, learn and socialize. Every class missed is that opportunity lost. The consistent decision to skip, or arrive late to class, and forgo knowledge and betterment eventually becomes irrevocable. Though attendance is not worth marks, better attendance usually translates to better grades and a more complete individual. It is your responsibility to be in class and on time.

Course Materials	
Texts: Carter, Patrick. <i>American History</i> . Toronto, Ont.: Emond Montgomery Publications, 2008. Foner, Eric. <i>Give Me Liberty An American History AP Edition</i> . New York, N.Y., W.W. Norton & Co., 2017.	Replacement Cost to Student: \$55.00 \$123.50
Supplies: Three-ring binder, pen, pencil, internet and books for additional research. Some teachers may encourage the use of mobile devices in class.	

Unit Number	Unit of Study	Explanation
Unit I	Historical Inquiry	Students develop the concepts of historical thinking through the inquiry process when investigating aspects of American history. This strand is infused throughout Units 2-6.
Unit II	The United States, Precontact to 1791	Students examine the environmental, social and economic forces that shaped America in the aftermath of contact and conquest and the form of various colonial experiments and changing relations with the First Nations peoples of the Eastern seaboard and Ohio River Valley through the post-revolutionary period.
Unit III	The United States, 1791 - 1877	Students examine efforts to establish a federal government, emerging identity, territorial expansion, war, slavery and the struggle with race.
Unit IV	The United States, 1877 - 1945	Students examine the continuation of an American imperial agenda, ideas of isolationism, hemispheric influence and America's relationship with Europe as well as domestic movements that seek to share America's wealth and political participation more equally.
Unit VI	The United States Since 1945	What is America today? Students undertake the over-arching inquiry question of the course – America vaults on to the global stage as a super power and outlasts its competitors only to face internal challenges that have dogged the 'nation' almost since its inception.

*Units and topics are subject to change. Every effort will be made to avoid any alteration.

Assessment and Evaluations	
Students will engage in assessment for and as learning throughout each unit. Student evaluations will be differentiated to provide students with a variety of opportunities to illustrate their development of the knowledge and skills inherent in the course. Evaluations aim to be a valuable reflection, demonstration and assessment of classroom and independent learning.	
Term Evaluations	Final Evaluations
Term evaluations will comprise 70% of the final grade divided evenly through the achievement categories.	Final evaluations will comprise 30% of the final grade divided evenly through the achievement categories.
Achievement Categories	Learning Skills
Students will be evaluated through term summative evaluations and final summative evaluations in the following achievement categories used to arrive at a percentage grade on the Provincial Report Cards: Knowledge and Understanding (knowledge & understanding of content) 17.5% of final grade Thinking (use of planning skills, processing skills, & of critical/creative thinking processes) 17.5% of final grade Communication (expression and organization of ideas and information, communication for different and purposes, & the use of conventions, vocabulary, and terminology of the discipline in oral, visual, and/or written forms) 17.5% of final grade Application (application of knowledge and skills in familiar contexts, transfer of knowledge and skills to new contexts, & making connections within and between various contexts) 17.5% of final grade The Achievement Chart: Canadian and World Studies can be found on p. 39 of Ontario Curriculum Grade 11 & 12: Canadian and World Studies available http://www.edu.gov.on.ca/eng/curriculum/secondary/canworld.html	Learning skills are reported on the Provincial Report Card separately from the percentage mark. They will indicate your demonstration of those skills required to be successful in history. These skills are grouped under the following headings: Responsibility (commitment, deadlines, timelines) Organization (planning, process) Independent Work (class time, homework, dedication) Collaboration (positive relationships, conflict resolution, sharing, teamwork) Initiative (opportunistic, innovative, positive attitude, hard-working) Self-Regulation (goal oriented, critical reflection, perseverance)