



NIAGARA ACADEMY

COURSE OUTLINE

COURSE:	American History (Academic) (CHA3U)
SCHOOL:	Niagara Academy
DEVELOPED BY:	M. Chudyk, August 11, 2001
REVISION DATES:	September, 2009, M. Corrigan, August, 2010
COURSE TITLE:	American History
COURSE TYPE:	Academic
COURSE GRADE:	Eleven
COURSE CODE:	CHA3U
DEVELOPED FROM:	The Ontario Curriculum Grades 11 and 12, Canadian and World Studies, 2005
PREREQUISITE:	Canadian History Since World War I, Grade 10, Academic or Applied
COURSE DURATION:	110 hours
CREDIT VALUE:	1.0
TEXT:	History of a Free Nation, Glencoe, McGraw-Hill, 1998, ISBN 0-02-821383-1

American History Academic (CHA3U)

This course traces the social, economic, and political development of the United States from colonial times to the present. Students will examine issues of diversity, identity, and culture that have influenced the country's social and political formation and will consider the implications of its expansion into a global superpower. Students will use critical-thinking and communication skills to determine causal relationships, evaluate multiple perspectives, and present their own points of view.

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

COURSE OUTLINE

OVERALL CURRICULUM EXPECTATIONS

Communities: Local, National, and Global:

- analyse the interactions among major groups and communities in the United States throughout its history;
- analyse the territorial expansion of the United States;
- analyse the development of the United States as a world power and how American policy has influenced communities outside the United States.

Change and Continuity:

By the end of this course, students will:

- analyse the historical process of change in the context of events that have transformed the United States;
- analyse the historical process of continuity in the context of the development of American history;
- analyse aspects of the history of the United States by using the concepts of chronology and cause and effect.

Citizenship and Heritage:

By the end of this course, students will:

- explain how American social and political identity has changed over time;
- assess the influence of key individuals and groups in shaping American arts and culture;
- analyse how American culture has developed into a position of world cultural hegemony.

Social, Economic, and Political Structures

By the end of this course, students will:

- analyse the forces that have influenced the development of American society;
- analyse the forces that have influenced American economic development;
- demonstrate an understanding of the development of American political systems and structures.

Methods of Historical Inquiry and Communication

By the end of this course, students will:

- use methods of historical inquiry to locate, gather, evaluate, and organize research materials from a variety of sources;
- interpret and analyse information gathered through research, employing concepts and approaches ap-

- appropriate to historical inquiry;
- communicate the results of historical inquiries, using appropriate terms and concepts and a variety of forms of communication.

ASSESSMENT AND EVALUATION

Evaluation and Reporting of Student Achievement

Student achievement is communicated formally to students and parents by means of the Provincial Report Card, Grades 9–12. The report card provides a record of the student’s achievement of the curriculum expectations in every course, at particular points in the school year or semester, in the form of a percentage grade. The percentage grade represents the quality of the student’s overall achievement of the expectations for the course and reflects the corresponding level of achievement as described in the achievement chart for the discipline.

A final grade is recorded for every course, and a credit is granted and recorded for every course in which the student’s grade is 50% or higher. The final grade for each course in Grades 9–12 will be determined as follows:

- **Seventy per cent** of the grade will be based on evaluations conducted throughout the course. This portion of the grade should reflect the student’s most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement. Please see the following page for an explanation of how course work marks will be obtained.
- **Thirty per cent** of the grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation suitable to the course content and administered towards the end of the course. This **final evaluation** consists of the following: **Essay 10% and Final Exam 20%.**

COURSE CONTENT AND EVALUATION

Unit	Unit Description	Number of Assignments	Course Work Evaluation				Unit Test/Assignment	Unit Total	Hours
			Class Work						
			K/U-Knowledge/Understanding T-Thinking C-Communication A-Application						
Unit One	Colonial America, War of Independence, Creating a Republic Colonies (southern, Middle New England) and their People (1578-1776), Road to Revolution (1650-1775), Declaration of Independence, War of Independence, Union (1775-1778), Government in transition, Constitution of the United States, Federalist Era (1789-1800), Age of Jefferson (1800-1815), Monroe Doctrine and Foreign affairs.	6	K/U 3% (.75% ea.)	T 3% (.75% ea.)	C 3% (.75% ea.)	A 3% (.75% ea.)	4%	16%	25 hrs
Unit Two	Toward Democracy, Division and Reunion, 1820-1877: Growth in the north, south, and west, rivalry and compromise, Jacksonian Democracy, social reforms, Manifest Destiny, dispute over slavery, Civil War, Reconstruction.	6	K/U 3% (.75% ea.)	T 3% (.75% ea.)	C 3% (.75% ea.)	A 3% (.75% ea.)	4%	16%	25 hrs
Unit Three	New Horizons, Entering a New Century, 1860-1920: Move west, ranching, Farming, Mining, Aborigines, industrialization, big business, urban society, unions, immigration, cultural life, imperialism, Spanish-American War, becoming a world power, Progressive Era, Square Deal.	5	K/U 2% (.4% ea.)	T 2% (.4% ea.)	C 2% (.4% ea.)	A 2% (.4% ea.)	2%	10%	16 hrs
Unit Four	World War I, Depression, World War II, Cold War, (1914-1960): Prelude to WWI, America Enters war, war on home front, stock market crash, Hoover's policies, depression, Roosevelt, New Deal, Second New Deal, impact of New Deal, Prelude to WWII, US at war, war on home front, start of Cold War, Cold War in Asia and in America, Eisenhower years, affluent society, foreign policy.	6	K/U 3% (.5% ea.)	T 3% (.5% ea.)	C 3% (.5% ea.)	A 3% (.5% ea.)	5%	17%	27 hrs
Unit Five	Redefining America, 1954-Present: Civil Rights Era, impact of Civil Rights, Vietnam Era, Kennedy, Nixon, Watergate Scandal, Jimmy Carter, shift to Conservatism, Reaganomics, Iran-Contra scandal, Middle East, Gulf War, Clinton, social policies, foreign policy, George W. Bush, 9/11, War in Iraq, Obama, Health Care	5	K/U 2% (.4% ea.)	T 2% (.4% ea.)	C 2% (.4% ea.)	A 2% (.4% ea.)	3%	11%	17 hrs
		28	14%	14%	14%	14%	14%	70%	110 hrs

TEACHING AND LEARNING STRATEGIES

The Curriculum in Canadian and World Studies is built around a set of fundamental concepts: systems and structures; interactions and interdependence; environment; change and continuity; culture; and power and governance. Each unit of study will contain components from the five strands of the curriculum: *Communities: Local, National, and Global; Change and Continuity; Citizenship and Heritage; Social, Economic, and Political Structures; and Methods of Historical Inquiry and Communication*. A variety of teaching strategies will be employed:

- cooperative small-group learning
- role playing,
- simulations
- brainstorming
- mind mapping
- creating scenarios for decision making
- independent research
- issue-based analysis
- personal reflection
- problem posing
- seminar presentations
- Socratic lessons
- writing process
- technology
- constructive or creative dialogue.

CONSIDERATIONS FOR PROGRAM PLANNING

The planning and administering of this course is based on the premise that *all students can be successful language learners*. The teacher will provide quality instruction that respects students' strengths and address their learning needs, using assessment information to plan instruction. The teacher will recognize the needs of students with special needs and those who are English language learners to provide instruction that enables those students to be successful. Information and communications technology will be used throughout the course where it is appropriate. The program will also include opportunities for students to apply their language skills to work-related situations, to explore educational and career options, and to become self-directed learners. The program will provide students with an opportunity for cooperative education and other forms of experiential learning so that they can apply the skills they have developed in the classroom to real-life activities in the community and in the world of business and public service.

RESOURCES:

- White, Morton (1978). *The Philosophy of the American Revolution*. Oxford University Press, N. Y.
- *The Economist* magazine
- *Globe and Mail*
- *Foreign Affairs* periodical
- *History of the American People*, Phoenix Press, 1977
- *The American Pageant*, 11th edition, Houghton Mifflin, 1998