



The Bishop Strachan School
Department Name: Canadian, Business and World Studies

Course Title: American History

Grade Level: 11

Ministry Course Code: CHA3U

Teacher's Name: J.D.M. Stewart

Developed by: J.D.M. Stewart and Vanessa Vanclief

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Developed from: Canadian and World Studies Curriculum, Revised 2005

Text: Tindall, George Brown and Shi, David Emory. *America: A Narrative History. Brief 7th Edition*. New York: W.W. Norton, 2007.

Prerequisite: CHC 2D

Credits: 1.0

Length: 110 hours

Course Description/Rationale

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.

Overall Curriculum Expectations

Communities: Local, National, and Global

1. analyse the interactions among major groups and communities in the United States throughout its history;
2. analyse the territorial expansion of the United States;
3. 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

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

Citizenship and Heritage

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

Social, Economic, and Political Structures

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

Methods of Historical Inquiry and Communication

13. use methods of historical inquiry to locate, gather, evaluate, and organize research materials from a variety of sources;
14. interpret and analyse information gathered through research, employing concepts and approaches appropriate to historical inquiry;
15. communicate the results of historical inquiries, using appropriate terms and concepts and a variety of forms of communication.

Instructional Hours Summary

Course Content Unit	Classroom Hours	Field Trip Hours	Exam Hours	Independent Study/Student Teacher Conference	Total
1. Founding of America	18			1	19
2. Growth of the Republic	16			1	17
3. Civil War and Reconstruction	15			1	16
4. Birth of Modern America	18			5-essay	23
5. Cold War America	16			1	17
6. Social Change in America	15		3		18
Total	98		3	9	110

Unit Descriptions

Unit 1 – Founding of America (17 hours)

- causes of emigration from Europe
- the political and social structure of some colonial settlements
- causes, events and impact of the American Revolution

Unit 2 – Growth of the Republic (18 hours)

- the development and terms of the American Constitution
- the significance of the Bill of Rights, Jeffersonian democracy, Jacksonian democracy, westward expansion, Manifest Destiny, the Monroe Doctrine

Unit 3 – Civil War and Reconstruction (12 hours)

- causes, events and impact of the Civil War
- Reconstruction policies and their shortcomings

Unit 4 – The Birth of Modern America (19 hours)

- the significance of such key concepts as capitalism, industrialization, Social Darwinism, immigration, urbanization, corruption
- the rise of reform ideas and organizations
- key personalities of the era, Roosevelt, Morgan, Addams, Vanderbilt, etc
- the significance of the Progressive Era
- American involvement in World War I
- the nature of life in the United States during the 1920s and 1930s
- Franklin Roosevelt and the New Deal

Unit 5 – Cold War America (16 hours)

- American involvement in World War II
- the Cold War
- American involvement in Vietnam and its effects
- the politics of civil rights and women's rights
- the influence of American mass culture on the world

Unit 6 – Social Change in America (16 hours)

- American Icon Investigation Assignment

Teaching/Learning Strategies

Lecture	Brainstorming	Game
Case study	Group work	Videotape critique
Reading	Research project	Self analysis
Structured discussion	Debate	Peer response
Practical exercise	Online discussion	Independent study
Role play	Panel	Document analysis
Conference	News reports	Web-based activities
Study groups	Jigsaw	

Assessment/Evaluation Strategies

Paper and Pencil	Performance Methods	Personal Communication	Other
Tests	Projects	Conferences	Teacher anecdotal records
Work sheets	Presentations	Classroom discussion	Checklists
Examinations	Essays	Self evaluation	Rubrics
Document-based question	Role playing/Debates	Online discussion	

Assessment/Evaluation

Seventy per cent (70%) of the final grade will be based on evaluations conducted throughout this course. This portion of the grade should reflect the students' *most consistent level of achievement* throughout this course, although special consideration should be given to the more recent evidence of achievement.

Thirty per cent (30%) of the final 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.

Teachers will ensure that student work is assessed and/or evaluated in a balanced manner with respect to the four categories (see below), and that achievement of particular expectations is considered within the appropriate categories. The four categories should be considered as interrelated, reflecting the wholeness and interconnectedness of learning. The categories of knowledge and skills are:

- Knowledge and Understanding (20-30%)
- Thinking (20-30%)
- Communication (20-30%)
- Application (20-30%)

Type of Assessment	Unit Title/Length	Overall Expectations (see pg 2)	Assessment Strategies
70%	1. Founding of America (17 hours)	1, 2, 4, 5, 6, 7, 10, 11, 12, 13, 14, 15	Document analysis
			Newspaper style historical writing
			Historical Significance
	2. Growth of the Republic (18 hours)	1, 2, 4, 5, 6, 7, 10, 12, 13, 14, 15	Document-based writing and analysis
			Test
	3. Civil War and Reconstruction (12 hours)	1, 2, 3, 4, 5, 6, 7, 10, 11, 14	Seminar Presentation
4. Birth of Modern America (19 hours)	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15	Debate	
		Test	
5. Cold War America (19 hours)	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15	Presidential Crisis Essay	
30%	Summative (6 hours)	1-15	American Icons Research
			Exam
			Total

Course Resources

Tindall, George Brown and David Emory Shi. *America: A Narrative History. Brief 7th Edition*. New York: W.W. Norton, 2007.

Johnson, Paul. *A History of the American People*. New York: Harper Perennial, 1999.

Lamb, Brian. *Booknotes: Stories From American History*. New York: Penguin, 2002.

Various websites

Various videos including A&E Biography series

Relevant newspaper articles

Assorted primary source documents

Achievement Chart – Canadian and World Studies, Grades 9–12

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Knowledge and Understanding <i>Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)</i>				
The student:				
Knowledge of content (e.g., facts, terms, definitions)	– demonstrates limited knowledge of content	– demonstrates some knowledge of content	– demonstrates considerable knowledge of content	– demonstrates thorough knowledge of content
Understanding of content (e.g., concepts, ideas, theories, procedures, processes, methodologies, and/or technologies)	– demonstrates limited understanding of content	– demonstrates some understanding of content	– demonstrates considerable understanding of content	– demonstrates thorough understanding of content
Thinking <i>The use of critical and creative thinking skills and/or processes</i>				
The student:				
Use of planning skills (e.g., focusing research, gathering information, organizing an inquiry, asking questions, setting goals)	– uses planning skills with limited effectiveness	– uses planning skills with some effectiveness	– uses planning skills with considerable effectiveness	– uses planning skills with a high degree of effectiveness
Use of processing skills (e.g., analysing, generating, integrating, synthesizing, evaluating, detecting point of view and bias)	– uses processing skills with limited effectiveness	– uses processing skills with some effectiveness	– uses processing skills with considerable effectiveness	– uses processing skills with a high degree of effectiveness
Use of critical/creative thinking processes (e.g., inquiry process, problem-solving process, decision-making process, research process)	– uses critical/creative thinking processes with limited effectiveness	– uses critical/creative thinking processes with some effectiveness	– uses critical/creative thinking processes with considerable effectiveness	– uses critical/creative thinking processes with a high degree of effectiveness
Communication <i>The conveying of meaning through various forms</i>				
The student:				
Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, visual, and written forms	– expresses and organizes ideas and information with limited effectiveness	– expresses and organizes ideas and information with some effectiveness	– expresses and organizes ideas and information with considerable effectiveness	– expresses and organizes ideas and information with a high degree of effectiveness

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Communication (cont.)				
The student:				
Communication for different audiences (e.g., peers, adults) and purposes (e.g., to inform, to persuade) in oral, visual, and written forms	– communicates for different audiences and purposes with limited effectiveness	– communicates for different audiences and purposes with some effectiveness	– communicates for different audiences and purposes with considerable effectiveness	– communicates for different audiences and purposes with a high degree of effectiveness
Use of conventions (e.g., conventions of form, map conventions), vocabulary, and terminology of the discipline in oral, visual, and written forms	– uses conventions, vocabulary, and terminology of the discipline with limited effectiveness	– uses conventions, vocabulary, and terminology of the discipline with some effectiveness	– uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	– uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness
Application <i>The use of knowledge and skills to make connections within and between various contexts</i>				
The student:				
Application of knowledge and skills (e.g., concepts, procedures, processes, and/or technologies) in familiar contexts	– applies knowledge and skills in familiar contexts with limited effectiveness	– applies knowledge and skills in familiar contexts with some effectiveness	– applies knowledge and skills in familiar contexts with considerable effectiveness	– applies knowledge and skills in familiar contexts with a high degree of effectiveness
Transfer of knowledge and skills (e.g., concepts, procedures, methodologies, technologies) to new contexts	– transfers knowledge and skills to new contexts with limited effectiveness	– transfers knowledge and skills to new contexts with some effectiveness	– transfers knowledge and skills to new contexts with considerable effectiveness	– transfers knowledge and skills to new contexts with a high degree of effectiveness
Making connections within and between various contexts (e.g., past, present, and future; environmental; social; cultural; spatial; personal; multidisciplinary)	– makes connections within and between various contexts with limited effectiveness	– makes connections within and between various contexts with some effectiveness	– makes connections within and between various contexts with considerable effectiveness	– makes connections within and between various contexts with a high degree of effectiveness