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## Earl Haig

SecondarySchool

**2018/2019**

### American History

**Social Sciences Department**

# **CHA3U1**

**Evaluation Profile & Outline**

**Course Description/Rationale/Overview:** This course examines the development of American social, political, and economic structures from colonial times to the present. Students will analyze the chronology of events and evaluate the roles played by specific individuals and groups throughout American history. Students will conduct research and analysis, and communicate, in a variety of ways, their knowledge and understanding of the country that is Canada’s closest neighbour and most important cultural influence and economic partner.

**Class Requirements:** Students should have materials specified by the subject teacher at the beginning of the year.

The textbook for this course is American History. Students will be issued this book at the beginning of the course. The replacement cost for this textbook is $120.00.

**Assessment and Evaluation Strategies**

Students will also be expected to complete assessment activities of a formative nature in order to learn and to practice the specific expectations that will compose the summative evaluations. Examples of formative assessment may include homework checks, quizzes, peer assessment, presentations, reflection writing, role-play scenarios and observation.

Each unit or strand of the course will be evaluated using summative evaluations. Examples of summative evaluations are tests, case studies, interviews, reports, presentations, seminars, debates, research and other writing assignments.

**Late and/or Missed Evaluation**

##### Late Assignments\*

For each assignment, the teacher will inform students of the due date. The teacher may decide to create an ultimate deadline. If an assignment *is submitted after the deadline, the teacher may deduct marks up to and including the full value of the assignment*.

**Missed Tests**

It is the student’s responsibility to make arrangements, ahead of time, for any tests/quizzes that are missed. If a student misses a test/quiz for an unforeseen reason such as illness, the student must bring a note signed by a parent or guardian**. Alternatively a medical certificate may be requested by the teacher.** The student must be prepared to write the test/quiz immediately upon return to school at a time determined by the teacher. Once the tests/quizzes have been evaluated and returned, students will not be able to make up a missed test - a mark of zero will be assigned.

**Subject-Specific/Department Information**

Teachers in the Social Sciences Department can be reached at (416) 395-3210, ext. 20075 or 20085. Parents wishing to meet with a teacher are requested to make an appointment with the teacher prior to coming to the school.

**Learning Skills\***

**Responsibility** – meets deadlines; takes responsibility for own behaviour

**Organization** – establishes priorities and manages time; uses information, technology and resources top complete tasks time management

**Independent Work** – follows instruction with minimal supervision; uses class time appropriately to complete tasks

**Collaboration** – accepts an equitable share of work in a group; builds healthy peer relationships; works with others to achieve group goals

**Initiative** – looks for opportunities for learning; demonstrates curiosity; approaches new tasks with a positive attitude

**Self-regulation** – sets own goals and monitors own progress; seeks assistance with needed; makes an effort with responding to challenges

###### Final Mark

The final mark for this course will be determined based upon an accumulation of marks from unit summative activities and from a final summative evaluation

**Year’s Work 70%**

This is a culmination of evaluations that have been completed throughout the year. It may include tests, presentations, research, or topic specific assignments.

**Final Summative Evaluation 30%**

The summative activity for this course is a comprehensive final exam.

**Achievement Categories and Weighting**

* **Knowledge / Understanding – 25%**

Knowledge of facts and terms; understanding of concepts, principles, guidelines and strategies; understanding of relationships among concepts.

* **Application – 25%**

Synthesizing knowledge and understanding into new and familiar contexts as well as making connections between various contexts.

* **Thinking Inquiry – 25%**

Formulating questions; planning, selecting strategies and resources; analyzing and interpreting information, and forming conclusions.

* **Communication – 25%**

Communication of information and ideas, communication for different audiences, use of various forms of communication.

\*From: Ontario Ministry of Education. *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools*. Toronto: Ministry of Education, 2010, 11.

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# **Course Code**

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**Course Outline:**

**Unit 1: Establishing the American Nation, 1607-1763**

This unit will explore the earliest days of exploration in the New World, the establishment of the 13 colonies, and their growth to the end of The Seven Years War. The great diversity of the colonies will be stressed as well as the gradual belief that their world was in fact a “New World”. Students will be introduced to the process of historical inquiry, analysis, and interpretation to begin to understand the “study” of history.

**Unit 2: The American Revolution and the Constitution, 1763-1789**

Students in this unit will closely examine the causes of this event and the subsequent creation of these United States. The writing of the Constitution was breaking new ground following the principles of the Enlightenment as they applied to this new creation. This constitution is the oldest one of its kind in the world today and still governs the actions of the current president. The 18th century men who were leaders through this period will be closely examined.

###### Unit 3: The Civil War and its Aftermath, 1789-1876

Arguably the Civil War is the most important event in American history and it will be explored in depth beginning with the growth of the two unique sections of America in the early years leading up to the war and the greatness of Abraham Lincoln in keeping the union together. The great causes, events, personalities and results will all be investigated in depth. The period of Reconstruction was a great tragedy whose legacy lasted into the civil rights movement of the 1960’s.

###### Unit 4: America Acquires and Exercises Power, 1876-1975

The late 19th century massive growth of population and industrial might created a world power that has struggled trying to adapt to its current word position in a troubled world. The American influence on both world wars as the great arsenal of democracy and the Cold War as the protector against communism will be studied. Students will closely analyze the tragedy of Vietnam both as a historical event and as a contemporary template for international involvement.

Unit 5: An Examination of the Great Society to the Present

This final unit will allow the students to unite the course in a culminating activity that will combine both the historical background and the skill development carried throughout the first four units to arrive at an understanding of the power and the limitations of the United States of America.