



CROCUS PLAINS REGIONAL SECONDARY SCHOOL

COURSE OUTLINE AND ASSESSMENT GUIDE

Course Name: American History 20F

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Course Description: Grade 10 American History explores the development of the United States from its founding ideas to the present day, with a focus on how historical events, decisions, and conflicts continue to shape American society today.

Rather than focusing on memorization of dates and facts, this course emphasizes historical thinking, critical inquiry, and informed judgment. Students will examine multiple perspectives, analyze evidence, and evaluate the impact of past decisions on issues such as citizenship, equality, government power, economic systems, and global conflict.

Learning in this course is discussion-based and inquiry-driven. Students will engage with primary and secondary sources, full-length historical films, weekly current events from American news outlets, and structured class activities designed to help them think like historians.

Assessment in this course is **outcome-based**, meaning students demonstrate their learning through a range of tasks, reflections, and conferences over time. The goal of the course is to help students develop the skills needed to understand history, evaluate modern issues, and participate thoughtfully as informed citizens.

Text/Other Resources: There is **no single textbook** used in this course. Instead, students will work with a variety of resources, including:

- Teacher-selected primary and secondary historical sources
- Full-length historical films used as case studies
- Weekly U.S. national news broadcasts (e.g., ABC News, NBC News)
- Articles, documents, and excerpts provided in class or digitally
- Classroom discussion, inquiry activities, and visual learning tools

All required materials will be provided by the teacher. Students may be asked to access digital resources through school-approved platforms

Learning Outcomes

In this course, students will be assessed on their ability to demonstrate growth in the following five learning outcomes. These outcomes are revisited throughout the semester across multiple learning cycles. Progress is measured using a variety of evidence, including classwork, discussions, reflections, projects, current events, and conferences.

1. Historical Thinking & Connections

Students will demonstrate the ability to think historically by asking meaningful questions about the past and making connections between historical events and issues in the United States today. Students will explore how history helps explain current debates, conflicts, and social issues.

2. Use of Evidence

Students will demonstrate the ability to analyze and use historical evidence to support ideas and interpretations. This includes working with primary and secondary sources, identifying bias or limitations, and using evidence to justify conclusions rather than relying on opinion.

3. Perspective & Citizenship

Students will demonstrate an understanding that historical events are experienced and interpreted differently by different groups. Students will examine how identity, power, and context shape perspectives and consider what these differences mean for citizenship in a democratic society.

4. Judgment & Critical Thinking

Students will demonstrate the ability to evaluate historical decisions, actions, and outcomes using evidence and historical context. This includes weighing multiple factors, recognizing complexity, and making informed judgments rather than simple right-or-wrong conclusions.

5. Communication

Students will demonstrate the ability to communicate historical understanding clearly and effectively. This includes speaking, writing, and visual communication, as well as participating respectfully in discussions and conferences using appropriate historical language.

Important Note for Students

Learning in this course is cumulative. Students will have multiple opportunities across the semester to demonstrate each outcome. Improvement over time is expected and valued, and assessment focuses on patterns of learning rather than single assignments.

Assessment & Evaluation

Assessment in Grade 10 American History is **outcome-based** and focuses on student growth over time rather than performance on a single test or assignment. Students demonstrate their learning through a variety of evidence collected across the semester, including class activities, inquiries, projects, reflections, discussions, current events, and conferences.

Learning Cycles

The course is organized into **four learning cycles**, each focused on a major period of U.S. history. Within each cycle, students complete learning activities and tasks that allow them to demonstrate progress in the five course learning outcomes.

Assessment is based on the **overall quality and consistency of evidence** students provide during each cycle, rather than on individual marks for every task.

Coursework Assessment (80%)

- Student learning during the semester is assessed through the learning cycles.
- At the end of the course, the **highest demonstrated level of achievement from completed learning cycles** is used to determine the coursework portion of the final grade.
- To be eligible for full coursework credit, students must meaningfully engage in and complete learning tasks in **at least three learning cycles**.

This approach encourages consistent effort, revision, and improvement, and ensures that a student's final grade reflects their **best and most representative work**.

Final Assessment (20%)

The final assessment is a **Historical Case File**, completed during the final weeks of the course. In this task, students apply the same five learning outcomes to analyze a modern issue connected to U.S. history.

The final assessment is evaluated separately and is weighted at **15% of the final course grade**, as required for Grade 10 courses.

Conferences

Individual conferences are a key part of assessment in this course. Conferences provide students with the opportunity to:

- explain their thinking and learning
- reflect on strengths and areas for growth
- clarify understanding
- participate in determining their level of achievement

Conference evidence is used alongside written and visual work to assess student learning across the five outcomes.

Grading

Levels of achievement for each learning outcome are translated into a percentage grade in accordance with school and divisional guidelines. Grades are based on demonstrated learning and patterns of evidence rather than task completion alone.

Important Notes for Students

- Improvement over time is expected and encouraged.
- Missing work limits the evidence available for assessment.
- Regular participation and engagement are essential to demonstrating learning.
- Asking questions, revising work, and seeking feedback are important parts of success in this course.

Learning Behaviours

- Assessment and reporting of learning behaviors will be according to the Brandon School Division Learning Behaviors Rubric.

Learning Behaviors			
Scale	C: Consistently – almost all or all the time	U: Usually – more than half the time	S: Sometimes – less than half the time
Personal Management Skills	R: Rarely – almost never or never		
Active Participation in Learning	Uses class time effectively; works independently; completes homework and assignments on time.		
Social Responsibility	Participates in class activities; self-assesses; sets learning goals.		
Social Responsibility	Works well with others; resolves conflicts appropriately; respects self, others and the environment; contributes in a positive way to communities.		

Units of Study*(Tentative Schedule ~ subject to change as needed)*

Unit Title	Learning Goals	Assessment Plan	Proposed time
Foundation Phase	<p>Historical thinking, evidence, perspective, citizenship, course structures</p> <p>Guiding Question: <i>How do historians make sense of the past to understand the present?</i></p>	Whiteboard inquiries, source analysis, discussion, reflection, skill-building tasks (formative)	2 Weeks
Learning Cycle 1: Civil War and Reconstruction	<p>Citizenship, race, freedom, federal vs. state power</p> <p>Guiding Question: Who is included in the promise of freedom, and who decides?</p>	<i>Inquiry tasks, primary source analysis, reflections, conferences, film: Glory, current events connections</i>	3 Weeks
Learning Cycle 2: Industrialization & the Great Depression	<p>Economic systems, inequality, labour, government responsibility</p> <p>Guiding Question: When economic systems create inequality, what responsibility does government have?</p>	<i>Case studies, source analysis, whiteboard thinking, reflections, conferences, curated readings, current events</i>	3 Weeks
Learning Cycle 3: Civil Rights & the Cold War	<p>Protest, fear, security, ideology, government power</p> <p>Guiding Question: How does fear shape power, freedom, and dissent?</p>	<i>Inquiry projects, source work, discussions, conferences, films: Selma / Thirteen Days, current events</i>	4 Weeks
Learning Cycle 4: Modern Conflict & American Power	<p>U.S. global power, military intervention, media, public opinion</p> <p>Guiding Question: What responsibilities come with power on the global stage?</p>	<i>Research-based inquiry, source evaluation, discussions, conferences, film: Good Morning, Vietnam, current events</i>	4 Weeks
Final Assessment Window	<p>Synthesis & application of learning</p> <p>Guiding Question: <i>How does US history help explain a modern issue?</i></p>	<i>Final Historical Case File, independent work periods, teacher support</i>	2 Weeks
Current Events	<i>See Below</i>		~15 Days

Current Events (Ongoing Throughout the Course)

Current events are a core component of Grade 10 American History and are used to help students connect historical learning to issues facing the United States today.

Throughout the semester, students will engage in weekly current events classes using U.S. national news broadcasts (such as ABC News or NBC News). These broadcasts provide a snapshot of contemporary political, social, economic, and global issues that relate directly to the themes studied in each learning cycle.

Purpose of Current Events

Current events are used to help students:

- make connections between past and present
- apply historical thinking skills to real-world issues
- analyze evidence and perspective in modern contexts
- practice informed judgment and discussion

Structure

- Current events are typically explored once per week.
- Students will view selected news broadcasts in class and participate in guided discussion and reflection.
- Current events entries are recorded in a course booklet, which is maintained throughout the semester.

Assessment of Current Events

- Current events are assessed using the same five learning outcomes as the rest of the course.
- Student reflections and discussions contribute to the evidence used during learning cycle conferences.
- At the end of the semester, students will complete a final reflection on their collected current events, focusing on connections, patterns, and historical understanding rather than summary.
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Current events are not assessed as isolated assignments. Instead, they provide ongoing evidence of learning and support students in demonstrating growth across the course outcomes.

Crocus Plains Classroom Expectations & Policies

Students in Grade 10 American History are expected to follow all school and divisional policies, as well as the expectations outlined below. These expectations are designed to support a respectful, safe, and productive learning environment.

Behaviour Expectations

Students are expected to:

- **Be Safe**
- **Be Responsible**
- **Be Respectful**

School rules regarding prohibited items (including weapons, drugs, offensive clothing, hats, and backpacks) apply at all times.

Attendance & Punctuality

Regular attendance is essential for success in this course, as learning is discussion-based and collaborative.

- Students are expected to arrive on time and be prepared to participate.
- Lates are understood to happen; students should enter quietly and minimize disruption to others.
- When possible, students are encouraged to communicate in advance if they will be late or absent.

Missed learning time may limit the evidence available for assessment.

Technology Use

The use of personal devices in school is governed by provincial and school policy.

- **Cell phones are not permitted during class time unless explicitly authorized by the teacher for educational purposes.**
- When school computers are used, students will be assigned a specific device.
- Students are expected to save work using school-approved platforms (e.g., OneDrive).

Technology use is intended to support learning, not distract from it.

Food & Drink

Students may eat in class when needed, provided they clean up after themselves and respect the learning environment.

Communication

Students are encouraged to ask questions, seek clarification, and communicate about their learning.

- The preferred methods of contact are **Microsoft Teams** or school email.
- Students are encouraged to advocate for themselves and ask for help when needed.

Academic Integrity

Academic honesty is essential to meaningful learning. Students are expected to submit work that reflects their own thinking, understanding, and effort.

Plagiarism

Plagiarism includes copying or submitting work that is not your own, including:

- copying from other students
- copying from websites or sources without acknowledgment
- submitting work created entirely by another person or tool

Use of Artificial Intelligence (AI) Tools

AI tools may be used only when explicitly permitted by the teacher and only as a support for learning (for example, brainstorming ideas or clarifying understanding).

- AI-generated work may not replace a student's own thinking.
- Any use of AI must be transparent and align with assignment expectations.
- Submitting AI-generated work as original student work is considered academic dishonesty.

Students will be guided on appropriate and ethical use of technology throughout the course.

Consequences

Instances of academic dishonesty will be addressed in accordance with school policy. The focus will be on learning, accountability, and restoring academic integrity.

Land Acknowledgement

Crocus Plains Regional Secondary School is in Treaty 2 territory on land that is the traditional territory of the Anishinaabeg, Cree, Oji-Cree, Dakota, and Dene Peoples and the homeland of the Métis Nation.

As a teacher in Manitoba, I recognize the past and present injustices that exist for the Indigenous Peoples of this land. Let this land acknowledgement be a call on all of us to learn more about the land we live on and envision a way to challenge racism, inequality and colonialism. Working together with all nations, Indigenous and non, to remove barriers in our society and raising up our communities together. -Mr. Howie