



El Camino College
COURSE OUTLINE OF RECORD – Official

Course Acronym:	AHSD
Course Number:	530
Descriptive Title:	High School U.S. History: Pre-Colonialism to the Civil War
Division:	Adult High School Diploma
Department:	Adult High School Diploma
Course Disciplines:	Adult High School Diploma
Catalog Description:	This noncredit high school level course provides students with an analysis of social, economic, and political factors in United States history from the period of Pre-Colonialism to Reconstruction. Successful completion of this course contributes to progress toward a high school diploma or equivalent. From 1-10 high school credits can be earned in 15-hour modules. Note: This course is open entry/open exit.
Prerequisite:	
Co-requisite:	
Recommended Preparation:	
Enrollment Limitation:	
Hours Lecture (per week):	.83 to 8.33
Hours Laboratory (per week):	0
Outside Study Hours:	1.66 to 16.66
Total Course Hours:	15 to 150
Course Units:	0
Grading Method:	Pass/No Pass/SP
Credit Status:	Noncredit
Transfer CSU:	No
Effective Date:	
Transfer UC:	No
Effective Date:	
General Education: ECC	
Term:	
Other:	
CSU GE:	
Term:	
Other:	
IGETC:	
Term:	

Other:	
Cal-GETC:	
Term:	
Other:	
Student Learning Outcomes:	Upon completion of the course, students will be able to: 1. use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, and the frictions that developed between population groups from the colonial era to the Civil War. 2. evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications. 3. show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments between the colonial era and the Civil War.
Course Objectives:	1. Use resources to identify the original thirteen English colonies and summarize their socio-cultural differences and similarities with regards to Spanish, Portuguese, and other colonies that existed on the American continent. 2. Create a timeline, map, or chart to determine the economic and socio-cultural transformations of American slavery or American Indians in connection to manifest destiny and the market economy. 3. Use resources to discuss the impact of colonial beliefs as they relate to current political, socio-cultural and legal matters and write a well-developed essay on this topic. 4. Use resources to contrast European accounts of territorial availability and the lack of population in the New Continent with empirical evidence of robust Indian populations and territorial dominions in class group discussion. 5. Identify in an essay the basic causes of the American Revolution in connection to domestic public opinion and individual criticisms of King George. 6. Debate the racial elements of the Civil War. 7. Use resources to determine the impact of colonial Christian beliefs and the Bill of Rights on current political, socio-cultural and legal matters and write a well-developed essay on the topic. 8. Analyze the impact of American slavery on current political, socio-cultural and economic matters. 9. Use resources to discuss the impact of the Mexican American war and massive non-English Asian and European immigration in current political, socio-cultural and economic developments and write a research paper on the topic.
Major Topics:	Note that this is high school level content: I. First inhabitants of the North American continent (lecture) A. Distinct cultures: Languages and Lifestyle II. European Exploration: Vikings, Spain, France, England (lecture) A. Development of colonies

III. Inhabitants of English Colonies (lecture)

- A. Government and economy
- B. Culture and religious practices
- C. Education

IV. Conflict in the colonies (lecture)

- A. French and Indian War
- B. English colonist strained relations with England
- C. Declaration of Independence
- D. American Revolution

V. Construction of the American Constitution (lecture)

- A. Articles of Confederation
- B. Constitutional Convention
- C. American Constitution: Key features and process of ratification

VI. Americas First Presidents (lecture)

- A. George Washington and John Adams
- B. Thomas Jefferson
 - 1. Election of 1800 and Louisiana Purchase
- C. James Madison
 - 1. War of 1812
- D. James Monroe

VII. Early development of America (lecture)

- A. Settlers crossing the Appalachians, Rocky Mountains, reaching the West Coast
- B. Displacement of Native Americans
- C. Development of industries
 - 1. New England innovations and increased agricultural production
- D. Development of infrastructure: roads, canals, and the railroads
- E. European immigration and rise in nativism

VIII. Second quarter of the 19th century (lecture)

- A. Presidents: Andrew Jackson, Martin Van Buren, and John Tyler

	B. Spoils system C. Nullification issue D. Treatment of Native Americans E. Opposition to a national bank F. Reform movement: Humanitarian concerns, education, women's rights, and abolition of slavery IX. 1840 to 1860 (lecture) A. Push towards present day border with Mexico 1. War treaties B. Spread of slavery to new territories C. Election of Abraham Lincoln X. The Civil War (lecture) A. Union and Confederate perspectives B. Major battles on land and sea C. Southern restoration and military occupation D. Lincoln Assassination E. Radical Republicans F. Legacy of the Civil War
Total Lecture Hours:	15 to 150
Total Laboratory Hours:	0
Total Hours:	15 to 150
A.1. Primary Methods of Evaluation (Part 1 - CCN courses only):	
A.2. Primary Method of Evaluation (Part 2 - all courses; choose one):	1) Substantial writing assignments
Typical Assignment Using Primary Method of Evaluation:	Research and summarize in your own words each amendment of the Bill of Rights. It should not be more than two pages long, Times New Roman font 12, single space, well-presented and well-written with proper grammar, syntax, and punctuation.
Critical Thinking Assignment 1:	Research and summarize in your own words each amendment of the Bill of Rights. It should not be more than two pages long, 12-point Times New Roman font, single space, well-presented and well-written with proper grammar, syntax, and punctuation.

Critical Thinking Assignment 2:	Citing specific textual evidence, describe the economic factors used to justify the practice of slavery in America. Your summary must be at least 4-5 paragraphs in length. Please refer to the grading rubric your instructor provided for writing and citation requirements.
Other Evaluation Methods:	Essay Exams, Multiple Choice, Objective Exam, Quizzes, Reading Reports, Term or Other Papers, Written Homework, Presentation
Instructional Methods:	Discussion, Group Activities, Lecture, Multimedia presentations
If other:	
Work Outside of Class:	Answer questions, Required reading, Study, Written work (such as essay/composition/report/analysis/research)
If Other:	
Up-To-Date Representative Texts:	Kennedy, David and O'Mara, Margaret. <i>American Pageant, Volume I. 18th Edition</i> Cengage, 2024. OER Option: Corbett, P. Scott, Janssen, Volker, Lund, John M., Pfannestiel, Todd, Waskiewicz, Sylvie, and Vickery, Paul. <i>U.S. History</i> . OpenStax. 2024: https://openstax.org/details/books/us-history?Book%20details
Alternative Texts:	
Required Supplementary Readings:	
Other Required Materials:	
Requisite:	
Category:	
Requisite course(s): List both prerequisites and corequisites in this box.	
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	
Requisite Skill:	
Requisite Skill and Matching Skill(s): Bold the requisite skill(s). If applicable	
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Enrollment Limitations and Category:	
Enrollment Limitations Impact:	
Course Created by:	Matthew Kline
Date:	03/26/2024
Original Board Approval Date:	01/13/2025
Last Reviewed and/or Revised by:	Matt Kline
Date:	03/06/2026
Last Board Approval Date:	05/20/2026
Effective Term:	FA 2026