Welcome to California History for Teachers!

This interdisciplinary course examines the evolution of the state of California through the perspectives of historians, geographers, economists, political scientists and other social scientists. The goal is to not only introduce you to the diverse history of California’s people and cultures, but also to better prepare you to teach that history. This course is unique in that you will not just sit and passively listen to lectures. Instead, you will be actively engaged in your own learning. You will learn to create dynamic teaching strategies that will inspire you and your future students to learn. The goal is to help you become the best teacher you can be!

"Who dares to teach must never cease to learn.”
Class Texts and Materials

SOCS 137 Course Reader. “California History Fourth Grade Lessons.”


Canvas

Canvas will provide a forum for working together online on a variety of projects and collaborative discussions. Copies of course materials such as the syllabus, readings, major assignments, handouts, may be found on Canvas at http://www.sjsu.edu/at/ec/canvas/index.html Please login to Canvas using your SJSU 9-digit ID (for example: 00591888) and your password. You are responsible for regularly checking Canvas for important information.

“In learning you will teach, and in teaching you will learn.”
Learning Outcomes

GE/SJSU Studies Learning Outcomes (LO)

Upon successful completion of this course, students will be able to:

1. Describe how identities (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age) are shaped by cultural and society influences within contexts of equality and inequality.
2. Describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in California.
3. Describe social actions, which have led to greater equality and social justice in California (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age), and
4. Recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups in California.

Course Content Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Learn and apply analytical skills related to information, written, and visual literacies
2. Design and implement group and individual research methods
3. Develop and utilize skills of oral presentation
4. Plan, create, and present research related to course materials and concepts
5. Create dynamic lesson plans that utilize a variety of instructional strategies to engage students in the active-learning process
Course Requirements and Assignments

Throughout this course you will be actively engaged in a variety of activities designed to teach you how to teach California history. For that reason, attendance and active participation is required of all students. Follow these simple guidelines for success in the class:

• Arrive on time to each class and be ready to participate in fun daily activities designed to help you become a great teacher!
• Copy the lesson outline in your lesson plan journal as soon as you arrive in class. These are for your own future use. The more you put into them, the more use they will be for you in the future.
• Please turn off your cell phone and laptops. NO LAPTOPS or CELL PHONES ALLOWED IN USE DURING CLASS. Make your last text, email, snap chat, tweet, status update, etc. BEFORE class begins. Don’t worry your virtual world will still be there when class is over. Meanwhile, the real world is happening before your very eyes. 😊
• I DO NOT ACCEPT LATE WORK and there is NO MAKE-UP for missing assignments and class activities (except in cases of documented emergencies). Be here and be prepared to participate in an active-learning environment!
• The class activities, lesson journals, and assignments 1-5 will help you practice skills of research and writing as you learn how to create dynamic lesson plans (CLOs 1-5). Through the field-trips, in-class DBQs and Canvas assignments you will study identity, diversity, equality, inequality, social actions, and constructive interactions in California’s history and culture (GELO 1-4).

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at http://www.sjsu.edu/senate/docs/S12-3.pdf.

Course Assignments

Online Canvas Assignments
100 points (10%)

Two Field Trips
100 points (10%)

Lesson Plan Assignment 1
100 points (10%)

Lesson Plan Assignment 2
100 points (10%)

Lesson Plan Assignment 3
100 points (10%)

Lesson Plan Assignment 4
100 points (10%)

Lesson Plan Assignment 5
100 points (10%)

Four In-Class DBQs
200 points (20%)

Class Participation & Lesson Journals
100 points (10%)

Total Points Possible
1000 points

A 93-100 B- 80-82 D+ 67-69
A- 90-92 C+ 77-79 D 63-66
B+ 87-89 C 73-76 D- 60-62
B 83-86 C- 70-72 F 0-59
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics and Readings</th>
<th>Assignments and Due Dates</th>
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<tbody>
<tr>
<td>Jan. 22nd</td>
<td>Introductions, Standards, Skills and the Common Core Standards &amp; A Look at 4th Grade</td>
<td>Canvas Assignment 1 Due – Introductions (Jan. 22nd)</td>
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<tr>
<td>Jan. 27th &amp; 29th</td>
<td>Tour California /Instructional Strategies Standards &amp; A Look at 4th Grade</td>
<td>Canvas Assignment 2 Due – California Geography (Jan. 27th)</td>
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<td>Feb. 3rd &amp; 5th</td>
<td>California Indian Nations/Meet the Explorers Readings: Starr Ch. 1</td>
<td>Lesson Plan Assignment 1 Due (Feb. 3rd)</td>
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<td>Field Trip Day/Spanish &amp; Indian Relations Introduction to DBQ 1</td>
<td>Canvas Assignment 3 Due – California Indian Nations (Feb. 5th)</td>
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<td></td>
<td>Field Trip Day/Spanish &amp; Indian Relations Introduction to DBQ 1 Reading: Starr Ch. 2</td>
<td>Field Trips Due on Canvas - Field Trip Advisor (Feb. 17th)</td>
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<td>of Extra Credit/Field Trip Due</td>
<td>Canvas Assignment 5 Due – Spanish California Scatter (Feb. 19th)</td>
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<tr>
<td>Mar. 3rd &amp; 5th</td>
<td>Gold Rush/DBQ 2 (Essay Writing 101 - Gold Rush) Readings: Starr Ch. 4</td>
<td>Lesson Plan Assignment 2 Due (Feb. 10th)</td>
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<td>Assessment Strategies &amp; Rubrics/Angel Island Readings: Starr Ch. 5</td>
<td>Canvas Assignment 4 Due – Fakebook for Explorers (Feb. 12th)</td>
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<td>Mar. 10th &amp; 12th</td>
<td>The Case of Carlin &amp; Designing a Lesson Plan/DBQ 3 Readings: Starr Ch. 6</td>
<td>Lesson Plan Assignment 3 Due (Mar. 17th)</td>
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<td>Apr. 2nd</td>
<td>Hetch-Hetchy Readings: Starr Ch. 7</td>
<td>Lesson Plan Assignment 4 Due (Apr. 2nd)</td>
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<td>Apr. 7th &amp; 9th</td>
<td>WWII on the Home Front/Twentieth Century Stars Readings: Starr Ch. 8 &amp; 9</td>
<td>Canvas Assignment 10 Due – What the …? (Apr. 7th)</td>
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<td>Apr. 14th &amp; 16th</td>
<td>DBQ 4/Effective Teaching &amp; Evaluating Assessment Results Readings: Starr Ch. 10, 11 &amp; 12</td>
<td>Canvas Assignment 12 Due – Teaching Channel (Apr. 14th)</td>
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<tr>
<td>Apr. 21st, 23rd, 28th, 30th, May 5th, 7th, 11th &amp; 13th</td>
<td>Group Lessons</td>
<td>Lesson Plan Assignment 5 Due (Day After Lesson Presentation)</td>
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Calendar subject to change with fair notice
Academic Integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at http://www.sjsu.edu/senate/docs/S07-2.pdf requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sjsu.edu/studentconduct/.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes. Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, http://www.sjsu.edu/senate/docs/S12-7.pdf, requires students to obtain instructor’s permission to record the course. Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s written permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material. Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at http://www.sjsu.edu/aec to establish a record of their disability.

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See University Policy S90–5 at http://www.sjsu.edu/senate/docs/S90-5.pdf. More detailed information on a variety of related topics is available in the SJSU catalog, at http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

"The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires."