San José State University
Sociology and Interdisciplinary Social Sciences
Social Science Teacher Preparation
SOCS 137: California History for Teachers
Fall 2022

Course and Contact Information

Instructor:	Prof. Rouse
Office Location:	Dudley Moorhead Hall 239
Email:	Wendy.Rouse@sjsu.edu
Office Hours:	By appointment via zoom
Class Days/Time:	Online Asynchronous, August 19th -December 6th
Classroom:	Online

Course Format

Online Asynchronous Course

This is an asynchronous course. Canvas will provide a forum for working together online on a variety of projects and collaborative discussions. Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas learning management system course website. Canvas Learning Management System course login website at http://sjsu.instructure.com. You are responsible for regularly checking with the messaging system through MySJSU on Spartan App Portal http://one.sjsu.edu (or other communication system as indicated by the instructor) to learn of any updates. For help with using Canvas see Canvas Student Resources page (http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources)

Course Description

Interdisciplinary course to prepare future teachers to teach California history from a wide range of social science perspectives. Includes the diverse history of California's people, politics, and cultures and their impact on the nation and the world. Create and implement teaching strategies for use in classrooms.

Course Learning Outcomes (CLO)

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

CLO 1: Students will learn about California's diverse history exploring the interactions between people of different social, cultural, racial, and ethnic groups in California and the impact of their arrival on California's geographic and environmental landscape.
CLO 2: Students will examine the historical, social, political, and economic processes that have contributed to structured inequalities in California and social actions leading to greater equality and social justice.
CLO 3: Students will learn how to read, write and think like historians. More specifically, students will learn to analyze primary documents using an inquiry approach, corroborate and weigh historical evidence, and construct strong evidence-based arguments.

CLO 4: Students will become proficient in applying historical thinking skills in their own future classrooms in order to successfully teach students of all ages to become active, engaged citizens of our democratic society.
CLO 5: Students will learn how to create and implement a lesson plan aligned to California State History/Social Science Content Standards and Common Core State Standards.
CLO 6: Students will learn a variety of instructional strategies to engage their own future students in the active-learning process.

Texts/Readings

Social Studies Alive. *California's Compromise.* Teacher's Curriculum Institute. 2018. 978-1-58371-482-9. Available on Canvas course page or for purchase at https://shop.teachtci.com/SSA-Californias-Promise-2018-Student-Edition

Starr, Kevin. *California: A History*. Modern Library, 2007.

"History-Social Science Content Standards for California Public Schools: Kindergarten Through Grade Twelve." California State Board of Education, October 1998.
http://www.cde.ca.gov/be/st/ss/documents/histsocscistnd.pdf

"History-Social Science Framework For California Public Schools: Kindergarten Through Grade Twelve." Sacramento: California Department of Education, 2017. Chapter 7. Grade Four, California a Changing State.
https://www.cde.ca.gov/ci/hs/cf/documents/hssfwchapter7.pdf

"Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects for California Public Schools Kindergarten Through Grade Twelve." California State Board of Education, August 2010, Updated March 2013. http://www.cde.ca.gov/re/cc/index.asp

Course Requirements and Assignments (Required)

Reflections on Online Lectures	100 points (10%)
Online Canvas Assignments (CLO 1-6)	100 points (10%)
DBQs (CLO 1-4)	100 points (10%)
Field Trips (CLO 1, 2, 5, 6)	200 points (20%)
Lesson Plan Assignment 1 (CLO 1-6)	100 points (10%)
Lesson Plan Assignment 2 (CLO 1-6)	100 points (10%)
Lesson Plan Assignment 3 (CLO 1-6)	100 points (10%)
Lesson Plan Assignment 4 (CLO 1-6)	100 points (10%)
Lesson Plan Assignment 5 (CLO 1-6)	100 points (10%)
Total Possible Points	1000 points (100%)

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practice. Other course structures will have equivalent workload expectations as described in the syllabus.

Final Examination
The final examination for this course will be due on Canvas.

Grading Information

The class activities, and assignments 1-5 assigned in this course will help you practice the skills that you need to create your own dynamic lesson plans. Through the Canvas assignments you will study California's unique

history and culture. Canvas assignments are also designed to introduce you to a wide variety of technology tools used by K-12 teachers today. Please see the detailed rubrics for each major Lesson Plan assignment on our Canvas course page. You may, and are highly encouraged, to self-assess your own work using these rubrics prior to formally submitting your assignments for grading. Canvas homework assignments are graded based on a complete/incomplete basis.

Grading Scale:

Grade	*Points*	*Percentage*
A plus	*960 to 1000*	*96 to 100%*
A	*930 to 959*	*93 to 95%*
A minus	*900 to 929*	*90 to 92%*
B plus	*860 to 899*	*86 to 89 %*
B	*830 to 829*	*83 to 85%*
B minus	*800 to 829*	*80 to 82%*
C plus	*760 to 799*	*76 to 79%*
C	*730 to 759*	*73 to 75%*
C minus	*700 to 729*	*70 to 72%*
D plus	*660 to 699*	*66 to 69%*
D	*630 to 659*	*63 to 65%*
D minus	*600 to 629*	*60 to 62%*

Classroom Protocol

Throughout this course you will be engaged in a variety of activities designed to teach you how to teach California history. Follow these simple guidelines for success in the class:

- Fully watch each video lecture and take notes.
- Complete the workshops and reflection assignments.
- Feel free to pose any questions you may have.

University Policies

Per University Policy S16-9 *(http://www.sjsu.edu/senate/docs/S16-9.pdf)*, relevant information to all courses, such as academic integrity, accommodations, dropping and adding, consent for recording of class, etc. is available on Office of Graduate and Undergraduate Programs' Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/ Make sure to visit this page, review and be familiar with these university policies and resources.

Course Schedule

Date	Topics	Readings & Assignments
August 25	Introductions, Standards, Skills & Common Core	Introductions & Canvas Assignment 1 *Reading:* CA History/Social Science Framework, Chapter 7:
Aug. 30	Tour California	Canvas Assignment 2 – California Geography *Reading:* TCI Chapter 1
Sept. 1	Teacher Talk 1: Instr. Strategies	**Lesson Plan Assignment 1** *Reading*: TCI Chapter 2
Sept. 6	California Indigenous Nations	Canvas Assignment 3 – CA Indigenous Nations *Reading*: TCI Chapter 3
Sept. 8	Teacher Talk 2: Primary Sources	**Lesson Plan Assignment 2**
Sept. 13	Field Trip	Field Trip Assignment 1
Sept. 15	Spanish Missions	Canvas Assignment 4 – California Explorers *Reading:* TCI Chapter 4
Sept. 20	California Indigenous Nations & Spanish Colonization	Canvas Assignment 5 – Spanish CA *Reading:* TCI Chapter 5
Sept. 22	DBQ 1	DBQ 1 Due
Sept. 27	Mexican California	Canvas Assignment 6 – Mexican CA *Reading:* TCI Chapter 6
Sept. 29	Trails West & Settler Colonialism	Canvas Assignment 7 – Trails West *Reading:* TCI Chapter 7
Oct. 4	Field Trip	Field Trip Assignment 2
Oct. 6	Effects of the Gold Rush	Canvas Assignment 8 - Gold Rush *Reading:* TCI Chapter 7
Oct. 11	DBQ 2	DBQ 2 Due
Oct. 13	Transcontinental Railroad	Canvas Assignment 9 – Connecting CA *Reading:* TCI Chapter 8
Oct. 18	Teacher Talk 3: Assessments	**Lesson Plan Assignment 3**
Oct. 20	Urbanization, Industrialization & Immigration in California	Canvas Assignment 10 – Immigration to CA *Reading:* TCI Chapter 9
Oct. 25	Field Trip	Field Trip Assignment 3
Oct. 27	California Progressives	Canvas Assignment 11 – Progressive CA *Reading:* TCI Chapter 10
Nov. 1	Women's Rights and the Suffrage Movement	Canvas Assignment 12 – Suffragists
Nov. 3	Hetch-Hetchy Debate and Environmental Issues in CA History	Canvas Assignment 13 – California EEI
Nov. 8	DBQ 3	DBQ 3 Due
Nov. 10	Field Trip	Field Trip Assignment 4
Nov. 15	Teacher Talk 4: Lesson Planning	**Lesson Plan Assignment 4**
Nov. 17	WWII on the Home Front	Canvas Assignment 14 – Locating Lessons *Reading:* TCI Chapter 11
Nov. 29	Art & Culture in Twentieth Century California	Canvas Assignment 15 – PLNs *Reading:* TCI Chapters 12 & 13
Dec. 1	Movements for Social Justice	**Lesson Plan Assignment 5** *Reading:* TCI Chapters 14 & 15
Dec. 6	DBQ 4	DBQ 4 Due