

San José State University
College of Social Sciences/Department of History
SOCS 139: World History for Teachers
Fall 2022

Course and Contact Information

Instructor(s):	Faith Daly
Office Location:	Clark Hall, 406J
Email:	faith.daly@sjsu.edu
Office Hours:	Monday 4:45-5:45 pm and by appointment
Class Days/Time:	Thursday 4:30-7:15 pm
Classroom:	Dudley Moorhead Hall 163
Prerequisites:	HIST 15 and POLS 15 or AAS 33A and AAS 33B. Passage of the Writing Skills Test (WST) or ENGL 100A / LLD 100A with a C or better (C- not accepted), completion of Core General Education and upper division standing are prerequisites to all SJSU studies courses. Completion of, or co-registration in, 100W is strongly recommended.
GE/SJSU Studies:	Satisfies SJSU Studies V: Cultures and Global Understanding.

Course Description

This interdisciplinary course is intended to prepare future teachers to teach world history from a wide range of social science perspectives. Students will compare the diverse ideas, values, and histories of various world cultures. Students will create and implement engaging teaching strategies for use in their own future classrooms.

Course Format

SOSC 139 will meet in person on Thursdays, 4:30 to 7:15 pm. Readings on the syllabus should be completed before class. Additional assignments will be assigned and completed during class.

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on [Canvas Learning Management System course login website](#). You are responsible for regularly checking with the messaging system through [MySJSU](#) on [Spartan App Portal](#) (or other communication system as indicated by the instructor) to learn of any updates.

Program Learning Outcomes (PLOs) Social Science Teacher Preparation

Upon successful completion of the SSTP program, students will be able to:

PLO 1: The major will provide students with the opportunity to learn and apply content knowledge, discipline-specific analysis skills, and pedagogical methods and theories that underlie the K-12 social science curriculum.

PLO 2: The major will prepare prospective teachers to analyze complex discipline-based issues especially as they relate to the theory and practice of teaching social science. Students will learn to synthesize information from multiple sources and perspectives and communicate this knowledge effectively in a variety of oral and written formats.

PLO 3: The major will equip students with the necessary knowledge to use appropriate technologies especially as they relate to K-12 social science teaching.

PLO 4: The major will provide students with the essential understanding, knowledge and appreciation of diverse perspectives and contributions by and about diverse groups.

PLO 5: The major provides prospective teachers with planned, structured field experiences in classrooms; the field experiences are linked to coursework and give breadth of experience with diverse populations.

GE Learning Outcomes (GELO)

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

GELO 1: Students shall be able to compare systematically the ideas, values, images, cultural artifacts, economic structures, technological developments, or attitudes of people from more than one culture outside the U.S.

GELO 2: Students shall be able to identify the historical context of ideas and cultural traditions outside the U.S. and how they have influenced American culture.

GELO 3: Students shall be able to explain how a culture outside the U.S. has changed in response to internal and external pressures.

Course Learning Outcomes (CLO)

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

CLO 1: read, write and think like historians to analyze primary and secondary sources that provide multiple cultural perspectives (dominant, counter, and absent narratives) and highlight examples of organized resistance to institutional racism and oppression by marginalized communities throughout history.

CLO 2: apply historical thinking skills in their future classrooms in order to successfully teach students of all ages to become active, engaged citizens of their communities and of our democratic society.

CLO 3: connect current political, economic, and social issues to historical events in order to increase the relevance for their future students, with an emphasis on the impact of institutional/structural racism and inequities experienced by marginalized groups around the world.

CLO 4: design authentic, asset-based standards-based lesson plans that leverage students' diverse cultural, linguistic, cognitive, and socioeconomic resources. Students will learn how to critically evaluate standards based curriculum and consider how to go above and beyond the standards to better serve students.

CLO 5: model culturally sustaining, humanizing pedagogical practices that include opportunities for self-reflection, healing and joy.

CLO 6: design assessments (Informal/Formative, Student Self, Formal/Summative) that provide students in Social Science classrooms the opportunity to demonstrate their learning through multiple means of action and expression (UDL)

Required Texts/Readings

Textbook

Social Studies Alive. 6th Grade, *The Ancient World*. Teacher's Curriculum Institute.

Social Studies Alive. 7th Grade, *The Medieval World and Beyond*. CA Edition. Teacher's Curriculum Institute.

Social Studies Alive. 10th Grade, *World Connections*. Teacher's Curriculum Institute.

Other Readings

“History-Social Science Content Standards for California Public Schools: Kindergarten Through Grade Twelve.” California State Board of Education, October 1998. Pages 54-59.

<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 10. Grade Six, World History and Geography, Ancient Civilizations <https://www.cde.ca.gov/ci/hs/cf/documents/hssfwchapter10.pdf>

“History-Social Science Framework For California Public Schools: Kindergarten Through Grade Twelve.” Sacramento: California Department of Education, 2017. Chapter 11, Grade 7, World History and Geography, Medieval and Early Modern Times, <https://www.cde.ca.gov/ci/hs/cf/documents/hssfwchapter11.pdf>

“History-Social Science Framework For California Public Schools: Kindergarten Through Grade Twelve.” Sacramento: California Department of Education, 2017. Chapter 15, Grade 10, World History and Geography, The Modern World, <https://www.cde.ca.gov/ci/hs/cf/documents/hssfwchapter15.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

All activities and assignments are designed with the purpose of understanding the teaching of World History, mastery of the California Content Standards and Framework, and exploration of pedagogical tools to successfully teach World History in Grades 6, 7, and 10, with a focus on equity, inclusion, and culturally-sustaining pedagogies.

Interactive Notebook

Students are expected to arrive in class on time, having completed the reading and preparation assignments for the day. This will include reading assignments as well as Interactive Notebook reflections on the assigned reading. Due dates are listed in the calendar below.

Reading Quizzes

Periodically during class, students will complete quiz assignments to check for understanding on the reading assignments. Students may use their Interactive Notebook to help complete the quiz, but may not use electronic devices, the textbook, or other notes or aids.

Class Activities

Learning activities during class will be broken up into two portions. The first portion of class will be spent on a content and skill-based lesson modeling how one might teach the concepts in a World History course. Themes, content, and skills will be explored using a variety of activities, including but not limited to lecture, small and large group discussion, creative projects, document analysis, simulations, and writing exercises. The second portion of class will include a variety of discussion protocols and reflections analyzing pedagogy surrounding the teaching of World History, including comparisons for adapting standards taught at multiple grade levels. This can include informal discussions, Socratic Seminars, FishBowl Discussions, group projects, and other formats. Work completed during class time will be submitted for either completion credit or content assessment.

Current Events

All students will complete a current events assignment that links a current event to the historical topic assigned for the week. Students will lead a class discussion on their topic. Topic signups will occur during the first class session.

Model Lesson Plan

Students will create a Model Lesson Plan (details, template, and rubrics on Canvas) that demonstrates their ability to create a lesson aligned with the California History-Social Science Content Standards and Framework for Grade 6, 7, or 10. All students will present their Model Lesson during the class on December 1.

Midterms and Final Examination

Students will complete two Midterms and a Final Examination that demonstrate their mastery of the content for the course through multiple modalities. Each of the three assessments will focus on one of the Grade Level sections taught in this course. Students will respond to multiple choice and short answer questions, as well as essay prompts. Notes are not permitted on the Midterms or the Final Examination.

Assignment/Assessment	Points	Percent of Grade	CLO Assessed
Interactive Notebook & Reading Quizzes	200 points	20 percent	CLO 1, 2, 3, 5
Class Activities & Current Event	200 points	20 percent	CLO 1, 2, 3, 4, 5, 6
Midterms and Final Exams	300 points	30 percent	CLO 1, 2, 3, 5
Model Lesson Plan Final Assignment	300 points	30 percent	CLO 1, 2, 3, 4, 5, 6

“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 practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

Grading Information

Assignments are due on the dates indicated, but equity issues will be considered. Students may contact the instructor to request an extension. Reduction in grades may occur if assignments are turned in late without requested permission, or if the instructor deems it essential that assignments be submitted on the due date. Students may attend office hours and/or contact the instructor if additional help is needed to complete assignments.

Please see the detailed rubrics for papers and other major assignments 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.

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
<i>A plus</i>	<i>960 to 1000</i>	<i>96 to 100%</i>
<i>A</i>	<i>930 to 959</i>	<i>93 to 95%</i>
<i>A minus</i>	<i>900 to 929</i>	<i>90 to 92%</i>
<i>B plus</i>	<i>860 to 899</i>	<i>86 to 89 %</i>
<i>B</i>	<i>830 to 859</i>	<i>83 to 85%</i>
<i>B minus</i>	<i>800 to 829</i>	<i>80 to 82%</i>
<i>C plus</i>	<i>760 to 799</i>	<i>76 to 79%</i>
<i>C</i>	<i>730 to 759</i>	<i>73 to 75%</i>
<i>C minus</i>	<i>700 to 729</i>	<i>70 to 72%</i>
<i>D plus</i>	<i>660 to 699</i>	<i>66 to 69%</i>
<i>D</i>	<i>630 to 659</i>	<i>63 to 65%</i>
<i>D minus</i>	<i>600 to 629</i>	<i>60 to 62%</i>

Classroom Protocol:

We will spend our time together learning how to become effective humanizing teachers in a Social Science classroom by creating engaging and thoughtful lesson/unit plans that help students connect their experiences, cultures, and current context with the historical experiences of those who have lived in our past. As we build a climate of mutual respect and trust, my hope is that we will form a learning community where we foster self-reflection, create community, promote collaborative learning, and respond constructively across our differences.

Attendance is critical to success in any class. Students are expected to arrive on time and ready to participate fully in class activities. While attendance is not graded, activities completed during class time will make up a portion of the grade.

Respect for self, classmates, and the instructor are necessary to foster a productive learning environment. While you may not always agree with others in the room, if we can express ourselves in a manner that is both intelligent and respectful, we can learn much from each other.

Cell phones should be silenced and put away during class, except for academic use or emergencies.

Laptops and tablets are encouraged, and will sometimes be required for class activities. If a laptop or tablet is required on a specific day, it will be noted on Canvas. Laptops and tablets should be closed when not in use for class activities.

Grading Information:

Assignments are due before midnight on the dates indicated, but individual circumstances will be considered. Students may contact the instructor to request an extension or for opportunities for revision. Reduction in grades may occur if assignments are turned in late without requested permission, or if the instructor deems it essential that assignments be submitted on the due date. Students may attend office hours and/or contact the instructor if additional help is needed to complete assignments.

University Policies

Per [University Policy S16-9](#), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](#) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>). Make sure to visit this page to review and be aware of these university policies and resources.

SOCS 139, Fall 2022, Course Schedule

Date	Topics	Readings, Assignments, Deadlines
8/25	<p>Introductions Overview of the History/Social Science Framework and Content Standards</p> <p>Above and Beyond the Standards</p> <p>Emancipatory education through anti-racist/anti-oppressive & culturally sustaining pedagogies</p> <p>Current Events sign-ups</p>	<p>Readings: H/SS Framework 6th grade H/SS Framework 7th grade H/SS Framework 10th grade “H/SS Content Standards”</p>
9/1	Early Humankind and the Development of Human Societies	<p>Readings: H/SS Content Standard 6.1 H/SS Framework 6th grade p. 143-146 Textbook: <i>The Ancient World</i>, Unit 1, Themes, Lessons 1-5 <i>World Connections</i>, Lessons 1-4</p>
9/8	The Early Civilizations of Mesopotamia, Egypt, and Kush & The Ancient Israelites	<p>Readings: H/SS Content Standard 6.2 & 6.3 H/SS Framework 6th grade p. 147-156 Textbook: <i>The Ancient World</i>, Unit 1, Lesson 6 and Ancient Persia; Unit 2, Lessons 7-12</p>
9/15	The Early Civilizations of India & The Early Civilizations of China	<p>Readings: H/SS Content Standard 6.5 & 6.6 H/SS Framework 6th grade p. 161-172 Textbook: <i>The Ancient World</i>, Unit 3, Lessons 13-18; Unit 4, Lessons 19-24</p>
9/22	Ancient Greece & The Development of Rome & Rome and Christendom, 300 CE–1200	<p>Readings: H/SS Content Standard 6.4, 6.7, 7.1, 10.1 H/SS Framework 6th grade p. 156-161, 172-177 H/SS Framework 7th grade p. 184-194 Textbook: <i>The Ancient World</i>, Unit 5, Lessons 25-31; Unit 6, Lessons 32-38, Unit 7 <i>The Medieval World and Beyond</i>, Unit 1, Introduction and Lessons 1-8 <i>World Connections</i>, Unit 2, Lessons 5-7</p>
9/29	<p>Midterm #1: Grade 6 Standards</p> <p>The Americas, 300–1490 & West Africa, 900-1400</p>	<p>Readings H/SS Content Standard 7.4, 7.7 H/SS Framework 7th grade p. 212-218 Textbook: <i>The Medieval World and Beyond</i>, Unit 4, Lessons 15-18; Unit 7, Lessons 26-30 <i>World Connections</i>, Unit 2, Lessons 9-10</p>
10/6	Southwestern Asia, 300–1200: Persia and the World of Islam, South Asia, 300–1200, East Asia, 300–1300: China and Japan	<p>Readings: H/SS Content Standard 7.2, 7.3, 7.5 H/SS Framework 7th grade p. 195-212</p>

Date	Topics	Readings, Assignments, Deadlines
		Textbook: <i>The Medieval World and Beyond</i> , Unit 2, Lessons 9-12; Unit 3, Lessons 13-14; Unit 5, Lessons 19-22; Unit 6, Lessons 23-25 <i>World Connections</i> , Unit 2, Lesson 8
10/13	Sites of Encounter in Medieval World, 1150–1490 & Global Convergence, 1450–1750	Readings: H/SS Content Standard 7.6, H/SS Framework 7th grade p. 218-230 Textbook: <i>The Medieval World and Beyond</i> , Unit 8, Lessons 31-32, Unit 10, Lesson 38 <i>World Connections</i> , Unit 3, Lessons 11-14
10/20	The Impact of Ideas, 1500–1750 & The World in 1750	Readings: H/SS Content Standard 7.8, 7.9, 7.10, 7.11 H/SS Framework 7th grade p. 230-236 H/SS Framework 10th grade p. 320-322 Textbook: <i>The Medieval World and Beyond</i> , Unit 9, Lessons 33-37; Unit 10, Lessons 39-40; Unit 11 Wrap-Up <i>World Connections</i> , Unit 1, Lessons 1-4; Unit 2, Lessons 5-10
10/27	Midterm #2: Grade 7 Standards 1750–1917: Revolutions Reshape the World Democratic Revolutions Industrial Revolutions	Readings: H/SS Content Standard 10.1, 10.2, 10.3 H/SS Framework 10th grade p. 322-333 Textbook: <i>World Connections</i> , Unit 4, Lessons 15-18
11/3	The Rise of Imperialism and Colonialism WWI	Readings: H/SS Content Standard 10.4, 10.5, 10.6 H/SS Framework 10th grade p. 333-347 Textbook: <i>World Connections</i> , Unit 4, Lesson 19; Unit 5, Lessons 20-24
11/10	Totalitarian Governments & WWII	Readings: H/SS Content Standard 10.7, 10.8, H/SS Framework 10th grade p. 348-355 Textbook: <i>World Connections</i> , Unit 5, Lessons 25-26
11/17	Post WWII & the Contemporary World	Readings: H/SS Content Standard 10.9, 10.10, 10.11 H/SS Framework 10th grade p. 355-375 Textbook: <i>World Connections</i> , Unit 6, Lessons 27-3; Unit 7, Lessons 32-36
12/1	Student Presentations of Model Lessons	Model Lessons Due
12/8	Final Exam - Grade 10 Standards & World History Overview	Final Exam Period is 5:15-7:30 PM