

San José State University
Department of History
Social Science Teacher Preparation
SOCS 195: Social Science Teacher Preparation Capstone
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:	T/Th, Noon-1:15 PM, August 19 th -December 6 th
Classroom:	Dudley Moorhead Hall 163

Course Format

Technology Intensive, Hybrid, and Online Courses

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](http://sjsu.instructure.com) at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through [MySJSU](http://one.sjsu.edu) on [Spartan App Portal](http://one.sjsu.edu) <http://one.sjsu.edu> (or other communication system as indicated by the instructor) to learn of any updates.

Course Description

This seminar serves as the culminating capstone course for Social Science Teacher Preparation majors. The purpose of this course is to reflect on what you have learned about social science education in both theory and practice and to apply what you have learned to your own professional life. To that end, we will reflect on the key themes of social science education especially as they apply to the California State Standards. We will explore practical approaches for implementing historical and social science thinking skills in your own future classroom. As a cohort, we will also focus on assisting you in the preparation of your professional portfolio and preparing you for beginning your career as an educator.

Course Learning Outcomes (CLO)

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

- CLO 1. Develop critical thinking skills in the social sciences that will translate into life-long learning in your role as a social citizen and as a future educator.
- CLO 2. Develop an understanding of how the various social sciences are used to interpret and examine the field of education.
- CLO 3. Develop critical reading, writing, speaking and listening skills in the social sciences.
- CLO 4. Develop effective skills in presentation of social science related topics; in class discussion and individual/group presentations.
- CLO 5. Develop the ability to apply educational theory to your understanding of the practical world of teaching.

Required Texts/Readings

“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>

“California Common Core State Standards: English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects.” California State Board of Education, August 2010, Updated March 2013. <http://www.cde.ca.gov/be/st/ss/documents/finaelaccsstandards.pdf>

“History-Social Science Framework For California Public Schools: Kindergarten Through Grade Twelve.” Sacramento: California Department of Education, 2017.
<https://www.cde.ca.gov/ci/hs/cf/documents/hssframeworkwhole.pdf>

Relevant Grade Level Textbooks for U.S. History

College Level Textbooks for U.S. History

Course Requirements and Assignments

10 Canvas Assignments	20%	
California H/SS Framework		20 points
Common Core Skills		20 points
Historical Thinking Skills		20 points
Draft Statement of Purpose Essay		20 points
Teaching Toolkit		20 points
Classroom Resources References		20 points
Learning Environments		20 points
Culturally Responsive Teaching		20 points
Building your Professional Presence		20 points
California TPEs		20 points
15 Framing Teaching Assignments	30%	300 points
Key Digital Portfolio Elements	40%	
Course Outline		100 points
Unit Plan		100 points
Lesson Plan		100 points
Assessment		100 points
Digital Portfolio	10%	100 points
Total Possible Points	100%	1000 points

“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 Exam for this course is the digital portfolio assignment.

Grading Scale:

<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 829</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>

Grading Information

The class activities and assignments in this course will help you synthesize what you have learned in the Social Science Teacher Preparation Program and prepare your final project portfolio. Please be fully engaged in the coursework and activities. Every activity and assignment we work on in class helps shape your final portfolio project.

Classroom Protocol

Our meetings will be via zoom. Please be ready to participate in discussions designed to help you become a great teacher and prepare you for applying to a credential program. Please have your camera on and be fully present and participating.

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.

Calendar subject to change with fair notice as provided on Canvas and in class.

Date	Topics & Readings	Assignments & Due Dates
Aug. 23 & 25	Introductions Creating Welcoming, Supportive & Healing Spaces	Introductions - Due Aug. 23 Framing Teaching Assignment 1 - Due Aug. 25
Aug. 30 & Sept. 1	History Education Today Culturally Sustaining, Anti-racist/Anti- Oppressive, Emancipatory Education	Canvas Assignment - H/SS Framework - Due Aug. 30 Framing Teaching Assignment 2 - Due Sept. 1
Sept. 6 & 8	Content Standards, Historical Thinking & Common Core Above & Beyond Standards & Skills	Canvas Assignment - Common Core & Historical Thinking Skills - Due Sept. 6 Framing Teaching Assignment 3 - Due Sept. 8
Sept. 13 & 15	Crafting your Statement of Purpose & Applying to Credential Programs	Draft Statement of Purpose Essay - Due Sept. 13 Framing Teaching Assignment 4 - Due Sept. 15
Sept. 20 & 22	Teaching Standards & Skills Student Engagement & Instructional Strategies Social, Emotional and Cultural Competencies	Teaching Toolkit - Due Sept. 20 Framing Teaching Assignment 5 - Due Sept. 22
Sept. 27 & 29	Course Outlines & Key Themes Decolonizing the Curriculum Dismantling Systemic Racism & Oppression Teaching Resistance & Empowerment Centering Stories of Joy & Love	Course Outline - Due Sept. 27 Framing Teaching Assignment 6 - Due Sept. 29
Oct. 4 & 6	Unit Planning Historical Thinking Skills	Unit Plan - Due Oct. 4 Framing Teaching Assignment 7 - Due Oct. 6
Oct. 11 & 13	Lesson Planning Culturally Sustaining Anti-racist/Anti- Oppressive, Emancipatory Education	Lesson Plan 1 - Due Oct. 11 Framing Teaching Assignment 8 - Due Oct. 13
Oct. 18 & 20	Lesson Planning Trauma-Informed & Healing Centered Education	Lesson Plan Revised - Due Oct. 18 Framing Teaching Assignment 9 - Due Oct. 20
Oct. 25 & 27	Assessments Formative/Informal Summative/Formal Student Self-Assessment	Assessment - Due Oct. 25 Framing Teaching Assignment 10 - Due Oct. 27
Nov. 1 & 3	Teaching Resources for Culturally Sustaining, Anti- racist/Anti-Oppressive, Emancipatory Education	Classroom Resources Reference - Due Nov. 1 Framing Teaching Assignment 11 - Due Nov. 3
Nov. 8 & 10	Learning Environments Welcoming, Supportive & Healing Spaces Abolitionist Education	Learning Environments - Due Nov. 8 Framing Teaching Assignment 12 - Due Nov. 10
Nov. 15 & 17	Diverse Learners Intersectionality & Culturally Sustaining Teaching	Culturally Sustaining Teaching Plan - Due Nov. 15 Framing Teaching Assignment 13 - Due Nov. 17
Nov. 22	Professional Obligations & Ethics	Building Your Professional Presence - Due Nov. 22 Framing Teaching Assignment 14 - Due Nov. 22
Nov. 29 & Dec. 1	Lifelong Learning & Professional Learning Networks	California TPEs - Due Nov. 29 Framing Teaching Assignment 15 - Due Dec. 1
Dec. 6	Preparing for the Credential Program & the Job Market	Digital Portfolio Due - Due Dec. 6