

US History for Teachers

SOCS 138

Spring 2026 Section 03 In Person 3 Unit(s) 01/22/2026 to 05/11/2026 Modified 01/18/2026

Contact Information

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Office: DMH 239

Office Hours

Thursday, 5:00 PM to 6:00 PM, DMH 354

By Appointment Zoom Meetings: Mondays/ Wednesday 11:00am - 12:00pm

Course Description and Requisites

Interdisciplinary course to prepare future teachers to teach the United States history from a wide range of social science perspectives. Study of the diverse history of the people, politics, and cultures of the US while examining movements for social justice. Students create and implement engaging strategies for use classrooms.

GE Area: S

Prerequisite(s): 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.

Letter Graded

Classroom Protocols

We will spend our time together learning how to become effective humanizing teachers in a social science classroom by creating engaging and thoughtful lesson plans that help students connect their experiences, cultures, and current context with the historical College of Social Sciences. 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. Please keep digital distractions to a minimum.

Late Work Policy

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. If you will be missing class it is imperative that you communicate with the instructor.

In-class assignments are designed around the in-person interaction and work. Missing class will require additional work to make-up for this and not all in-class assignments are available for make-up as they are designed around the class interaction and discussion.

- Assignments submitted late will receive a 3% penalty for every day late past the deadline, beginning at assignment due date ***and** time*.
- This 3% penalty is designed to give students flexibility when balancing the many demands on their time.
- **There is no need to ask for extensions, all late work will be accepted***
 - **Lesson Plan Assignments due close the week before the **next** Lesson Plan assignment is due, with no exceptions.*
 - **The Final Lesson Plan Assignment closes 4 days after due date.*
- Students may request to have a late penalty waived in the case of a **documented emergency**, please contact me ASAP in such a case.
 - Evidence for a documented emergency can be in the form of a doctor's note for sickness, injury or mental health issue, eviction notice or other documented housing crisis, police report, jury duty notice, other legal issue, etc.
 - Documentation can be presented anytime BEFORE or AFTER the emergency event. The late penalty will automatically apply to student scores, but can be changed afterwards upon submission of valid documentation.

Attendance

This class meets only once weekly. Much of the course work is done in class, often with partners or groups. One missed class is equal to missing an entire week of class for another typical course. So, it is important to attend class regularly.

However, on the occasion that you must miss, please do the following:

- Contact me ASAP, through CANVAS Inbox, to let me know that you will miss.
- Submit your Pre-Class Learning Task before the deadline to avoid a late penalty.
- You may complete the In-Class assignments that are published on Canvas
 - Any late penalties will apply. See Late Policy for how to waive late penalties.

Program Information

Welcome to this General Education course.

SJSU's General Education Program establishes a strong foundation of versatile skills, fosters curiosity about the world, promotes ethical judgment, and prepares students to engage and contribute responsibly and cooperatively in a multicultural, information-rich society. General education classes integrate areas of study and encourage progressively more complex and creative analysis, expression, and problem solving.

The General Education Program has three goals:

Goal 1: To develop students' core competencies for academic, personal, creative, and professional pursuits.

Goal 2: To enact the university's commitment to diversity, inclusion, and justice by ensuring that students have the knowledge and skills to serve and contribute to the well-being of local and global communities and the environment.

Goal 3: To offer students integrated, multidisciplinary, and innovative study in which they pose challenging questions, address complex issues, and develop cooperative and creative responses.

More information about the General Education Program Learning Outcomes (PLOs) can be found on the [GE website \(https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php\)](https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php).

Course Learning Outcomes (CLOs)

GE Area S: Self, Society, and Equality in the U.S.

SJSU Studies courses -- Areas R, S, and V -- help students integrate knowledge between and among disciplines. In Area S courses, students study the interrelationships of individuals, racial groups, and cultural groups to understand and appreciate issues of diversity, inclusion, inequalities, and justice in the United States.

GE Area S Learning Outcomes

Upon successful completion of an Area S course, students should be able to:

1. describe how identities are shaped by cultural and societal influences within contexts of equality and inequality. Examples include, but are not limited to, race, ethnicity, gender identity, gender expression, sexual orientation, religion, disability status, age, generation, regional origin, national identity, language, and intersectionalities;
2. analyze historical, economic, political, or social processes that shape diversity, equality, and structured inequalities in the U.S. and reflect on one's own identities and positions within these structures;
3. evaluate social actions which have or have not led to greater equality and social justice in the U.S.; and
4. engage in constructive interactions about social issues in the U.S. within the framework of equality and inequalities.

Writing Practice: Students will write a minimum of 3000 words in a language and style appropriate to the discipline.

Course Materials

Textbook

Selected Chapters: "Why *Won't You Just Tell Us the Answer?*": *Teaching Historical Thinking in Grades 7-12* by Bruce Lesh [There is no need to purchase the book.]

Other 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>
(<http://www.cde.ca.gov/be/st/ss/documents/histsocscistnd.pdf>)

FAIR Education Act: "Frequently Asked Questions: Senate Bill 48." California Department of Education, updated October 2021. <https://www.cde.ca.gov/ci/cr/cf/senatebill48faq.asp>
(<https://www.cde.ca.gov/ci/cr/cf/senatebill48faq.asp>)

"History-Social Science Framework For California Public Schools: Kindergarten Through Grade Twelve." Sacramento: California Department of Education, 2017.

- Grade Five, United States History and Geography: Making a New Nation.
- <https://www.cde.ca.gov/ci/hs/cf/documents/hssfwchapter8.pdf>
(<https://www.cde.ca.gov/ci/hs/cf/documents/hssfwchapter8.pdf>)
- Grade Eight: United States History and Geography: Growth and Conflict.
- <https://www.cde.ca.gov/ci/hs/cf/documents/hssfwchapter12.pdf>
(<https://www.cde.ca.gov/ci/hs/cf/documents/hssfwchapter12.pdf>)
- Grade Eleven: United States History and Geography: Continuity and Change.
- <https://www.cde.ca.gov/ci/hs/cf/documents/hssfwchapter16.pdf>
(<https://www.cde.ca.gov/ci/hs/cf/documents/hssfwchapter16.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>
(<http://www.cde.ca.gov/re/cc/index.asp>)

Supplemental Course Materials

Digital copies of readings and articles are accessible through the course Canvas page. There is no need to purchase the textbook. All readings for class will be made available through Canvas.

Additional Resources

The Gilder Lehrman Institute of American History <https://www.gilderlehrman.org/>
(<https://www.gilderlehrman.org/>)

Retro Report <https://www.retroreport.org/> (<https://www.retroreport.org/>)

Zinn Education Project <https://www.zinnedproject.org/> (<https://www.zinnedproject.org/>)

New-York Historical Society Curriculum Library <https://www.nyhistory.org/education/curriculum-library>
(<https://www.nyhistory.org/education/curriculum-library>)

National Archives: Docs Teach <https://docsteach.org/> (<https://docsteach.org/>)

Bunk History <https://www.bunkhistory.org/> (<https://www.bunkhistory.org/>)

PBS Learning Media <https://ca.pbslearningmedia.org/> (<https://ca.pbslearningmedia.org/>)

National Humanities Center <https://nationalhumanitiescenter.org/education/>
(<https://nationalhumanitiescenter.org/education/>)

Stanford History Education Group <https://sheg.stanford.edu/history-lessons>
(<https://sheg.stanford.edu/history-lessons>)

Berkeley History-Social Science Project <https://ucbhssp.berkeley.edu/> (<https://ucbhssp.berkeley.edu/>)

Other Technology Requirements / Equipment / Material

Students are required to have an electronic device (laptop, desktop or tablet) to complete most assignments, including In-Class Assignments due by the end of each class meeting.

Students are responsible for ensuring that they have access to reliable Wi-Fi during tests.

- If you need help acquiring a device to complete your coursework, you may find support here: <https://www.sjsu.edu/it/services/academic-tech/equipment-loaning/index.php>
- Office Hours and any other meetings will be conducted entire online through Zoom. Install the Zoom software on your device. <https://sjsu.zoom.us/download>
- You can find other tech support and resources at <https://www.sjsu.edu/ecampus/> and <https://www.sjsu.edu/workanywhere/>
- See Learn Anywhere website for current Wi-Fi options on campus. <https://www.sjsu.edu/learnanywhere/equipment/index.php>

Course Requirements and Assignments

Course Requirements and Assignments

The objective of this course is for students to understand the foundations of teaching United States History as mandated by the state of California through application of discipline-specific history content and skills that this course will offer. By the end of this course, students will create one California standards-aligned

lesson plan. In order to achieve this goal, students will not only need to acquire an expansive knowledge of U.S. History, but also obtain a multitude of developmentally appropriate frameworks, strategies, and methods for teaching history content and skills.

In service of these goals, students are required to complete **ten metacognitive reading summaries before each class** (excluding the weeks where a lesson plan assignment is due) that facilitate the processing of that week's content and skills learning, **ten in-class assignments**, and **four lesson plan assignments** that culminate in the creation of one U.S. History lesson plan. Deadlines for the all assignments are indicated on the course schedule.

Pre-Class Learning Tasks

Students will complete 10 Pre-Class Learning Tasks worth 10 points each. Each In-Class Learning Tasks is due by 5pm, before the class meeting for which it is assigned. The purpose of these assignments is to prepare for in-class discussions in addition to contributing to students' knowledge and understanding required for the final summative assessment - the Final Lesson Plan. **(25pts each, due by 5pm each class day).**

In-Class Assignments

Students will complete 10 In-Class Assignments worth 10 points each. Each Pre-Class Learning Tasks is due by 8:45pm, by the end of the class meeting for which it is assigned. The purpose of these assignments is to engage with the historical content and the frameworks, standards, strategies and overall pedagogy required for effective lesson planning, with the end goal of contributing to the Final Lesson Plan. Significant portions of class meeting time will consist of work time to complete the In-Class Assignments. **(25pts each, due by 8:45 each class day).**

Lesson Plan Assignments

Students will complete 3 Lesson Plan Assignments worth between 100 points each. The Lesson Plan Assignments are intended for students to complete specific portions of the Final Lesson Plan in different stages throughout the semester. The Final Lesson Plan will consist of all 3 Lesson Plan Assignments combined into a complete history lesson based on the 5th, 8th or 11th grade California State Standards.

Final Exam: Final Lesson Plan

The summative assessment of this course is the creation of one California standards-aligned lesson plan (5th grade, 8th grade, or 11th grade) that demonstrates the student's understanding of how to teach the foundational skills of United States history (ex: multiple perspectives, historical skills, usage of primary sources, etc.), as well as the student's ability to integrate asset-based pedagogies that respond to the diversity of student populations within California schools.

- Students will give an in-class presentation of the Lesson Plan Assignment #3 during the last class meeting of the semester.
- Students will receive peer feedback which they can use to revise their Final Lesson Plan.

- Students will complete their Final Lesson Plan (The Final Exam), a culmination of their three Lesson Plan Assignments, by the final due date.
- Due on May 14, by 11:59pm (just before midnight).
- Late submissions accepted until May 18 (late penalties will apply).

✓ Grading Information

Breakdown

Grade	Percentage	Points	Assignments	Points
<i>A plus</i>	<i>96 to 100%</i>	864 – 900	Pre-Class Learning Tasks	250
<i>A</i>	<i>93 to 95%</i>	837 – 865	In-Class Assignments	250
<i>A minus</i>	<i>90 to 92%</i>	810 – 836	Lesson Plan Assignments	300
<i>B plus</i>	<i>86 to 89 %</i>	774 – 809	Final Lesson Plan	100
<i>B</i>	<i>83 to 85%</i>	747 – 773	Total:	900
<i>B minus</i>	<i>80 to 82%</i>	720 – 746		
<i>C plus</i>	<i>76 to 79%</i>	684 – 719		
<i>C</i>	<i>73 to 75%</i>	657 – 683		
<i>C minus</i>	<i>70 to 72%</i>	630 – 656		

<i>D plus</i>	<i>66 to 69%</i>	594 – 629		
<i>D</i>	<i>63 to 65%</i>	567 – 593		
<i>D minus</i>	<i>60 to 62%</i>	540 – 566		
<i>F</i>	<i>0 to 59%</i>	0 - 539		

University Policies

Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), 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 the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

Week	Date	Topic	Assignments Due This Day

1	1/22	<p><u>Introductions:</u></p> <p>Course description, structure & norms</p> <p><u>U.S. History Content:</u></p> <p>Indigenous North America & European Settler Colonialism</p> <p><u>Pedagogy:</u></p> <p>California Standards & Frameworks</p> <p>Basic Components of a History Lesson</p>	<p>Due by 8:45pm:</p> <ul style="list-style-type: none"> • In-Class Assignment #1: Introductory Discussion
2	1/29	<p><u>U.S. History Content:</u></p> <p>Women and the American Revolution</p> <p><u>Pedagogy:</u></p> <p>Evidence, Sourcing, and Multiple Perspectives within Historical Inquiry</p>	<p>Read:</p> <ul style="list-style-type: none"> • TCI Biography: Women and the American Revolution (5th Grade) • McGraw Hill American Revolution Lesson (8th Grade Student Version) <p>Pre Class Learning Task #1 Due by 5pm:</p> <ul style="list-style-type: none"> • Perspectives on the American Revolution <p>In-Class Assignment #2 Due by 8:45pm:</p> <ul style="list-style-type: none"> • Women's Experiences in the American Revolution

3	2/05	<p><u>U.S. History</u> <u>Content:</u> Assessing the Legacy of American Slavery</p> <p><u>Pedagogy:</u> Teaching Analytical Reading Backward Mapping Methods for assessing learning Bloom's Taxonomy</p>	<p>Read:</p> <ul style="list-style-type: none"> • Learning for Justice: Teaching the Past to Improve the Future by Coshandra Dillard <p>Listen:</p> <ul style="list-style-type: none"> • Teaching Hard History; American Slavery: Season 1, Episode 10 Slavery in the Constitution (https://www.learningforjustice.org/podcasts/teaching-hard-history/american-slavery/slavery-in-the-constitution) <p>Pre-Class Learning Task #2</p> <p>In-Class Assignment #3</p>
4	2/12	Work Week	<p>Due by 11:59pm:</p> <ul style="list-style-type: none"> • Lesson Plan Assignment #1
5	2/19	<p><u>U.S. History</u> <u>Content:</u> Settler-Colonialism in the American West</p> <p><u>Pedagogy:</u> U.S. History Textbooks Art in the History Classroom</p>	<p>Read:</p> <ul style="list-style-type: none"> • TCI Manifest Destiny and the Settling of the American West • "Going beyond the Textbook" by Dorothee Benz • Lesh Ch. 3 <p>Pre-Class Learning Task #3</p> <p>In-Class Assignment #4</p>

6	2/26	<p><u>U.S. History</u></p> <p><u>Content:</u></p> <p>Civil War & Reconstruction</p> <p><u>Pedagogy:</u></p> <p>Establishing Historical Significance</p> <p>Current Events & Contemporary Context in the History Classroom</p> <p>Unit Planning</p>	<p>Read:</p> <ul style="list-style-type: none"> • CA Framework for 8th Grade U.S. History, pages 248 - 270 • Learning for Justice; Teaching Hard History: <ul style="list-style-type: none"> ◦ Essential Knowledge #19 https://www.learningforjustice.org/frameworks/teaching-hard-history/american-slavery/essential-knowledge-19 ◦ Essential Knowledge #20 https://www.learningforjustice.org/frameworks/teaching-hard-history/american-slavery/essential-knowledge-20 <p>Pre-Class Learning Task #4</p> <p>In-Class Assignment #5</p>
7	3/05	<p><u>U.S. History</u></p> <p><u>Content:</u></p> <p>The Gilded Age & the Progressive Era</p> <p><u>Pedagogy:</u></p> <p>Teaching Asian American History & Jim Crow</p> <p>Historical Thinking Skills: Change and Continuity Over Time</p>	<p>Read:</p> <ul style="list-style-type: none"> • CA Framework for 11th Grade US History, pages 377-388 <p>Watch:</p> <ul style="list-style-type: none"> • Documentary: Slavery by Another Name <p>Pre-Class Learning Task #5</p> <p>In-Class Assignment #6</p>
8	3/12	Work Week	<p>Due by 11:59pm:</p> <ul style="list-style-type: none"> • Lesson Plan Assignment #2

9	3/19	<p><u>U.S. History</u> <u>Content:</u></p> <p>The Roaring 20s, The Great Depression & World War II</p> <p><u>Pedagogy:</u></p> <p>Local History in the Classroom</p> <p>Historical Thinking Skill: Cause & Effect</p>	<p>Read:</p> <ul style="list-style-type: none"> • Lesh Ch. 5 <p>Pre-Class Learning Task #6</p> <p>In-Class Assignment #7</p>
10	3/26	<p><u>Evaluating Online Content</u></p>	<p>Pre Class Assignment #7</p> <ul style="list-style-type: none"> • Selection of Gilder Lehrman Essays • Compare with Crash Course Series
	3/30-4/01	<p><u>Spring Break</u></p>	<p>No Class</p>
11	4/09	<p><u>U.S. History</u> <u>Content:</u></p> <p>The Red Scare, Suburbanization & Ghettoization</p> <p><u>Pedagogy:</u></p> <p>Teaching Queer History</p>	<p>Read:</p> <ul style="list-style-type: none"> • CA Framework for 11th Grade U.S. History, pages 410-414 • Lesh Ch. 8 <p>Listen:</p> <ul style="list-style-type: none"> • Learning for Justice; Queer American Podcast: Lavender Scare <ul style="list-style-type: none"> ◦ https://www.learningforjustice.org/podcasts/queer-america/lavender-scare <p>Pre-Class Learning Task #8</p> <p>In-Class Assignment #8</p>

12	4/16	<p><u>U.S. History</u></p> <p><u>Content:</u></p> <p>Civil Rights Movement</p> <p><u>Pedagogy:</u></p>	<p>Read:</p> <ul style="list-style-type: none"> • CA Framework for 11th Grade U.S. History, pages 414-425 • Read Lesh Ch. 7 <p>Listen:</p> <ul style="list-style-type: none"> • Teaching Hard History Podcast <ul style="list-style-type: none"> ◦ Season 3, Episode 1; Reframing the Movement https://www.learningforjustice.org/podcasts/teaching-hard-history/civil-rights-movement/reframing-the-movement ◦ Season 3, Episode 2; Reframing the Movement https://www.learningforjustice.org/podcasts/teaching-hard-history/civil-rights-movement/beyond-the-master-narrative <p>Pre-Class Learning Task #9</p> <p>In-Class Assignment #9</p>
13	4/23	<p><u>U.S. History</u></p> <p><u>Content:</u></p> <p>Rise of the National Security State</p> <p><u>Pedagogy:</u></p>	<p>Read:</p> <ul style="list-style-type: none"> • “What Gen Z Needs to Know about 9/11 and its Aftermath” https://www.tc.columbia.edu/articles/2023/september/what-gen-z-needs-to-know-about-911-and-its-aftermath/ • “What Schools Teach about 9/11 and the War on Terror” https://theconversation.com/what-schools-teach-about-9-11-and-the-war-on-terror-166936 <p>Pre-Class Learning Task #10</p> <p>In-Class Assignment #10</p>
14	4/30	Work Week	<ul style="list-style-type: none"> • Lesson Plan Assignment #3
15	5/07	Presentations	<p>In-Class Presentations:</p> <ul style="list-style-type: none"> • Lesson Plan Assignment #3
Finals Week	5/13 – 19	Final Lesson Plans	<p>Due by 11:59pm Thursday, May 14</p> <ul style="list-style-type: none"> • Final Lesson Plan