



**JOHN F. KENNEDY HIGH SCHOOL
COURSE SYLLABUS
DEPARTMENT OF Social Science**

COURSE NUMBER: SJS120

COURSE TITLE: PACE History 9

UNITS: 10

COURSE DESCRIPTION: A study of the history of California and its relationship to the history of the United States.

TERM AND YEAR: 2018-2019

NAME OF INSTRUCTOR: Tony Pereira

ROOM NUMBER: C305

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TEXTBOOKS

Required

California: A History, by Kevin Starr

PACE History 9 Class Reader

Supplemental

Life in a California Mission, by Jean Francois de La Perouse

Archy Lee: A California Fugitive Slave Case, by Rudolph M. Lapp

Gold Rush Politics: California's First Legislature, by Mary Jo Ignoffo

The Literature of California: Writings from the Golden State, edited by Hicks, Houston, Kingston, and Young

History of the United States: California Framework Studies, Houghton Mifflin

I urge you to purchase the Starr book. California: A History will be the primary text used in class. If you do buy the book you are able to highlight as you read and make notations directly in the book. This might help you as you prepare for reading quizzes. The paperback version is \$15.00 and is available at most commercial book stores. Purchasing the book is **optional**. I do have a book to loan to each student who does not wish to purchase the book. However, students are forbidden to make any marks in the loaned book and will be charged for any damages to the book, just like a school owned textbook.

Each student is required to purchase the class reader, the de La Perouse book, and the Lapp book at a cost of \$10.00 with a PACE Patron Card or \$20.00 without a PACE Patron Card. These publications together cost \$35.00. The PACE Program absorbs the difference. If this presents a hardship, please speak to me privately.

Since these books will belong to you, you are encouraged to highlight and annotate as you read. And to read with a pencil, as will be demonstrated in class.

The other supplemental texts are class sets and will be used only in class and cannot be written in or annotated. I strongly urge students to purchase a thesaurus or use an on-line or electronic thesaurus. Students will complete several different writing assignments. A thesaurus helps a student:

- Find the words you need to express your idea more effectively, descriptively and more interestingly
- Avoid repeating the same words monotonously
- Avoid clichés (overused expressions)
- Recall the word that is on the tip of your tongue
- Broaden vocabulary through trying out new words and phrases
- Communicate with greater confidence
- Find the word that suits the genre (type of writing, e.g. a letter), purpose, intended audience and context of what you are writing

Taken from: <http://www.donationcoder.com/>

GENERAL OVERVIEW

There is no California state social science requirement for the 9th grade. There is no California Standards Test for 9th grade in the area of social science. *SCUSD has a 9th grade geography requirement for graduation. PACERs met this geography requirement during the PACE Summer Program. However, some world geography will be reviewed throughout the semester.*

As indicated in our program name, *Program in America and California Explorations*, this course will explore and investigate California history and geography. More specifics concerning the curriculum are available by referring to the Course Map and Course Organizer accompanying this syllabus.

COURSE OBJECTIVES

Content Standards

1. Draw conclusions about the lives of California Indians before the arrival of the Spanish.
2. Describe the Spanish exploration and colonization of California, including the relationships among soldiers, missionaries and Indians.
3. Evaluate the impact the Franciscans and the mission system had on the lives of the California Indians.
4. Examine the period of Mexican rule in California and its attributes, including land grants, secularization of the missions, and the rise of the rancho economy.
5. Argue the role of the United States in the Mexican War.
6. Evaluate the validity of the Bear Flag Revolt.

7. Explain how the Gold Rush transformed the economy of California, changes in towns, and economic conflicts between diverse groups of people (e.g., Archy Lee, squatters, speculators, vigilance committees).
8. Discuss how California became a state and how its new government differed from those during the Spanish and Mexican periods.
9. Examine the roles the U.S. Army, Anglo settlers, and Modoc Indians played in the Modoc Indian Wars of 1872-73.
10. Explain the story of the building of the transcontinental railroad and assess the contributions of Theodore Judah, the Big Four, the U.S. government, the Chinese, and others.
11. Evaluate the impact of the railroad on California and the West.
12. Discuss immigration to California, including the diverse composition of those who came and the conflicts that arose (e.g., the 1882 Chinese Exclusion Act).
13. Analyze the influence of the Southern Pacific in California and its role in the Mussel Slough Tragedy.
14. Create a personal narrative as a witness to the 1906 San Francisco earthquake.
15. Examine the literature produced by California writers in the late 1800s.
16. Understand the effects of the Progressives in California (e.g., railroad, Hiram Johnson).
17. Examine the effects of the Great Depression and Dust Bowl on California (e.g., labor, Los Angeles Times bombing, Wheatland Hop Field Riot).
18. Describe the significance of Mexican immigration and its relationship to the state's agricultural economy (e.g., Cesar Chavez).
19. Discuss the effects of World War II on California including evaluating the validity of Japanese internment and an examination of the circumstances that led to the Zoot Suit Riot.
20. Illustrate the events included in the Free Speech Movement.
21. Evaluate the programs and philosophy of the Black Panther Party.

Skill Standards

1. Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.
2. Students distinguish valid arguments from fallacious arguments in historical interpretations.
3. Students identify bias and prejudice in historical interpretations.
4. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.
5. Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.
6. Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.
7. Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.

COURSE REQUIREMENTS, ATTENDANCE AND SPECIFIC GRADING POLICY

ATTENDANCE

Regular attendance is absolutely essential to be successful in this class. Because of the rigor of this course I will monitor attendance closely. Many of the activities we will do in class cannot be made up at home. As we are not using a traditional textbook, I do not use traditional textbook created worksheets or materials. We will be completing activities I have created and many of those activities cannot be duplicated at home. In place of

class work that cannot be made up due to an absence I encourage students to take advantage of Extra Effort (explained later in the syllabus).

Also, this is a block class; we complete two periods of two days of work in one day. Missing one day of school is equivalent to missing two days of school in this class. Some of you will be involved in extra-curricular activities that will excuse you from class. Just because you have a pass excusing you from class for your extra-curricular activity does not mean you are required to use the pass and miss class. Sometimes you have to ask yourself if it is in your best interest to miss class and perhaps you should forgo the pass and remain in class. Your grades are more important than any extra-curricular activity.

HOMEWORK

Expect most of your homework to be reading, especially from the California: A History text. Reading assignments are usually five to ten pages in length. Each reading assignment will be accompanied with a bookmark. The bookmark will list the important points to concentrate on while reading the assignment. There is a quiz given over a reading assignment the day after the assignment was made in class. The quiz questions will focus on the points listed on the bookmark. The same holds true with notes, if notes are taken in class, there will be a quiz over those notes the following day. During book club sessions you will have reading assignments given by the book club leaders to complete as well at home.

Also, most projects are completed at home. Directions and preparation will be completed in class, and examples shown, but the actual work on the project is to be completed at home.

All final drafts of writing assignments are completed at home. Preparation and rough drafts are worked on in class. All writing assignments have a rubric. A rubric will be distributed with the directions for the writing assignment. If a rubric is lost or misplaced, a student can download a rubric and print it. Go to jfkpace.org to download and print. Writing assignments will not be graded unless accompanied with a rubric. Most writing assignments will have to be submitted to turnitin.com and an originality report attached to the final draft. More about turnitin.com will be explained in class.

GRADES

Your final grade will be based on several factors including:

- Class work
- Homework
- Quizzes
- Tests
- Writing Assignments
- Essays
- Projects
- Book Club
- Inter-active Notebook
- PACE Requirements
- Class Participation
- Extra Effort

Grading Scale:

90 – 100 = A

80 – 89 = B

70 – 79 = C

60 – 69 = D

You can access individual assignment grades, category grades (like “tests”), and the overall grade in the class on Infinite Campus, the computer grade book program SCUSD uses.

- The SCUSD website and Counseling Office of JFK can provide help if needed.

Only grades will be on Infinite Campus. A website will be used for everything else. A calendar for due dates, posting of copies of assignments and materials, the syllabus, etc. will be on the website not IC.

Website for PACE 9th California History

<https://sites.google.com/site/pereirapace9sacramento/>

EXTRA EFFORT

I do not give extra credit. Usually extra credit becomes “instead of” work, work you want to do instead of the work you were supposed to do because your grade at the time of the request is unsatisfactory. I do give “Extra Effort.” Extra Effort points can be earned by turning in assignments early, or by completing additional elements on certain assignments. I strongly advise students to accumulate as many “Extra Effort” points as possible. These points can make up for any assignments a student could not complete because of an absence or make up for a poor performance on a test or other assignment.

WEBSITE

Website for PACE 9th California History

<https://sites.google.com/site/pereirapace9sacramento/>

Please check the website on a regular basis. I will expect when you are absent to check the site and be responsible the day you return to school for any assignment or work that you could have completed at home. For example; if you are absent when I assign pages to read in the text or reader, and you return the next day, you will be required to take the reading quiz. If you checked the site like I am instructing you to do, you will know you have a reading assignment that night and can read and be prepared to take the quiz the next day.

You should also check your grades on a regular basis. You should always be aware of your grade status. Grades will always be posted on-line before the assignments are handed back. When an assignment is returned to you do not discard it until you have first checked on-line to make sure you received credit, on a rare occasion I might make a mistake.

There will also be on-line reading quizzes to complete for Extra Effort on the www.engage.com website. These on-line quizzes will accompany each reading assignment and should be completed as soon as possible. Once a quiz has been closed it cannot be taken, usually you will have several days to take the quiz. The quizzes are usually 10 question multiple choice. Occasionally a quiz will be timed.

DESCRIPTION OF MAJOR ACTIVITIES/EXERCISES/PROJECTS

Book Clubs – Students will participate in two book club sessions. Book clubs will be five to six students and one adult book club leader (a volunteer from the community). Each book club session is five weeks long and meets for one period each week. Students are responsible for a group presentation and an individual assignment for each book club.

Essays/Document Based Questions(DBQ) – Students will complete several major essays or document based questions. Each is worth 150 points.

Projects – There are major projects, each worth 100 – 300 points. Examples are:

- Primary Source Poster
- Gold Rush Fun-size Display Board
- Modoc War Illustrated Timeline
- Book Report and Project
- Transcontinental Railroad Credit Graph
- 1906 San Francisco Earthquake Narrative
- Tabloid Newspaper

Writing Assignments – There will be several writing assignments, each of these assignments are worth 50 points. These writing assignments fall into the following types:

- R.A.F.T. Paper; Role, Audience, Format, Topic
- Approach Paper
- Saturation Paper
- Point-of-View Paper
- Historical Journal
- Bio-Historical Poem

OUTLINE OF CLASS SESSIONS

Unit 1 – Laws of the Indies

Unit 2 – A Troubled Territory

Unit 3 – Striking it Rich

Unit 4 – Regulation, Railroad, and Revolution

Unit 5 – The Higher Provincialism

Unit 6 – Great Expectations

Unit 7 – War and Peace

GENERAL STATEMENT

EXPECTATIONS

I expect every student in class to respect each other's opinions, property, and feelings. You are young adults now and have been attending school for eight years. Therefore, you know what kind of behavior is expected and appropriate in a classroom. I will expect you to practice your manners and not talk unless the time and place is appropriate. Whenever I am talking you should be listening. Too many times students miss important information and thus points are deducted on assignments because they were not actively listening in class.

Active listening means you are looking at the person who is talking and thinking about what is being said and formulating any clarifying questions that come to mind. This is impossible to do if you are talking, doodling, reading, trying to text message, or staring off into space. I will treat you in a respectful and polite manner and I will expect the same treatment from you.

I also expect you to follow the JFK school rules as outlined on the school web site and in the materials sent home on the first day of class. I expect all cell phones to be silenced and out of sight during class time. There is no food allowed in the classroom. Water in closed containers is permitted. I seldom allow hall passes. You have a seven minute passing period to take care of non-class business.

The instructor will adhere to all school and district policies pertaining to attendance, make-up tests, cheating/plagiarism, as well as withdrawal, incomplete, and final examinations. Students are expected to be familiar with and adhere to these policies. *All material submitted will be retained by the instructor. Should you desire copies of submitted materials, duplicate copies before submission.* The **Principal** reserves the right to modify and/or change the course syllabus as needed during the course.