

SOC 903 Historic Los Angeles: Reflections on Its Heritage

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Course Units: 2 or 3 Units

Course Description

SOC 903, Historic Los Angeles: Reflections on Its Heritage, explores various periods in the history of Los Angeles, including a period before civilization when the saber-toothed tiger and the woolly mammoth roamed what is now called “The City of Angels.” The purpose of the course is to help teachers become more familiar with the history of Los Angeles from its early beginnings through the period when it became more familiar with the history of Los Angeles from its early beginnings through the period when it became one of America’s major metropolises.

Teaching methods and materials include, but are not limited to, audiocassette instruction, two texts, the *History-Social Science Content Standards for California Public Schools Grades K -12* publication, and self-guided study tours of at least two historic sites within the Los Angeles region and of two internationally acclaimed museums. All teachers complete an instructor-designed workbook, always keeping in mind how information garnered during the course could be presented to the teacher’s students in partial fulfillment of State and National Content (core and skills) Standards. Completion of written assignments in the *Course Booklet*, rubbings, and other assignment variations serve as evidence of learning and also verify attendance at the required historical sites and museums. SOC 903 provides teachers an opportunity to experience the excitement of “on-site learning.”

Course Dates

Self-paced; students may enroll at any time and take up to one year to complete assignments.

You have up to one year from the date of registration, and no less than three weeks (one week per credit), to complete the course.

Semester Dates For Center for Professional Development Student

- Spring - January 1 through April 30
- Summer - May 1 through August 31
- Fall - September 1 through December 31

Students receive credit for courses in the semester that assignments are returned to the instructor, satisfactorily completed and a grade is issued by the instructor.

Course Materials

1. Course Booklet: SOC 903 Historic Los Angeles: Reflections on Its Heritage written by the instructors contains Student Response Sheets, instructor contact information, maps, other general information.
2. Text - Ramona, by Helen Hunt Jackson..
3. Text -LaReina.

4. History Social Science Content Standards for California Public Schools K-12, adopted by the California State Board of Education, October 1998. Online at <http://www.cde.ca.gov/be/st/ss/>.
5. One 10" X 13" envelope to be used to return completed materials to the instructor.

Check the materials you receive in your Study Packet. Make certain that you have all materials needed to complete SOC 903 Historic Los Angeles: Reflections on Its Heritage. If an item is missing or you need help, email Jeromy Winter at teacherslearningconnection@gmail.com or call at (559) 896-1012. You can also call the School of Professional Studies, Fresno Pacific University, at (559) 453-2015 or 1-800-372-5505.

Full Materials Fee: Teachers who pay the full materials fee are sent Items 1, 2, 3, and 5.

Partial Materials Fee: Teachers who pay the partial materials fee are sent Items 1 and 5. Teachers who plan to pay the partial materials fee must have access to other course materials.

Course Requirements

1. Content Standards Assignment:

Read History-Social Science Content Standards for California Public Schools K-12 and complete Student Response Sheets.

2. Reading Assignments: Read A Short History of Los Angeles Or La Reina, and complete Student Response Sheets. Read Ramona, and complete Student Response Sheets.

3. Listening Assignment:

Listen to Southwest Museum and El Pueblo Audio Presentations at home and complete Student Response Sheets.

4. Field Study Assignment:

Visit required information sites in the Los Angeles area, listen to Audio Presentations at selected sites, and complete Student Response Sheets during the on-site visitations.

5. Practical Application Assignment:

Design a plan for practical application of information gleaned from the course.

6. Bonus Assignment

This assignment is required of those students enrolled for 2 units of credit who choose to earn an "A" grade and all students enrolled for 3 units of credit.

7. Project Assignment:

This assignment is required of those students enrolled for 3 units of credit who chose to earn an "A" grade.

National Content/Common Core Standards

Teaching History/Social Science Content Standards and "skills" is something that most teachers have always done; however, standards have never before received the emphasis being given to them today. States' standards are available on the Internet, and school districts have copies available for teachers.

Historic Los Angeles: Reflections on Its Heritage, uses on-site visitations, taped historical narratives, oral history, a video presentation, two texts, and History-Social Science Content Standards for California Public Schools Kindergarten through Grade Twelve, adopted by the California State Board of Education, October 1998, to acquaint the teacher with people and event that created the great city of Los Angeles. SOC 903 features reflection and research skills (characteristics of the National Standards for History) as it guides the teacher through the rich history of Los Angeles.

The National Standards for History generally group grades K-4 and 5-12 to allow for flexibility and overlap. Most states align their standards with the national standards. Some states have specific

standards for individual grade levels.

California is a state that has established History/Social Science Content Standards for each grade level. These standards, like those of most other states, are consistent with national standards. California's classification of its standards differs from the national standards format in that California provides grade-level numerical identification.

Material presented in SOC 903, Historic Los Angeles: Reflections on Its Heritage, aligns with numerous national and state standards. Listed below are a few selected examples from some of those standards:

Examples of California's Grade Level Standards

(The following examples are aligned with National Standards K – 4.)

- National History Standards
<http://www.sscnet.ucla.edu/nchs/standards/>
- National Social Studies Standards
<http://www.ncss.org/standards/teachers/vol1/home.shtml>
- State Standards for all curriculum areas and most states
<http://www.education-world.com/standards/state/index.shtml>
- Common Core Standards
<http://www.corestandards.org/>
- National Content and/or National Standards for the Teaching Profession
<http://www.nbpts.org/>

California Grade Level Aligned Examples	Listed below are selected examples of standards covered in SOC 902 which align with National Standards K-12 and State Standards.
1.6-3	Compare the beliefs, customs, ceremonies, traditions, and social practices of the varied cultures, drawing from folklore.
2.5	Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in other's lives...
3.2-1	Describe national identities, religious beliefs, customs, and various folklore traditions.
3.5-1	Describe the way in which local producers have used and are using natural resources, human resources, and capital resources to produce goods and services in the past and the present.
4.4-4	Describe rapid American immigration, internal migration, settlement, and the growth of towns and cities (e.g. Los Angeles).

California Grade Level Aligned Examples	These standards are aligned with National Standards 5-12
5.8	Students trace colonization, immigration and settlement patterns of America from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.
Grades Six through Eight - United States and World History	Students in grades six through eight study ancient civilizations, medieval and early modern times, and United States growth and conflict, respectively. Students must possess the skills necessary to reflect on ideas as they impacted the United States as a young republic and today. Students must be able to explain how historical ideas and events result in the emergence of new patterns. Students develop an appreciation of the continuity of human experience, the great debt owed to those who lived in earlier times, and the responsibility owed to those who will follow.
Grades Nine through Twelve - Developmental Considerations	Students in grades nine through twelve study the modern world, continuity and change in the twentieth century, and principles of American democracy and economics. Students must understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions. Students in these grades must be able to interpret past events and issues within the context in which an event unfolded rather than solely in terms of present day norms and values. Change is complicated and affects not only technology and politics but also values and beliefs. An understanding of social controls and governmental policies is important if students are to become active participants in the economic, political, and social development of their state and country.

English Language Arts & Literacy in History/ Social Studies, Science, and Technical Subjects	These are Broad Common Core Standards : College and Career Readiness Anchor Standards for Reading
Key Ideas and Details	<ol style="list-style-type: none"> 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
Craft and Structure	<ol style="list-style-type: none"> 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. 6. Assess how point of view or purpose shapes the content and style of a text.

English Language Arts & Literacy in History/ Social Studies, Science, and Technical Subjects	These are Broad Common Core Standards : College and Career Readiness Anchor Standards for Reading
Integration of Knowledge and Ideas	<p>7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>
Range of Reading and Level of Text Complexity	10. Read and comprehend complex literary and informational texts independently and proficiently.

Learning Objectives/Outcomes

Students will:

- review and gain confidence in teaching history/social science (Kindergarten through Grade 12) in accordance with state and national content/skill standards.
- become familiar with State and National Teaching Standards and their application in the classroom.
- gain an understanding of the rich heritage of Los Angeles.
- become familiar with many people and events which profoundly influenced the history of Los Angeles, including Felipe de Neve, Abel Stearns, Pio Pico, Andres Pico, Frank Wiggins, Helen Hunt Jackson, Charles Fletcher Lummis, Harrison Gray Otis, etc.
- become familiar with four educational sites that have great historical significance to the heritage of Los Angeles. These sites have educational programs for students, including tours and lesson plan packets for teachers: Mission San Gabriel Archangel, El Pueblo De Los Angeles State Historic Park, Page Museum, and the Southwest Museum.
- become familiar with the novel *Ramona* written in 1800s, and the author’s association with Los Angeles, and her purpose in writing the book.
- recognize methods and analyze the political, economic, religious and social structures of early Los Angeles.
- become familiar with many of the industries which helped create Los Angeles’ great growth.
- learn of the role Los Angeles played in making California an agricultural and industrial power.
- become acquainted with the impact of twentieth-century Californians on the nation’s artistic and cultural development including the rise of the entertainment industry (i.e., Louis B. Meyer, Walt Disney, and others).

Schedule of Topics and Assignments

1. Read History Social Science Content Standards for California Public Schools K-12, and complete Student Response Sheets related to the state publication.
2. Read *La Reina*; Complete Student Response Sheets
3. Read *Ramona*; Complete Student Response Sheets

4. Listen (at home) to the following Audio Presentation before you begin the Field Study Assignment; Complete Student Response Sheets. Southwest Museum and El Pueblo de Los Angeles State Historic Park.
5. Field Study Assignment: Visit the following four sites in the Los Angeles area, listen to the On-Site presentations, and complete the Student Response Sheets.
 1. George C. Page Museum: Complete Student Response Sheets as you tour the museum listening to the Audio Presentation. (Site Map and Route Map contained in CourseBooklet.)
 2. El Pueblo de Los Angeles State Historic Park: Complete SRS as you tour the park (Site Map and Route Map in Course Booklet.)
 3. San Gabriel Mission: Complete Student Response Sheets as you tour the mission, listening to the Audio Presentation. (Site Map and Route Map in Course Booklet.)
2. Teacher Designed Plan for Practical Application
3. Bonus Assignment: This assignment is required of all student enrolled for 2 units of credit who elect to earn an “A” grade and all students enrolled for 3 units of credit.
4. Project Assignment: To be completed by teachers enrolled for 3 units of credit who choose to earn an “A” grade.

Evidence of Learning

Students demonstrate evidence of learning by means of accurate and reflective SOC 903 Historic Los Angeles: Reflections on Its Heritage Course Booklet responses. This includes showing evidence of learning about standards-based instruction, responding to the questions for La Reina and Ramona, and visiting and correctly answering student response sheet questions based on the visitation points. Students will design a plan for practical use in the classroom and successfully complete the practical use project assignments.

Grading Policies and Rubrics

Point Value	Assignment and Topic
10 Points	1. Read the <u>History-Social Science Content Standards</u> at http://www.cde.ca.gov/be/st/ss/ and complete the Course Booklet assignment.
30 Points	2. Read text, <u>La Reina</u> and <u>Ramona</u> and complete the Course Booklet assignment.
15 Points	3. Listen (at home) to the following Audio Presentation before you begin the Field Study Assignment; Complete Student Response Sheets. Southwest Museum and El Pueblo de Los Angeles State Historic Park.
35 Points	4. Field Study Assignment: Visit the following four sites in the Los Angeles area, listen to the On-Site presentations, and complete the Student Response Sheets. <ol style="list-style-type: none"> 1. George C. Page Museum: Complete Student Response Sheets as you tour the museum listening to the Audio Presentation. (Site Map and Route Map contained in CourseBooklet.) 2. El Pueblo de Los Angeles State Historic Park: Complete SRS as you tour the park (Site Map and Route Map in Course Booklet.) 3. San Gabriel Mission: Complete Student Response Sheets as you tour the mission, listening to the Audio Presentation. (Site Map and Route Map in Course Booklet.)

Point Value	Assignment and Topic
10 Points	5. Complete a Teacher Designed Plan for Practical Application of information garnered from the course which might be shared with students in partial fulfillment of state/national standards.
10 Points	6. Bonus Assignment: This assignment is required of all student enrolled for 2 units of credit who elect to earn an “A” grade and all students enrolled for 3 units of credit.
10 Points	7. Select and complete a Project Assignment related to History-Social Science.

Grading Options

Two Units of Credit: Teachers enrolled for TWO UNITS of credit must complete assignments 1 – 5 shown on Pages vi and vii for a grade of Credit or “B.” In order to obtain an “A” grade, the teacher must complete assignments 1 – 6.

Three Units of Credit: Teachers enrolled for THREE UNITS of credit must complete assignments 1 – 6 for a grade of Credit or “B.” In order to obtain an “A” grade, the teacher must complete assignments 1 – 7. Keep a copy of your course work in the event something is lost in the mail. If you would like your materials returned, include a stamped, self addressed envelope for that purpose.

Two Units of Credit Enrollees	Three Units of Credit Enrollees
99 Points - 110 Points = A	108 Points - 120 Points = A
88 Points - 98 Points = B or Credit	96 Points - 107 Points = B or Credit
87 Points or below = No Credit	95 Points or below = No Credit
The discernment between an “A” or a “B” grade is at the discretion of the instructor based on the quality of the completed assignment. Teachers demonstrate Evidence of Learning by means of accurate and reflective Course Booklet responses.	

Corrected Assignments

The corrected Course Booklet will be returned to the student, if requested, providing the request is accompanied by a Stamped, Self-Addressed Envelope.

Grading Procedures

1. Login at <http://ce.fresno.edu/cpd/>
2. Click on Submit Grade Form
3. Complete Submit Grade Form as requested if information self-populate
4. Scroll to bottom of screen and select course that you wish to submit for grading
5. Select type of desired grade and acknowledge accuracy or information by checking box; click Submit

Transcripts

FPU transcripts list all courses completed at FPU. If you have recently completed a course, only request a transcript after you have verified that a grade was posted. Professional development student, please call 559-453-2037, ext. 0 to verify grade postings. The Registrar's Office will not automatically verify that grades are posted before processing your request. To order your transcripts, go to <http://registrar.fpu.edu/transcript-requests> for information on how to order transcripts.

Instructor/Student Contact

I encourage students to make contact with me anytime questions arise. Please feel free to contact me via email at teacherslearningconnection@gmail.com. You may also contact me at 559-896-1012. Remember I am an elementary school teacher, so give me a call after regular school hours and on weekends. I look forward to speaking to students.

Policy on Plagiarism

Fresno Pacific University has a policy on Academic Integrity/Honesty. All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled according to the procedures set forth in the Fresno Pacific University Catalogue.

Fresno Pacific University Desired Student Outcomes

Graduate level course work reflects Fresno Pacific University's Desired Student Learning Outcomes as it applies to professional development to demonstrate the following:

- Oral and written communication in individual and group settings
- Content knowledge, and application of such knowledge in the student's area of interest to affect change
- Reflection for personal and professional growth
- Critical thinking
- Computational/methodological skills to understand and expand disciplines, including an understanding of technological systems