



## Curriculum and Instruction

### 9-12 COURSE OF STUDY OUTLINE

**Title of Course of Study** California Studies

**Course Number:** \_\_\_\_\_ (Assigned by Curriculum Department)

<b>9-12 Course of Study Adoption Process</b>	
<b>PROCEDURES:</b>	
1	Write/revise course of study
2	Review with Principal and acquire signature
3	<b>Email course of study to all appropriate department staff at all high schools with link to Curriculum Council survey.</b>
4	<b>Attach copy of survey and comments along with sign in sheet from required meeting.</b>
5	Meet with appropriate teachers to discuss responses, review course of study and sign. Attendance sheet of meeting is required
6	<b>Technology Review: Submit via Web Help Ticket for Technology Review. Confirmation of approved Technology Agreement must be attached.</b>
7	Course of study MUST be complete, including required signatures, and submitted to Curriculum Dept. 2 weeks prior to the scheduled Curriculum Council meeting.
8	Assistant Superintendent, Curriculum & Instruction - Review/Sign
9	Assistant Superintendent, Secondary Education - Review/Sign
10	Present course of study to Curriculum Council
11	Curriculum Council Recommends
12	Board of Education Approves

**Note: Please complete all sections. Enter "none" or "n/a" as appropriate.**

**I. Course Title:** California Studies

**II. Department/Subject Area:**

- |   |   |
|---|---|
| <input type="checkbox"/> ALG – Algebra                                    | <input type="checkbox"/> USH - US History           |
| <input type="checkbox"/> DRV - Driver Education                           | <input type="checkbox"/> WH - World History         |
| <input type="checkbox"/> ECO – Economics                                  | <input checked="" type="checkbox"/> ELC – Electives |
| <input type="checkbox"/> ENG – English Language Arts                      |   |
| <input type="checkbox"/> F/G Family Living/World Geography                |   |
| <input type="checkbox"/> FAL - Fine Arts/Performing Arts/Foreign Language |   |
| <input type="checkbox"/> GOV - Government                                 |   |
| <input type="checkbox"/> HLT - Health Safety                              |   |
| <input type="checkbox"/> LIF - Life Science                               |   |
| <input type="checkbox"/> Math - Mathematics                               |   |
| <input type="checkbox"/> PE - Physical Education                          |   |
| <input type="checkbox"/> PHY - Physical Science                           |   |

III. Length of Course: 1 year Credit Value: 10

- Meets high school graduation requirement credits
- Elective course credit
- No credit

IV. Grade:

- 9<sup>th</sup>
- 10<sup>th</sup>
- 11<sup>th</sup>
- 12<sup>th</sup>

V. Course Level:  General  CP  Pre-AP  AP

VI. Will this course require technology?  Yes  No  
Please describe Technology needs:

VII. Is this an Internet-based course?  Yes  No

If so, who is the course provider?

VIII. UC/CSU Approved Course:  Yes  No

Is this course modeled after a UC-approved course from another district?  
 Yes  No If so, which school/district? \_\_\_\_\_

IX. Recommended pathway:

*(Please complete each section as required by the UC system)*

X. **COURSE DESCRIPTION:** *Use this section to emphasize the core knowledge and skills students are expected to learn in the course, including concepts, theory and texts. There should be clear evidence of the course's level of rigor and the development of essential critical thinking skills. The Course Description is comprised of three sections:*

1. **COURSE OVERVIEW:** *The Course Overview provides a snapshot of the course content for all users browsing courses in the Course Search section. You will be asked to provide a brief summary/snapshot (3-5 sentences) of the course's content.*

2. **HIGHLY RECOMMENDED PREREQUISITES & CO-REQUISITES:**

- A. *Prerequisites provide insight to the foundational coursework and skills expected of students before taking the proposed "a-g" course.*
- B. *Co-requisites provide context to the coursework students will be simultaneously completing with the proposed "a-g" course.*



**3. COURSE CONTENT:** *The Course Content section will request information in a unit-by-unit style. For each unit of the course, you will be asked to provide:*

- 1. A brief description (5-10 sentences) of topics to be addressed that demonstrates the critical thinking, depth and progression of content covered.*
- 2. A brief summary (2-4 sentences) of at least one assignment that explains what a student produces, how the student completes the assignment and what the student learns.*

**XI. Texts and Supplemental Instructional materials:**  
(Primary, Supplemental, newspapers, magazines, and software.)  
Please supply ISBN #'s for all texts.

Title: California: An Interpretive History

Author: James Rawls & Walter Bean

Publisher: McGraw Hill

Date of Publication: 2012 ISBN #: 9780073406961

Board Approval Date: \_\_\_\_\_

SIGNATURES for REVIEW		
Outline prepared by	Greg Wright	Site: Lodi High School
Principal		Site: Lodi High School
<b>Technology: Attach approved Ticket</b>		
Teacher Representative:	<i>Signature indicates course is aligned to content standards.</i>	<b>** Please state reason for no signature in the space below.</b>
Bear Creek High School	Brenda Hinrich	
Lodi High School	Bob Callergue	
McNair High School		
Tokay High School		
Liberty High School (if applicable)		
Plaza Robles High School (if applicable)		
Independence High School (if applicable)		
Assistant Superintendent Curriculum & Instruction		
Assistant Superintendent, Secondary Education		

DATE	
	Date sent and/or presented to principals for review
1-4-21	Course Outline Submitted
2/4/2021	Curriculum Council Recommendation for Approval
	Board of Education Approval

# **California Studies: A Historical and Cultural Review of the Golden State**

## **One Year Course**

### **Course Description**

California Studies is a survey of the historical development of California from its earliest times to the present. The course provides an overview of both the physical characteristics and the diverse peoples of California and how they interacted and influenced the history of the state and its economic, social, cultural, and political institutions. At the completion of this course students will have a broad understanding of the most important ideas, personalities, movements, and events in California history. Students will also gain skills in analytical thinking, reading, and writing and learn to analyze and interpret primary and secondary sources of history.

### **Student Learning Outcomes**

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Read, comprehend and recall key information from a historical text.
2. Analyze a historical text and differentiate between the facts and the author's interpretation and main thesis.
3. Evaluate the level of bias and reliability of a historical text.

### **Course Objectives**

Upon satisfactory completion of the course, students will be able to:

1. Identify and describe the geographical regions and characteristics of California
2. Describe the origins and cultural characteristics of California's diverse native peoples. 3. Describe the Spanish exploration and settlement of California, the mission system, and analyze its impact on California Indians.
4. Analyze the effects of Mexican rule, the secularization of the missions, the development of the hide and tallow trade and the rise of the Californios.
5. Explain the impact of the Gold Rush and American annexation on the development of the economic, political, social, and cultural institutions of California.
6. Analyze the impact of the completion of the transcontinental railroad on California's economy and political institutions.
7. Describe the progressive reform movement and its long-term impact on California's governmental institutions, regulations, and political process.

8. Explain the development of water distribution systems, regional controversies over water resource exploitation and the resulting environmental destruction.
9. Describe the impact of the Great Depression, World War II, Cold War politics, student protest movements, the rise of black radicalism, and the emergence of the counterculture in the 1960s on the development of California, especially the impact on population growth and new industries that laid the groundwork for future economic expansion with global implications.
10. Explain how California Indians, Latino Americans, Asian Americans, African Americans, and Anglo Americans contributed to the development of California and shaped its society.
11. Analyze the often problematic interactions between these diverse groups from the perspective of each in the context of the changing historical circumstances and events.
12. Describe modern California politics, including the political and economic developments under the administrations of Edmund Brown, Ronald Reagan, Jerry Brown, George Deukmejian, Pete Wilson, Gray Davis and Arnold Schwarzenegger.
13. Analyze contemporary issues facing the state, including the pressures of population growth, environmental impact, social and cultural institutions, and the quality of life in California.
14. Focus on Agricultural Industry in San Joaquin Valley and the entirety of California.
15. Discuss California Popular Culture and its impact on the United States and the rest of the world.
16. Analyze the impact and the Technology Sector in Silicon Valley and its impact on the world.
17. Critically evaluate and analyze primary and secondary sources of information on the history of California.

**Textbook**

California: An Interpretive History, Rawls/Bean, 10th edition, McGraw-Hill, 2012

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