

HISTORY-SOCIAL SCIENCE INSTRUCTION

The Board of Trustees believes that the study of history and other social sciences is essential to prepare students to engage in responsible citizenship, comprehend complex global interrelationships, and understand the vital connections among the past, present, and future. The District's history-social science education program shall include at appropriate grade levels, instruction in American and world history, geography, economics, political science, anthropology, psychology, and sociology.

- (cf. 6115 - Ceremonies and Observances)
- (cf. 6141 - Curriculum Development and Evaluation)
- (cf. 6141.2 - Recognition of Religious Beliefs and Customs)
- (cf. 6142.3 - Civic Education)
- (cf. 6142.4 - Service Learning/Community Service Classes)
- (cf. [6143](#) - Courses of Study)
- (cf. [6146.1](#) - High School Graduation Requirements)

The Board shall adopt academic standards for history-social science that meet or exceed state content standards and describe the knowledge and skills that students are expected to possess at each grade level.

- (cf. [6011](#) - Academic Standards)

The Superintendent or designee shall develop and submit to the Board for approval a comprehensive, sequential curriculum aligned with the District standards and is consistent with the state's curriculum framework for history-social science. The curriculum shall be designed to develop students' core knowledge in history and social science and their skills in chronological and spatial thinking, research, and historical interpretation. History-social science instruction shall also include an explicit focus on developing students' literacy in reading, writing, speaking, listening, and other language skills.

- (cf. 6142.91 - Reading/Language Arts Instruction)
- (cf. 9000 - Role of the Board)

The Board shall adopt standards-aligned instructional materials for history-social science in accordance with applicable law, Board policy, and administrative regulation. In addition, teachers are encouraged to supplement the curriculum through the use of biographies, original documents, diaries, letters, legends, speeches, other narrative artifacts, and literature from and about the period being studied.

- (cf. [0400](#) - District Technology Plan)
- (cf. [1312.2](#) - Complaints Concerning Instructional Materials)
- (cf. [6161.1](#) - Selection and Evaluation of Instructional Materials)
- (cf. [6161.11](#) - Supplementary Instructional Materials)

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(cf. [6162.6](#) - Use of Copyrighted Materials)

(cf. [6163.1](#) - Library Media Centers)

The Superintendent or designee shall provide a standards-based professional development program designed to increase teachers' knowledge of adopted instructional materials and instructional strategies for teaching history-social science.

(cf. [4131](#) - Staff Development)

The Superintendent or designee shall regularly evaluate and report to the Board regarding the implementation and effectiveness of the history-social science curriculum at each grade level, including, but not limited to, the extent to which the program is aligned with state standards, ~~test results from the Standardized Testing and Reporting Program at applicable grade levels,~~ any applicable student assessment results, and feedback from students, parents/guardians, and staff regarding the program.

(cf. [0500](#) - Accountability)

(cf. [6162.51](#) - Standardized Testing and Reporting Program)

Legal Reference:

EDUCATION CODE

[33540](#) History-social science curriculum framework

51008-51009 Instruction on farm labor movement

[51204](#) Course of study designed for student's needs

[51204.5](#) History of California; contributions of men, women, and ethnic groups

[51210](#) Course of study, grades 1-6

[51220](#) Course of study, grades 7-12

[51220.2](#) Instruction in legal system; teen or peer court programs

[51221](#) Social science course of study, inclusion of instruction in use of natural resources

[51221.3-51221.4](#) Instruction on World War II and Vietnam War; use of oral histories

[51225.3](#) High school graduation requirements

51226.3 Instruction on civil rights, genocide, slavery, Holocaust, and deportation to Mexico

[60040-60051](#) Criteria for instructional materials

[60119](#) Public hearing on the sufficiency of instructional materials

[60200-60206](#) Instructional materials, grades K-8

[60400-60411](#) Instructional materials, grades 9-12

[60420-60424](#) Instructional Materials Funding Realignment Program

[60640-60649](#) Standardized Testing and Reporting Program

[99200-99206](#) Subject matter projects

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

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History-Social Science Framework for California Public Schools, Kindergarten Through Grade Twelve, 2016

Common Core State Standards for English Language Arts and Literacy in History-Social Studies, Science, and Technical Subjects, 2013

California English Language Development Standards, 2012

Model Curriculum for Human Rights and Genocide, 2000

History-Social Science Content Standards for California Public Schools, Kindergarten Through Grade Twelve, October 1998

WEB SITES

CSBA: <http://www.csba.org>

California Council for History Education: <http://www.csus.edu/al/cche>

California Council for the Humanities: <http://www.calhum.org>

California Council for the Social Studies: <http://www.ccss.org>

California Department of Education: <http://www.cde.ca.gov>

California History-Social Science Course Models: <http://www.history.ctaponline.org>

California Subject Matter Project: <http://csmp.ucop.edu>

National Association for Multicultural Education: <http://www.nameorg.org>

National Council for History Education: <http://www.nche.net>

National Council for the Social Studies: <http://www.socialstudies.org>

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