

# Davis Joint USD

## Board Policy

### History-Social Science Instruction

BP 6142.94

#### Instruction

The Governing Board ~~of Education~~ 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 ~~be designed to develop students' knowledge of historical events within a chronological and geographic context and shall~~ include, at appropriate grade levels, instruction in American and world history, geography, economics, political science, anthropology, psychology, ~~and sociology,~~ ethnic studies, civic participation and engagement, democratic understanding and civic values, including an understanding of national identity, constitutional heritage, and an individual's civic values, rights, and responsibilities.

(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 which meet or exceed state content standards and describe the knowledge and skills that students shall be expected to achieve 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 ~~that is~~ 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, and be inquiry based. 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 curriculum shall reflect the experiences of all people including Native Americans, African Americans, Mexican Americans, Asian Americans, Pacific Islanders, European Americans;

Lesbian, gay, bisexual, and transgender Americans; Persons with disabilities; Members of other ethnic and cultural groups, especially focusing on the role of these groups in contemporary society. In addition, these groups shall be portrayed in a manner that promotes equality of opportunity and representation in a wide variety of occupations.

At each grade level, the curriculum shall integrate age-appropriate instruction designed to develop student achievement in the following areas:

- ~~1. Knowledge and cultural understanding, including historical, ethical, cultural, geographic, economic, and sociopolitical literacy~~
- ~~2. Democratic understanding and civic values, including an understanding of national identity; constitutional heritage; and an individual's civic values, rights, and responsibilities~~
- ~~3. Skills attainment and social participation, including basic study skills, critical thinking skills, and participation skills that are essential for effective citizenship~~

~~(cf. 6141—Curriculum Development and Evaluation)~~

~~(cf. 6142.3—Civic Education)~~

~~(cf. 6142.4—Service Learning/Community Service Classes)~~

~~The district's history-social science curriculum shall include a multicultural education component which is designed to teach students to respect and appreciate cultural diversity and different points of view while also developing their understanding of commonalities and collective experiences. The curriculum shall reflect the experiences of men and women and of various cultural, ethnic, racial, religious, and social groups and their contributions to the history, life, and culture of the local community, California, the United States, and other nations.~~

~~(cf. 6115—Ceremonies and Observances)~~

~~(cf. 6141.2—Recognition of Religious Beliefs and Customs)~~

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—Equipment, Books and Materials)~~

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

(cf. 6161.11 - Supplementary Instructional Materials)

(cf. 6162.6 - Use of Copyrighted Materials)

(cf. 6163.1 - Library Media Centers)

Personal testimony from persons who can provide first-hand accounts of significant historical events is encouraged and may be provided through oral histories, videos, or other multimedia

formats. If oral history is used for instruction related to the role of Americans in World War II or the Vietnam War, such testimony shall exemplify the personal sacrifice and courage of the wide range of ordinary citizens who were called upon to participate in the war, provide views and comments concerning reasons for participating in the war, and provide commentary on the aftermath of the war in Eastern Europe and the former Soviet Union. (Education Code 51221.3, 51221.4

The Superintendent or designee shall provide ~~a~~ standards-based professional development ~~program opportunities~~ 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, any applicable student assessment results, and feedback from students, parents/guardians, and staff regarding the program.

(cf. 0500 - Accountability)

(cf. 6162.51 ~~— State Academic Achievement Tests~~~~ndardized 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

51226.7 Ethnic studies

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

60640-60649 California Assessment of Student Performance and Progress

99200-99206 Subject matter projects

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

History-Social Science Framework for California Public Schools, Kindergarten Through Grade Twelve, ~~rev. 2005~~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

NATIONAL COUNCIL FOR THE SOCIAL STUDIES PUBLICATIONS

College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History, 2013

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/chssp>

~~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>

Policy \_\_\_\_\_ DAVIS JOINT UNIFIED SCHOOL DISTRICT

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