

HISTORY-SOCIAL SCIENCE INSTRUCTION

The ~~Governing 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 ~~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.

(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~~are expected to ~~achieve~~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 ~~that is~~ aligned with the district standards and ~~is~~ consistent with the state's curriculum framework. ~~At each grade level, the~~ for history-social science. The curriculum shall ~~integrate age appropriate instruction be~~ designed to develop ~~student achievement~~students' core knowledge 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~~history and social participation, including basic study~~science and their skills, critical in chronological and spatial 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, research, and historical interpretation. History-social science curriculum instruction shall also include a multicultural education component which is designed to teach students to respect and appreciate cultural diversity and different points of view while also an explicit focus on 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 students' literacy in reading, writing, speaking, listening, and other nations. language skills.~~

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

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

~~(cf. **HISTORY-SOCIAL SCIENCE INSTRUCTION** (continued) 6142.91 - Reading/Language Arts Instruction)~~

~~(cf. 9000 - Role of the Board)~~

BP 6142.94(b)

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~~ by using 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)~~

BP 6142.94(b)

HISTORY-SOCIAL SCIENCE INSTRUCTION (continued)

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, 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)

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

~~60420-60424 Instructional Materials Funding Realignment Program~~

~~60640-60649 Standardized Testing California Assessment of Student Performance and Reporting Program Progress~~

99200-99206 Subject matter projects

Management Resources: (see next page)

HISTORY-SOCIAL SCIENCE INSTRUCTION (continued)

BP 6142.94(c)

HISTORY-SOCIAL SCIENCE INSTRUCTION (continued)

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

History-Social Science Framework for California Public Schools, Kindergarten Through Grade Twelve, rev. 20052016

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 ~~the~~History Education: <http://www.csus.edu/al/cche>

California 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>

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

Policy_____

SCOTTS VALLEY UNIFIED SCHOOL DISTRICT

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8,

~~2009~~2019

Scotts Valley, California

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