



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

# High School History-Social Science Instructional Materials

Recommendation to Adopt

April 3, 2019



# Purpose

- To provide an overview of the instructional materials review process and state/local criteria;
- highlight examples re: the alignment of the Pearson materials to the FAIR Act;  
AND
- recommend the adoption of instructional materials published by Pearson for the following High School (P) courses.

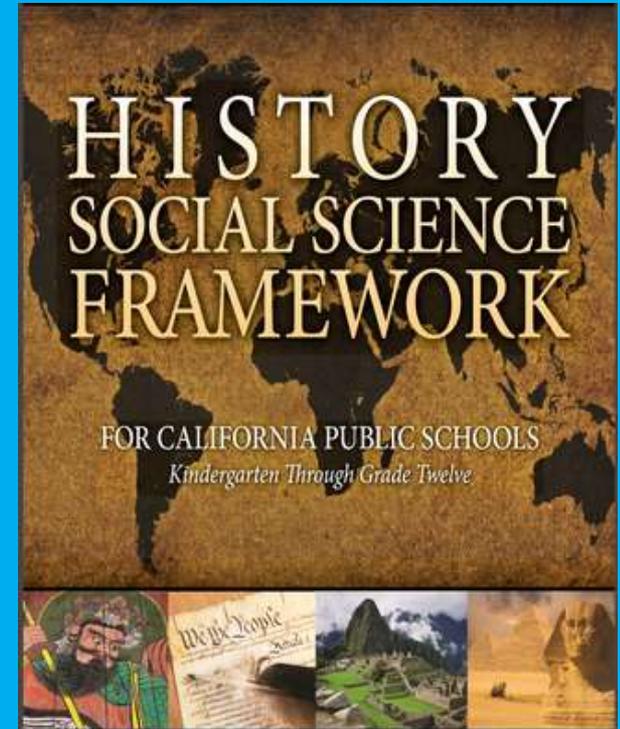


<b>U.S. History</b>	<b>World History</b>	<b>Econ &amp; Government</b>
Ned Acker	Roseann Salumbides	Deborah Siemer
Bryn Boyd	Adrienne Karyadi	Robert Alvarado
Amy Bisson	Adam Panish	Marissa Silvestri
Charles Corrigan	Doug Kim	Jaime Jimenez
	Robert Cherry	



# History-Social Science Framework: *Key Themes*

- Content
- Inquiry
- Literacy
- Citizenship





# District Lens: *Instructional Framework*

Culturally  
Responsive  
Practices

Engagement

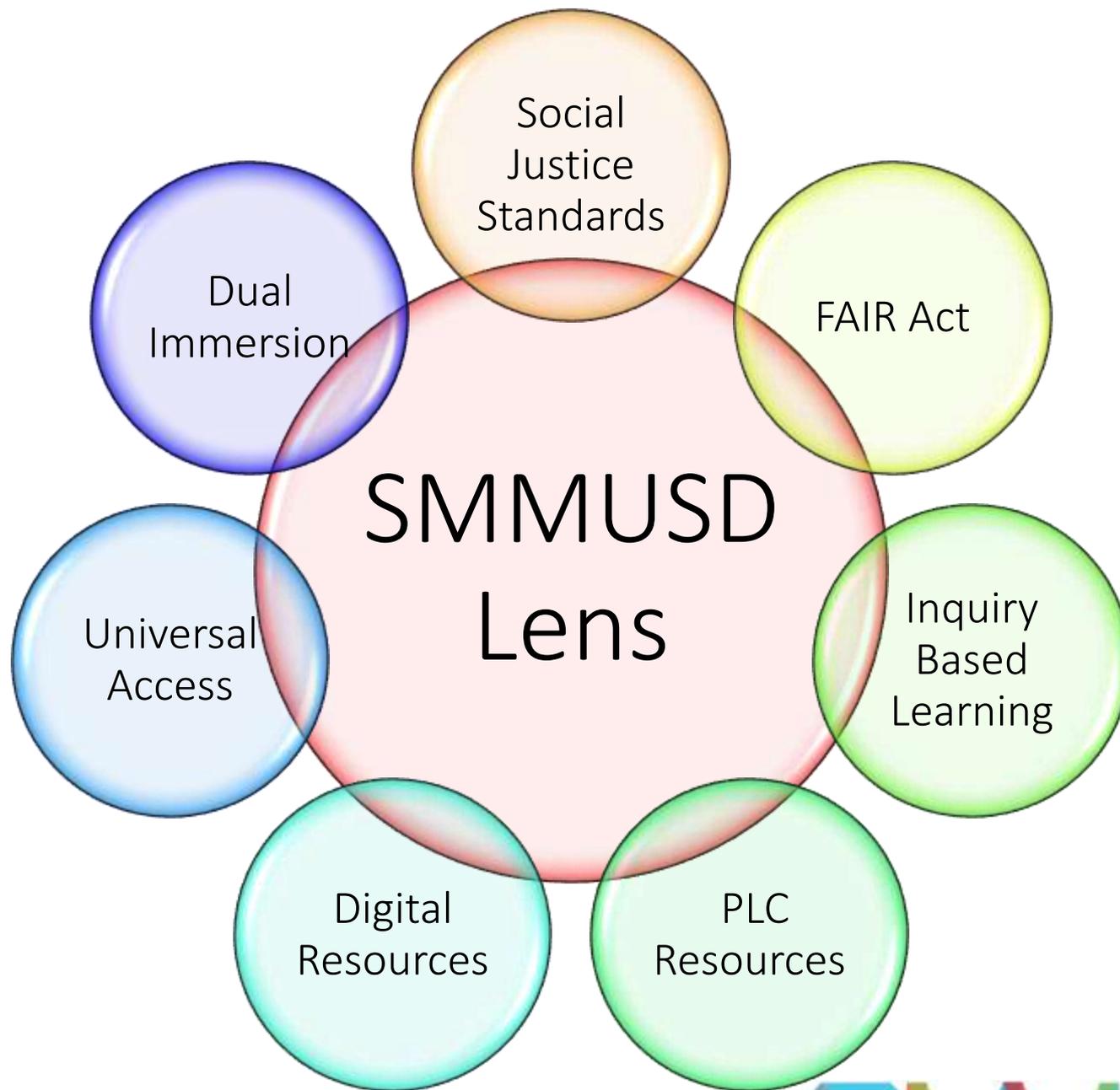
Guaranteed &  
Viable  
Curriculum

High  
Performing  
Teams



# CA Program Criteria

1. Standards Alignment
2. Program Organization
3. Assessment
4. Universal Access
5. Instructional Planning & Teacher Support



# HSS Adoption Collaborative Process 2018-19

Winter 2018: Professional Learning: HSS Framework

Spring 2018: Convened HSS Adoption Committee & identified promising programs to move forward.

Fall 2018: Subcommittee developed pilot process

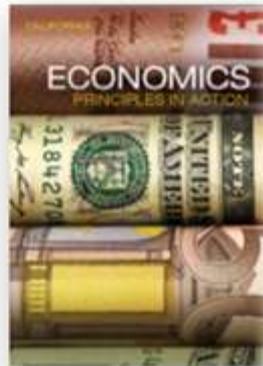
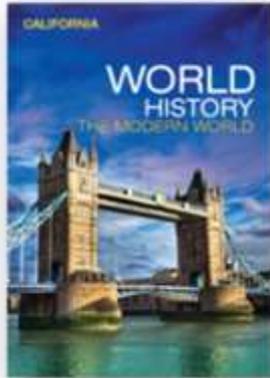
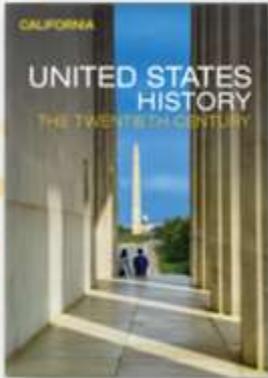
Fall/Winter Semester 2018-19: Piloted two programs

Winter 2019: Convened HSS Adoption Committee to discuss pilot process/findings.  
Site vote

Spring 2019: Recommendation to adopt (Board of Education)

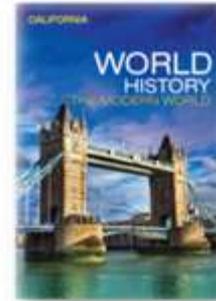
Spring 2019: Training date with publisher (all HSS teachers).

# The FAIR Act: High School



While the FAIR Education Act applies explicitly to **U.S. History & American Government**, Pearson's **Modern World History** and **Economics** programs address issues of gender, of gender, sexuality, and disabilities as well as reference the contributions made by people with disabilities and members of the LGBTQ community.

# The FAIR Act: High School



## WORLD HISTORY Topic 2, Lesson 4

Interactive Gallery: The New  
Order and Changing Roles of

# The FAIR Act: High School



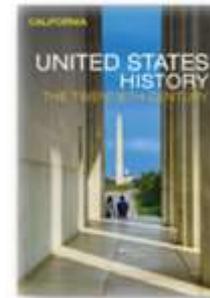
**ECONOMICS**  
Topic 2, Introduction  
Leslie Bradshaw, STEM

# The FAIR Act: High School

**Gay Subculture Becomes More Visible** Prohibition criminalized alcohol-based night life, forcing many people to break the law. In the illegal activities of the speakeasies many "straight" Americans came into contact with openly gay men and lesbians, whose meeting places had been subject to police raids for decades. During the social experimentation of the 1920s, increasing numbers of films, books, and popular songs referenced homosexuality, while in the cities gay men and lesbians also became bolder and more visible. In this rebellious decade, some defied laws against cross-dressing, and in New York City drag balls began attracting thousands, growing larger every year. Yet despite this greater visibility, gay men and lesbians still lived in fear of anti-gay laws. They were still subject to arrest, imprisonment, blackmail, the loss of jobs, and rejection by family for behavior that society considered immoral and criminal.

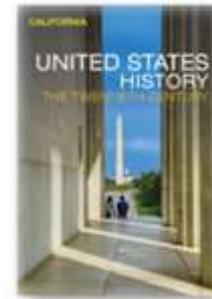
**Urban Subcultures Emerge** The combination of massive migration from rural areas and immigration from abroad transformed life in urban areas. Many new arrivals were young unmarried men and women free from the control of their families and communities. In their leisure time they flocked to amusement parks and dance halls to meet one another and date. The more anonymous environment of cities also made it easier for migrants to seek out same-sex partners. By the 1890s, certain urban neighborhoods had "gay" bars or meeting places. Not coincidentally, this was also the time when our modern concepts of homosexuality and heterosexuality emerged as discrete categories of identity.

Meanwhile, some of the larger American cities developed so-called "bohemian" racially-mixed neighborhoods that attracted artists, writers, political radicals, gays and lesbians and others whose lives defied social conventions. The bohemian neighborhood of Greenwich Village in New York City was home to Emma Goldman, the feminist anarchist whose lecture tour of 1915 included speeches in favor of homosexual rights—a shocking demand at the time but a foretaste of things to come.



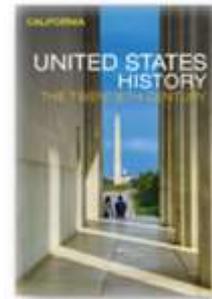
## United States History Topic 4, Lessons 5 & 8 The Roaring Twenties: Gay Becomes More Visible

# The FAIR Act: High School



United States History  
Topic 6, Lesson 3  
Minority Groups Join the War

# The FAIR Act: High School

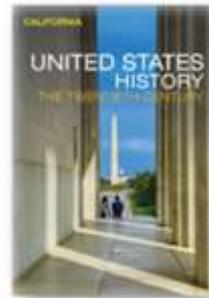


United States History  
Topic 10, Lessons 2 & 3  
Movements for Equality and

# The FAIR Act: High School



>>> President Bush signs the Americans With Disabilities Act on the South Lawn of the White House in 1990. Signing ceremonies often include key participants involved with the legislation.



## United States History Topics 11 & 12

Challenges and Victories in  
Contemporary America

**ADA** AMERICANS WITH  
DISABILITIES ACT

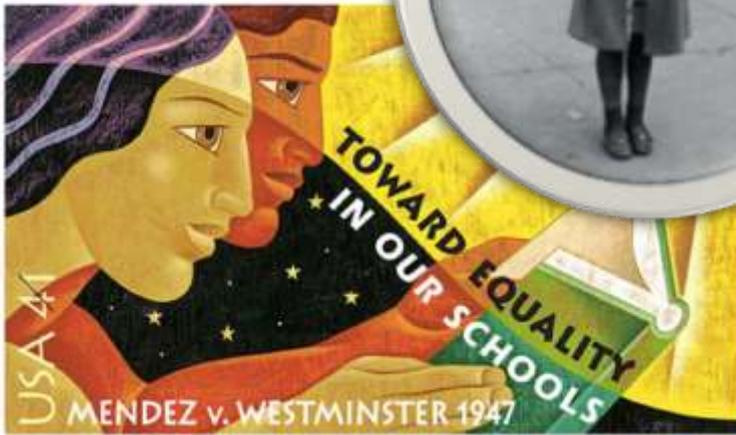
# The FAIR Act: High School

**Magruder's American Government**  
**Student Rights:** The *Brown* decision and other cases provide students the deliberate and debate whether appropriate way to address inequality.

- Mendez v. Westminster (1946–
- Bakke v. Regents of the University (1978)
- Grutter v. Bollinger (2003)



➤ The Supreme Court ruling in favor of Allan Bakke (center) society can overcome the effects of discrimination and level



# The FAIR Act: High School

Magruder's American Government  
Topic 9, Lesson 4

Analyze Primary Sources

Outlawing Discrimination: Title IX of the  
Amendments and the Americans with



>> Title IX led to increased opportunities for  
women in sports

# The FAIR Act: High School



Magruder's American Government  
Topic 8, Lesson 3; Topic 9, Lesson 4  
School-related cases offer additional relevant to students on free speech, nondiscrimination, and civil rights for schools.

- *Tinker v. Des Moines* (1969),
- *Fricke v. Lynch* (1980)
- *New Jersey v. T.L.O* (1985),
- *Student v. Arcadia Unified School*

# The FAIR Act: High School



When Richard and Mildred Loving were married in 1968, interracial marriage was illegal in some states. In 1967, the Supreme Court ruled that all states must recognize interracial marriage.



Congresswoman Nita Lowey (D, NY) speaks to a reporter about Obergefell v. Hodges. The Supreme Court's decision is the new legal way same-sex marriage across the nation.



Magruder's American Government  
Civil Rights: Court cases  
addressed the rights of regarding  
equality including:

- *Loving v. Virginia* (1967) **TOPIC**
- The LGBT Community *Lawrence v. 2003*, and *Obergefell v. Hodges*, **TOPIC 8, LESSON 6**



# Why Pearson ?

- ✓ Interactive videos, charts, graphs, photos, political cartoons and primary sources
- ✓ Engaging digital and interactive notebook (interface with Google doc)
- ✓ Digital set up allows for two teachers to access resources and student work
- ✓ Assessment options



# Why Pearson ?

- ✓ Standards-aligned & easy to supplement
- ✓ Civil action & citizenship connections
- ✓ English Learner support
- ✓ Adaptive reading levels
- ✓ Chapter summaries and some supplemental resources in Spanish



- Order Materials (pending Board approval)
- Teacher Training (May 30)
- AP Courses Remaining (Government & World)
- Curriculum Guide Development: U.S. History w/Social Justice Standards Integration

Questions

