



Resource for Topics in History-Social Science

September 18, 2019

The Rocklin Unified School District is committed to equal opportunity for all individuals. District programs, activities and services shall be free from unlawful discrimination, harassment, intimidation, and/or bullying based on actual or perceived characteristics of race, color, ancestry, nationality, immigration status, age, ethnicity, religion, marital status, medical information, mental or physical disability, sex, sexual orientation, gender, gender identity, gender expression, genetic information, or any other legally protected status or association with a person or group with one or more of these actual or perceived characteristics. For inquiries/complaints, contact our Director of Secondary School Programs or Director of Personnel Services at (916) 624-2428 or by email at titleixcoordinator@rocklinusd.org.

Table of Contents

[Purpose Statement](#)

[Suggestions for Family Communication](#)

[Topic Recommendations](#)

[Overarching Recommendations](#)

[General Recommendations for Staff:](#)

[Age Band Topic Specific Recommendations](#)

[Topic: Disability](#)

[Topic: Environment](#)

[Topic: Family Types](#)

[Topic: Gender, Gender Roles](#)

[Topic: Genocide](#)

[Topic: Immigration](#)

[Topic: Politics, Economic Theories, Media](#)

[Topic: Race, Ethnicity, National Origin](#)

[Topic: Religion](#)

[Topic: Sexual Orientation, Gender Identity](#)

[Topic: Slavery, Forced Labor](#)

[Topic: Socio-Economic Status](#)

[Topic: Tolerance](#)

[Instructional Resources](#)

[Policies](#)

[Ed Code in the 2018 Adoption Toolkit History-Social Science Appendix](#)

[Standards for Evaluation of Instructional Materials with Respect to Social Content](#)

[RTPA Article XV](#)

[RUSD Board Policy 6144 Sensitive Issues](#)

[HSS Framework](#)

Purpose Statement

This document was developed in response to the request for implementation support from the History-Social Science (HSS) Pilot Committee. The intent is to provide families, students, teachers, administrators, and staff with a resource for addressing topics in HSS as a proactive measure to support the implementation of the new HSS curriculum in a fair, accurate, inclusive, and respectful environment for all students. If a staff member has a question about this resource, please contact the site administrator.

History/Social Science Sensitive Topic Committee Membership & Process

This committee was comprised of nineteen teachers, sixteen parents, four principals and four district administrators.

Date	Members Present	Purpose
January 9, 2019	Teachers Principals District Administrators	Develop draft for History-Social Science topics resource
February 4, 2019	Teachers Principals District Administrators	Develop draft for History-Social Science topics resource
February 4, 2019	Parents District Administrators	Provide input on draft of resource
February 11, 2019	Teachers Parents Principals District Administrators	Review and revise based on input draft History-Social Science topics resource
April 1, 2019	Teachers Parents Principals District Administrators	Finalize first draft of History-Social Science topics resource

Suggestions for Family Communication

Since families are the primary provider of education regarding potentially sensitive topics, two way communication is imperative. Families indicated multiple means of communication (electronic, paper, and verbal) regarding potentially sensitive topics are preferred to ensure all families receive the information. Families indicated a preference for email, paper communication home, and Back to School Night.

As always, communication between RUSD staff and families is important. It is encouraged that families contact teachers for clarification and further information regarding classroom specific questions.

If you have questions regarding the Resource, contact the Associate Superintendent of Education and Education Services at the district office.

RUSD is committed to providing families with unit overviews for each grade level of the adopted HSS curriculum. These overviews will be shared with families using a variety of communication pathways.

Possible Means of Communication		
Electronic	Paper	Verbal
Email Course Syllabus School Website Class Website District Website Virtual Backpacks Learning Management System (Schoology)	Flyer Letter Newsletter Weekly Folders Course Syllabus	Back to School Night Parent Preview Meeting

Topic Recommendations

Overarching Recommendations

According to Board Policy 6144, regarding sensitive topics, in leading or guiding class discussions about issues that may be sensitive, a teacher may not *advocate* his/her personal opinion or viewpoint. When necessary, the Superintendent or designee may instruct teachers to refrain from sharing personal views.

According to RTPA Contract, Article XV, teachers may *express* their own opinions or points of view, so long as they indicate clearly that it is a personal opinion and, while being valid for the teacher, may not be valid for others. All discussion and presentations shall be balanced, all viewpoints will be addressed.

Students will be referred to parents/guardians, community leaders, or other trusted adults in order to form an opinion or make a value judgment regarding these issues.

Staff recognize the family as the primary provider of education around potentially sensitive topics. Staff have the professional responsibility to be cognizant of their position of influence and authority with students.

General Recommendations for Staff:

The following recommendations are relevant to each topic and are based on RUSD Board Policy, RTPA Contract, Education Code, and the HSS Framework.

- Model and set expectations of respect and value for all people, including our similarities and differences
- Acknowledge and express there are a variety of viewpoints and teach civil discourse
- Ensure multiple viewpoints are respectfully shared and included in balanced discussion and presentation using primary and secondary sources
- Emphasize that slurs, harassment, discrimination and/or violence are unacceptable and illegal
- Emphasize the importance of perspective and historical context when interpreting past events and issues
- Refer students to trusted adults, including parents/guardians, community leaders, and others, in order to help them form their own opinions around potentially sensitive topics
- Communicate with families regarding potentially sensitive topics in the curriculum so families can plan accordingly
- Collaborate with colleagues for support around potentially sensitive topics
- Understand that sensitive topics may arise at any time

Age Band Topic Specific Recommendations

Topic: Disability			
How the topic may be included in the curriculum within age bands:			
Primary (K-2)	Intermediate (3-5)	Middle (6-8)	High (9-12)
<u>The HSS framework specifies:</u> Kinder: • Geography of the neighborhood including how geological features like curbs and stairs, impact those with limited mobility. This may be introduced through images and books. • "Famous Americans" and "Historical Figures" 1st Grade: • While the framework does not include a specific example for this grade level, the curriculum will accurately portray the cultural and racial diversity of our society including the contributions of various groups in the history of California and the United States, according to Fair Education Act 60040. 2nd Grade: • Students study the stories of diverse families today and in the past, Families with a wide variety of structures, religions, ethnicities, and racial identities • Reference to families with members having a disability.	<u>The HSS framework specifies:</u> 3rd Grade: • American heroes solving community problems and improving living conditions for workers • Discussing who the U.S. Constitution protects and how 4th, 5th Grade: While the framework does not include a specific example for this grade level, the curriculum will accurately portray the cultural and racial diversity of our society including the contributions of various groups in the history of California and the United States, according to Fair Education Act 60040.	<u>The HSS framework specifies:</u> 6th, 7th, 8th Grade: While the framework does not include a specific example for this grade level, the curriculum will accurately portray the cultural and racial diversity of our society including the contributions of various groups in the history of California and the United States, according to Fair Education Act 60040.	<u>The HSS framework specifies:</u> 9th Grade: While the framework does not include a specific example for this grade level, the curriculum will accurately portray the cultural and racial diversity of our society including the contributions of various groups in the history of California and the United States, according to Fair Education Act 60040. 10th Grade: • Holocaust (individuals with disabilities were one of the groups persecuted) 11th Grade: • Exclusions of people with disabilities during Imperialism • Civil rights for Americans with disabilities 12th Grade: • Evolving legislation regarding individuals with disabilities
General Recommendations: • Model and set expectations of respect and value for all people, including our similarities and differences • Acknowledge and express there are a variety of viewpoints and teach civil discourse • Ensure multiple viewpoints are respectfully shared and included in balanced discussion and presentation using primary and secondary sources • Emphasize that slurs, harassment, discrimination and/or violence are unacceptable and illegal • Emphasize the importance of perspective and historical context when interpreting past events and issues • Refer students to trusted adults, including parents/guardians, community leaders, and others, in order to help them form their own opinions around potentially sensitive topics • Communicate with families regarding potentially sensitive topics in the curriculum so families can plan accordingly • Collaborate with colleagues for support around potentially sensitive topics • Understand that sensitive topics may arise at any time			

Topic Specific Recommendations:

- Emphasize the individual not the disability. Use first person language. Rather than using terms such as disabled person use terms such as people with differing abilities.
 - Example staff response to a student who says disabled person or something similar: “It is important to choose our words so we are not hurtful. For example, we would not say disabled person. We would say people with differing abilities.”
 -

General Staff Responses:

- Suggested pattern for responses to student inquiries: **CLARIFY** what the student is asking and provide a brief definition as needed
- Emphasize **RESPECT** for differences
- Refer to **FAMILY**
- “People have different opinions and experiences about that topic. It is important to be respectful of all people. I encourage you to talk with your family to form your own opinion.”
- “People have different ideas about _____. It is okay for us to have different ideas. I encourage you to talk with your family about it.”

If name-calling:

- “It is not okay to call someone names that insult them or make them feel bad. It can be hurtful when used as a put-down. Remember we encourage and treat all people with respect in our class and school.”

If using derogatory slurs:

- “It is not okay to use that term. It is hurtful. Using that term is not acceptable. Remember to use kind words in class and school.”

Topic: Environment			
How the topic may be included in the curriculum within age bands:			
Primary (K-2)	Intermediate (3-5)	Middle (6-8)	High (9-12)
<u>The HSS framework specifies:</u> Kinder: While the framework does not include a specific example for this grade level, the curriculum will accurately portray the cultural and racial diversity of our society including the contributions of various groups in the history of California and the United States, according to Fair Education Act 60040. 1st Grade: - Geography of the community related to how location, weather, and physical environment affect the way people live. Including the effects on their food, clothing, shelter, transportation and recreation. 2nd Grade: - Geography: locations, geographical features. - Use of grid system, labels on maps (countries, oceans, lakes, etc.) - Compare and contrast land use (urban, rural, suburban, etc.)	<u>The HSS framework specifies:</u> 3rd Grade: - History of human-environment interactions and possible impact on both - The ways different people use environment systems - Indigenous cultures of the past and the present and how their resources have been affected by newcomers - Learn about local environmental and political issues - Analyze how successive groups of settlers have used the land - Predict how decisions made today in their communities will impact their communities in the future (climate change) 4th Grade: - Impact of water on the development of the state (agriculture) and the continuing conflicts over water - Environmental destruction during the gold rush era due to new mining methods, including hydraulic mining - Impact of missions on the natural environment - Interactions of people and the environment - Issues with indigenous land rights - Impact of agriculture, crop production and livestock, on California - CA growth effects on environment 5th Grade: - Interactions of European settler and Native Americans on the environment - Increased traffic of immigrants transformed the indigenous environment - American Indian spiritual traditions about people's relationship to earth	<u>The HSS framework specifies:</u> 6th Grade: - Climate change - Environment and human migration - Irrigation of water and farming in early civilizations - Factors that help civilizations grow and impact civilizations have on environment 7th Grade: - Trade and use of natural resources - Human improvement to agricultural practices - Agricultural revolution in Western Christendom - Human impact on natural and physical environment - How environment affected the Roman Empire, Byzantine Empire, medieval Christendom, Persian Empire, Muslim Empire, Ghana Empire, Mali Empire - Medieval economic revolution effect on environment - Effects of Columbian Exchange in the Americas 8th Grade: - Westward expansion impact on environment - Manifest Destiny- animal rights and environmental protection, water rights - Growth of Industry- pollution and demand for natural resources, and impact on environment	<u>The HSS framework specifies:</u> General: - Interactions between humans and the environment (i.e. climate change, overpopulation) 9th Grade: - The human-environment relationship, for example, the causes of deforestation and its effects. 10th Grade: - Effects of Industrial Revolution - Nuclear test ban treaty - Government's responsibility to protect environment/role of government 11th Grade: - The rapid destruction of resources and the environment during Industrialization - Deplorable living conditions of urban life during Industrialization - Expansion of Redwood National Park and state parks - Evolution of environmental protection policies and social movements throughout history (1880-present) 12th Grade: - Environmental policy creation, implementation, and evaluation (balancing economic concerns and the environment, recognizing the politicization of the environment and/or conservation).

General Recommendations:

- Model and set expectations of respect and value for all people, including our similarities and differences
- Acknowledge and express there are a variety of viewpoints and teach civil discourse
- Ensure multiple viewpoints are respectfully shared and included in balanced discussion and presentation using primary and secondary sources
- Emphasize that slurs, harassment, discrimination and/or violence are unacceptable and illegal
- Emphasize the importance of perspective and historical context when interpreting past events and issues
- Refer students to trusted adults, including parents/guardians, community leaders, and others, in order to help them form their own opinions around potentially sensitive topics
- Communicate with families regarding potentially sensitive topics in the curriculum so families can plan accordingly
- Collaborate with colleagues for support around potentially sensitive topics
- Understand that sensitive topics may arise at any time

General Staff Responses:

- Suggested pattern for responses to student inquiries: **CLARIFY** what the student is asking and provide a brief definition as needed • Emphasize **RESPECT** for differences • Refer to **FAMILY**
- “People have different opinions and experiences about that topic. It is important to be respectful of all people. I encourage you to talk with your family to form your own opinion.”
- “People have different ideas about _____. It is okay for us to have different ideas. I encourage you to talk with your family about it.”

If name-calling:

- “It is not okay to call someone names that insult them or make them feel bad. It can be hurtful when used as a put-down. Remember we encourage and treat all people with respect in our class and school.”

If using derogatory slurs:

- “It is not okay to use that term. It is hurtful. Using that term is not acceptable. Remember to use kind words in class and school.”

Topic: Family Types			
How the topic may be included in the curriculum within age bands:			
Primary (K-2)	Intermediate (3-5)	Middle (6-8)	High (9-12)
<u>The HSS framework specifies:</u> Kinder: While the framework does not include a specific example for this grade level, the curriculum will accurately portray the cultural and racial diversity of our society including the contributions of various groups in the history of California and the United States, according to Fair Education Act 60040. 1st Grade: While the framework does not include a specific example for this grade level, the curriculum will accurately portray the cultural and racial diversity of our society including the contributions of various groups in the history of California and the United States, according to Fair Education Act 60040. 2nd Grade: - Students study the stories of diverse families today and in the past - Families with a wide variety of structures, religions, ethnicities, and racial identities - Reference to families with lesbian, gay, bisexual, or transgender parents and their children.	<u>The HSS framework specifies:</u> General: Personal stories included in curriculum may include a variety of family types. Similarities and differences of family and community structures and how family life varied. 3rd Grade: Transient and migrant families 4th Grade: Same sex marriage U.S. Supreme Court decisions in 2013 and 2015, Immigrant family culture and structures 5th Grade: Gender roles in families throughout time	<u>The HSS framework specifies:</u> 6th Grade: While the framework does not include a specific example for this grade level, the curriculum will accurately portray the cultural and racial diversity of our society including the contributions of various groups in the history of California and the United States, according to Fair Education Act 60040. 7th Grade: While the framework does not include a specific example for this grade level, the curriculum will accurately portray the cultural and racial diversity of our society including the contributions of various groups in the history of California and the United States, according to Fair Education Act 60040. 8th Grade: - Students study the divergent paths of the American people (1800-1850). One guiding question is “What was family life like in each region (of the U.S.)?”. Interracial marriage in western states is included. - Slave auctions sometimes separated nuclear families. This supported alternative family structures and encouraged kinship bonds. - Students explore how family life changed during nineteenth century - In frontier settings due to the disproportionate male to female ratio, people lived less conventional lives.	<u>The HSS framework specifies:</u> 9th Grade: While the framework does not include a specific example for this grade level, the curriculum will accurately portray the cultural and racial diversity of our society including the contributions of various groups in the history of California and the United States, according to Fair Education Act 60040. 10th Grade: While the framework does not include a specific example for this grade level, the curriculum will accurately portray the cultural and racial diversity of our society including the contributions of various groups in the history of California and the United States, according to Fair Education Act 60040. 11th Grade: Different types of relationships are explored as well as the intolerance and tolerance of various family types/marriage in U.S. History 12th Grade: Government: Amendments and court cases (i.e. Obergefell v. Hodges, 576 U.S. 2015) regarding same sex marriage and equality movements (i.e. 14th Amendment)

General Recommendations:

- Model and set expectations of respect and value for all people, including our similarities and differences
- Acknowledge and express there are a variety of viewpoints and teach civil discourse
- Ensure multiple viewpoints are respectfully shared and included in balanced discussion and presentation using primary and secondary sources
- Emphasize that slurs, harassment, discrimination and/or violence are unacceptable and illegal
- Emphasize the importance of perspective and historical context when interpreting past events and issues
- Refer students to trusted adults, including parents/guardians, community leaders, and others, in order to help them form their own opinions around potentially sensitive topics
- Communicate with families regarding potentially sensitive topics in the curriculum so families can plan accordingly
- Collaborate with colleagues for support around potentially sensitive topics
- Understand that sensitive topics may arise at any time

Topic Specific Recommendation:

- Acknowledge and understand that there are a variety of family types (nuclear, extended, blended, foster, adopted, single-parent, and others) and a variety of opinions about family types. Use language that is inclusive of all family types.
- Staff should not assume any particular family structure.
- Staff should ask questions in a way that will easily include children from diverse family backgrounds.
- Be sensitive to family diversity and privacy and respect family wishes to share or not share about family traditions.
- An example staff response to student inquiry, “There are different kinds of families, for example some families have a mom and a dad, some have one mom or one dad, some have two moms or two dads. There are other types of families as well. It is important to be respectful of all families. I encourage you to talk with your family about what they think.”

General Staff Responses:

- Suggested pattern for responses to student inquiries: **CLARIFY** what the student is asking and provide a brief definition as needed • Emphasize **RESPECT** for differences • Refer to **FAMILY**
- “People have different opinions and experiences about that topic. It is important to be respectful of all people. I encourage you to talk with your family to form your own opinion.”
- “People have different ideas about _____. It is okay for us to have different ideas. I encourage you to talk with your family about it.”

If name-calling:

- “It is not okay to call someone names that insult them or make them feel bad. It can be hurtful when used as a put-down. Remember we encourage and treat all people with respect in our class and school.”

If using derogatory slurs:

- “It is not okay to use that term. It is hurtful. Using that term is not acceptable. Remember to use kind words in class and school.”

Topic: Gender, Gender Roles			
How the topic may be included in the curriculum within age bands:			
Primary (K-2)	Intermediate (3-5)	Middle (6-8)	High (9-12)
<u>The HSS framework specifies:</u> Kinder: While the framework does not include a specific example for this grade level, the curriculum will accurately portray the cultural and racial diversity of our society including the contributions of various groups in the history of California and the United States, according to Fair Education Act 60040. 1st Grade: - Focus on people from many places, cultures, and religions who live in the US and who have contributed to its richness. Through contemporary stories as well as folktales and legends, students discover the many ways in which people, families, and cultural groups are alike despite their varied ancestry. 2nd Grade: - Families today and in the past. - Possible inclusive photos/pictures in texts	<u>The HSS framework specifies:</u> 3rd Grade: - Gender roles in different indigenous cultures 4th Grade: - Gender imbalance during the gold rush era and women passing as men to participate in the rush as well as men taking women's roles - Gay rights in the political development of California - Charley Parkhurst- stagecoach driver - Shamanism - spiritual healing by women - Cultural differences in gender roles of native people and missionaries - Women who helped build California 5th Grade: - Gender roles of European settlers in their society - Gender roles in Native American culture - Women's impact on the colonial economies - Puritans' belief that women were made as subordinate companions to men; women who rebelled against subordinate roles were identified as witches or satanists. Some burned. - Western states gave women the right to vote earlier than eastern states - Quakers allowed women to be preachers - Native American councils included female advisers - Comparing women's pre and postwar (Revolutionary War) status - Education for women; including Young Ladies Academy of Philadelphia - Pioneer women roles including farming, missionaries, teachers, entrepreneurs - Wyoming granting women right to vote in 1869	<u>The HSS framework specifies:</u> 6th Grade: - Hunter and gatherer societies/division of labor. - Patriarchy (ex. Mesopotamia, ancient Judaism, ancient India, Late Republic Rome) - Confucius's teachings that instructed women to play subordinate roles to husbands, fathers, and brothers - Ancient Greece political participation exclusion of women 7th Grade: - Joan of Arc - Eleanor of Aquitaine - Islam- women's roles in cities, women worked as slaves. - Execution of women considered to be witches - During 1500-1750, Catholic and Protestant clergy viewed women as subordinate in religious and economic matters 8th Grade: - Women's rights movement: suffrage - African American culture - role of women in slavery - Industrial Revolution - middle class women focused on home and family while men worked - Industrial Revolution - some working women organized strikes and labor organizations to work for wages and shorter hours - Industrial Revolution -working lives of "mill women" "The West" allowed alterations to gender norms - Wartime employment of women as nurses and administrators and Mary Edwards Walker, a female doctor	<u>The HSS framework specifies:</u> General: - The role of women and how they have changed and how they've remained the same over time is examined. 9th Grade: - Patriarchal/Matriarchal cultural classifications/discussions 10th Grade: - Traditional role of women in patriarchal society - Enlightenment & rights of women - Women in totalitarian regimes - Comfort women in WWII 11th Grade: 19th amendment & women's rights movement - Women's reproductive rights - Change in gender roles: - Industrial Revolution, Harlem Renaissance and Twentieth Century 12th Grade Government: - Women's Rights/Suffrage movement, Reed v Reed 19th Amendment - Gender Wage Gap

General Recommendations:

- Model and set expectations of respect and value for all people, including our similarities and differences
- Acknowledge and express there are a variety of viewpoints and teach civil discourse
- Ensure multiple viewpoints are respectfully shared and included in balanced discussion and presentation using primary and secondary sources
- Emphasize that slurs, harassment, discrimination and/or violence are unacceptable and illegal
- Emphasize the importance of perspective and historical context when interpreting past events and issues
- Refer students to trusted adults, including parents/guardians, community leaders, and others, in order to help them form their own opinions around potentially sensitive topics
- Communicate with families regarding potentially sensitive topics in the curriculum so families can plan accordingly
- Collaborate with colleagues for support around potentially sensitive topics
- Understand that sensitive topics may arise at any time

Topic Specific Recommendation:

- Acknowledge and understand that binary language can be exclusionary. Be conscientious of word choice.
- Example staff response to student inquiry about gender stereotypes (i.e. boys liking the color pink, girls with short hair, boys playing with dolls, girls playing sports).
 - “All people like different things. There is no one way for people to act or look. We can be different from each other. I encourage you to talk more with your family about this.”
- It is important to understand the student's motivation or feelings behind the question or statement. It may be appropriate to ask what the student was feeling before making the comment . If the motivation is name-calling, an example staff response may be:
 - “It is not okay to call someone a “girl” or “boy” to insult them or make them feel bad. It can be hurtful when used as a put-down. Remember we encourage and treat all people with respect in our class and school.”

General Staff Responses:

- Suggested pattern for responses to student inquiries: **CLARIFY** what the student is asking and provide a brief definition as needed • Emphasize **RESPECT** for differences • Refer to **FAMILY**
- “People have different opinions and experiences about that topic. It is important to be respectful of all people. I encourage you to talk with your family to form your own opinion.”
- “People have different ideas about_____. It is okay for us to have different ideas. I encourage you to talk with your family about it.”

If name-calling:

- “It is not okay to call someone names that insult them or make them feel bad. It can be hurtful when used as a put-down. Remember we encourage and treat all people with respect in our class and school.”

If using derogatory slurs:

- “It is not okay to use that term. It is hurtful. Using that term is not acceptable. Remember to use kind words in class and school.”

Topic: Genocide			
How the topic may be included in the curriculum within age bands:			
Primary (K-2)	Intermediate (3-5)	Middle (6-8)	High (9-12)
The HSS framework specifies: Kinder, 1st, 2nd Grade: While the framework does not include a specific example for this grade level, the curriculum will accurately portray the cultural and racial diversity of our society including the contributions of various groups in the history of California and the United States, according to Fair Education Act 60040.	The HSS framework specifies: 3rd Grade: - Not explicitly taught, but may come up in studying indigenous people’s interactions with “newcomers” (non-native European explorers and settlers, United States Cavalry) may bring up examples of massacre and genocide 4th Grade: - Not explicitly taught, but “During the mission period, the CA Indian population plummeted from 72,000 to 18,000 primarily due to diseases, but also due to hardships of forced labor and separation from traditional ways of life” 5th Grade: - Massacres of Native Americans	The HSS framework specifies: 6th, 7th: While the framework does not include a specific example for this grade level, the curriculum will accurately portray the cultural and racial diversity of our society including the contributions of various groups in the history of California and the United States, according to Fair Education Act 60040. 8th Grade: When studying westward expansion of 1800-1850, the plight of of Native Americans will be discussed.	The HSS framework specifies: 9th Grade: - Rwanda - Rohingya - Congo Free State Genocide - Uighur 10th Grade: - Armenian - Holocaust - Cambodia - Rwanda - Darfur - Communist regime famines (Ukraine) 11th Grade: - Holocaust from the American perspective 12th Grade: While the framework does not include a specific example for this grade level, the curriculum will accurately portray the cultural and racial diversity of our society including the contributions of various groups in the history of California and the United States, according to Fair Education Act 60040.
General Recommendations: - Model and set expectations of respect and value for all people, including our similarities and differences - Acknowledge and express there are a variety of viewpoints and teach civil discourse - Ensure multiple viewpoints are respectfully shared and included in balanced discussion and presentation using primary and secondary sources - Emphasize that slurs, harassment, discrimination and/or violence are unacceptable and illegal - Emphasize the importance of perspective and historical context when interpreting past events and issues - Refer students to trusted adults, including parents/guardians, community leaders, and others, in order to help them form their own opinions around potentially sensitive topics - Communicate with families regarding potentially sensitive topics in the curriculum so families can plan accordingly - Collaborate with colleagues for support around potentially sensitive topics - Understand that sensitive topics may arise at any time			

Topic Specific Recommendation:

- Staff should be aware of how images and accounts of genocide may be traumatic for students. The [United States Holocaust Memorial Museum](#) has guidelines for teaching the Holocaust that can be applied to other genocides (CA HSS Framework, CH 15).

General Staff Responses:

- Suggested pattern for responses to student inquiries: **CLARIFY** what the student is asking and provide a brief definition as needed
- Emphasize **RESPECT** for differences
- Refer to **FAMILY**
- “People have different opinions and experiences about that topic. It is important to be respectful of all people. I encourage you to talk with your family to form your own opinion.”
- “People have different ideas about _____. It is okay for us to have different ideas. I encourage you to talk with your family about it.”

If name-calling:

- “It is not okay to call someone names that insult them or make them feel bad. It can be hurtful when used as a put-down. Remember we encourage and treat all people with respect in our class and school.”

If using derogatory slurs:

- “It is not okay to use that term. It is hurtful. Using that term is not acceptable. Remember to use kind words in class and school.”

Topic: Immigration			
How the topic may be included in the curriculum within age bands:			
Primary (K-2)	Intermediate (3-5)	Middle (6-8)	High (9-12)
<u>The HSS framework specifies:</u> Kinder: - Celebrating historical American figures (Cesar Chavez) - References stories from Pakistan/Iqbal 1st Grade: - Life today and long ago, referencing cultural background. - Focus on "Cultural Literacy" There are many ways in which people, families, and cultural groups are alike despite their varied ancestry. 2nd Grade: - Why people move in the past and today; who moves and why - Students draw comparisons of their families and others. - Location influences decisions and livelihood. - Environment, economics, and social influences.	<u>The HSS framework specifies:</u> 3rd Grade: - What were people's experiences when they settled in California and the local region and how were they treated when they arrived - What was the impact of a new group who migrated or immigrated to their local community 4th Grade: - Immigration's (throughout our region's history) impact on indigenous culture - Various ethnicities of immigrants who came (continue to come) to CA for freedoms or better livelihoods/economics - Gold rush and expansion - opposition the immigrants faced 1965 Immigration Act, 1980 Refugee Act, Proposition 63, Proposition 187 - Contributions of immigrants from across the country and globe 5th Grade - Immigration from Europe, England, Ireland, Germany, Asia - Effects of the Great Irish Famine on immigration - Westward migration with a variety of people including Mormons	<u>The HSS framework specifies:</u> 6th Grade: - Diaspora- forced immigration - Religious persecution 7th Grade: - Diaspora- forced immigration - Forced migration of Africans/Slavery - Religious persecution 8th grade: - Gold Rush - building of transcontinental railroad, agricultural labor increased Chinese, Korean, Japanese, Filipino, Hindu, and Sikh immigration - Gold Rush - indentured servitude - Growth of enslaved peoples - Growth of cities - tenements, poverty - During nineteenth century urbanization, immigrants came to cities for economic opportunity - Settlement of Americans in northern Mexico and establishment of Republic of Texas - During nineteenth century immigrants from southern and eastern Europe, including labor conditions for these immigrants - Social, economic and political barriers of immigrants and citizens of Mexican ancestry - Chinese Exclusion Act (1882) - Immigration Act of 1917 - Establishment of Angel Island - Twentieth century tightening immigration restrictions	<u>The HSS framework specifies:</u> General: - Immigration in both the legal and illegal effect will be examined. This includes impacts on society, culture and economics. Its impact and influence on civilization and human dignity will be studied. 9th Grade: - Analyzing the effects of immigration on nations around the world. 10th Grade: - Anti-Semitism & diaspora - Mexico and U.S. complex relationship - Nationalism: Colonization/Imperialism, WWI, WWII, post-war & interwar periods 11th Grade: - Eastern and Southern European immigration during Industrialization - Asian immigration during Industrialization ie: Chinese Exclusion Act, Alien Land Act - Nativism during Progressive Era questioning whether all people could be fit for citizenship - Nationality quotas in 1924 to restrict immigration - Immigration policies during Imperialism - "American Open Door" Policy - Mexican Repatriation Program of the Great Depression - Filipino Repatriation Act of the Great Depression - Bracero Program of WWII - United Farm Workers movement and Farm Labor movement - Post-WWII to present government policies on immigration - Rise of refugees seeking asylum in the United States 12th Grade: - Economics: students analyze the effects of migration and immigration on both product and labor markets. - Government: Topics include immigration and refugee policies.

General Recommendations:

- Model and set expectations of respect and value for all people, including our similarities and differences
- Acknowledge and express there are a variety of viewpoints and teach civil discourse
- Ensure multiple viewpoints are respectfully shared and included in balanced discussion and presentation using primary and secondary sources
- Emphasize that slurs, harassment, discrimination and/or violence are unacceptable and illegal
- Emphasize the importance of perspective and historical context when interpreting past events and issues
- Refer students to trusted adults, including parents/guardians, community leaders, and others, in order to help them form their own opinions around potentially sensitive topics
- Communicate with families regarding potentially sensitive topics in the curriculum so families can plan accordingly
- Collaborate with colleagues for support around potentially sensitive topics
- Understand that sensitive topics may arise at any time

Topic-Specific Recommendations:

- Immigration is an issue which includes varying perspectives and opinions and can impact the study of immigration in an historical context.
- Acknowledge staff and students' personal experiences with all forms of immigration.

General Staff Responses:

- Suggested pattern for responses to student inquiries: **CLARIFY** what the student is asking and provide a brief definition as needed • Emphasize **RESPECT** for differences • Refer to **FAMILY**
- “People have different opinions and experiences about that topic. It is important to be respectful of all people. I encourage you to talk with your family to form your own opinion.”
- “People have different ideas about _____. It is okay for us to have different ideas. I encourage you to talk with your family about it.”

If name-calling:

- “It is not okay to call someone names that insult them or make them feel bad. It can be hurtful when used as a put-down. Remember we encourage and treat all people with respect in our class and school.”

If using derogatory slurs:

- “It is not okay to use that term. It is hurtful. Using that term is not acceptable. Remember to use kind words in class and school.”

Topic: Politics, Economic Theories, Media

How the topic may be included in the curriculum within age bands:

Primary (K-2)	Intermediate (3-5)	Middle (6-8)	High (9-12)
<u>The HSS framework specifies:</u> Kinder: - Framework discusses students need guidance in understanding the purpose of rules and laws and why government is necessary 1st Grade: - Framework discusses Economics: Goods and Services. - Help students develop those civic values that are important in a democratic society 2nd Grade: - Guiding Question: How does government work? - Government is a makeup of rules and laws. - Rules and laws are in homes, classrooms, schools, church, etc. - When rules break down, it leads to a broken system. - Role of the government - People's rights and responsibilities	<u>The HSS framework specifies:</u> 3rd Grade: - Indigenous cultures of the past and present (esp. land rights) - The lives of famous national and local Americans who took risks to secure freedoms - Local, community, and economic current events/issues 4th Grade: - Indigenous people's interactions with "newcomers" (non-native European explorers and settlers, United States Cavalry) - Early settlers' economies - Immigrating to California for economic reasons - Why Europeans came to California and how they changed the region - Missions - cultural intersection - Spanish/Mexican transition and influence - Expansion into the different centuries and development of statehood and government - Liquidation and redistribution of mission lands after 1823 - Role of citizens in politics - Labor unions, farm labor movement, civil rights in CA - During WWI increase of military bases in CA and defense industries critical to CA economy 5th Grade: - Concept of Manifest Destiny	<u>The HSS framework specifies:</u> 6th Grade: - Theories of how hominins evolved - Mesopotamian social hierarchy - Ancient Greece, Athens democracy compared with modern democracy - Economic systems of Athens and Sparta 7th Grade: - The Magna Carta- equality - Medieval economic revolution - East Asian trade among China, Japan and Korea - Effects of Columbian Exchange in Americas - Scientific Revolution 8th Grade: - Participation in process of government - Emergence of two-party system (Federalists and Democratic-Republicans) - Territorial expansion - Market Revolution (transition from pre-industrial economy to market-oriented economy) - Industrialization - Gilded Age/Progressive Era	<u>The HSS framework specifies:</u> General: - The change of politics, political parties and governmental systems will be examined. - All economic theories will be studied - The influence of media on economics and society will be examined 9th Grade: - Potential human conflicts with culture, geography and government policies 10th Grade: - Foundations of Western governments and democracy - Natural rights & Enlightenment - Capitalism & Marxism - Labor unions & rights of workers - Political revolutions - Nation-building - Globalization 11th Grade: - The formation of American Democracy with the institution of slavery - Evolution of Civil Rights laws from Reconstruction to present - The expansion of the role of the federal government - The stigma of women's appearance during the rise of advertising in the 1920's - The pro-business policies of the first half of the 20th century - Uneven distribution of wealth 1880-1945 - Limits on freedom of speech - LGBTQ+ rights - Women's rights and gender equality; gender gap - Effects of globalization on America, its citizens and businesses 12th Grade: - In the Government course, students discuss the role of politics in shaping our government and its policies. - Students look at the rights and responsibilities of being a citizen in a democracy. - Students may review major political and economic systems they learned in previous years as a comparison to democracy. - Students may discuss relationship between legislators and lobbyists.

	• Settlers competed amongst themselves for political control of the land • Native Americans' resistance to political authority • Economic competition and motives, including early explorers, alliances between tribes, market economy, and role of slavery in economies, role of tobacco in plantation economy • Diversity of North American social and political organization • Political factors contributing to the age of exploration • Importance of the Declaration of Independence in history and today • Articles of Confederation and central government • Economic aspects of the Constitution		• Principles of federalism • When studying the legislative branch, students explore labor law reform, economic policies, immigration policy, environmental protection laws, and antiterrorism legislation. • When studying the executive branch, students analyze presidential campaigns, handling of international crises, and presidential powers. • When studying the judiciary, students explore the process of selecting and confirming Supreme Court justices, Supreme Court and federal court decisions • Students may study current elections and campaigns; analyze proposed initiatives. • Students explore the role of media in American public life and analyze factual differences, bias, point of view of sources. • Students explore human rights, including international efforts to protect human rights. • Students analyze contemporary local, national, and international issues. • In the Economics course, how the federal government impacts the American economy (American market economy, mixed economy, government spending and taxes). • Labor markets including human capital, history of labor movement • Students can identify and analyze local economic challenges (housing, hunger, employment) • Macroeconomics • Globalization
General Recommendations: • Model and set expectations of respect and value for all people, including our similarities and differences • Acknowledge and express there are a variety of viewpoints and teach civil discourse • Ensure multiple viewpoints are respectfully shared and included in balanced discussion and presentation using primary and secondary sources • Emphasize that slurs, harassment, discrimination and/or violence are unacceptable and illegal • Emphasize the importance of perspective and historical context when interpreting past events and issues • Refer students to trusted adults, including parents/guardians, community leaders, and others, in order to help them form their own opinions around potentially sensitive topics • Communicate with families regarding potentially sensitive topics in the curriculum so families can plan accordingly • Collaborate with colleagues for support around potentially sensitive topics • Understand that sensitive topics may arise at any time			
Topic-Specific Recommendations: • Politics should be addressed from a non-biased perspective. • Acknowledge there are a variety of political ideologies. Do not assume students belong to any particular political affiliation. • Ask questions in a way that includes children from all types of political backgrounds. Be sensitive to family diversity and privacy.			

General Staff Responses:

- Suggested pattern for responses to student inquiries: **CLARIFY** what the student is asking and provide a brief definition as needed • Emphasize **RESPECT** for differences • Refer to **FAMILY**
- “People have different opinions and experiences about that topic. It is important to be respectful of all people. I encourage you to talk with your family to form your own opinion.”
- “People have different ideas about _____. It is okay for us to have different ideas. I encourage you to talk with your family about it.”

If name-calling:

- “It is not okay to call someone names that insult them or make them feel bad. It can be hurtful when used as a put-down. Remember we encourage and treat all people with respect in our class and school.”

If using derogatory slurs:

- “It is not okay to use that term. It is hurtful. Using that term is not acceptable. Remember to use kind words in class and school.”

Topic: Race, Ethnicity, National Origin			
How the topic may be included in the curriculum within age bands:			
Primary (K-2)	Intermediate (3-5)	Middle (6-8)	High (9-12)
<u>The HSS framework specifies:</u> Kinder: Framework discusses: • Historical figures including Cesar Chavez • Holidays and traditions • Patriotism/ Songs • Famous Americans 1st Grade: • Cultural Literacy: Focus on people from many places, cultures, and religions who live in the US and who have contributed to its richness. Through contemporary stories as well as folktales and legends, students discover the many ways in which people, families, and cultural groups are alike despite their varied ancestry. • Symbols, icons, and traditions of the US 2nd Grade: • Teach events over time (chronological thinking.) • Interview adults. • Discuss locations as it pertains to influences, lifestyles, and decisions. • Location of family of origin. • Label maps (countries, oceans, and other geography.) • Students will be introduced to the many people, ordinary and extraordinary, who have contributed to their lives and made a difference. • Staff may read biographies aloud as well as utilize biographies written at a variety of reading levels	<u>The HSS framework specifies:</u> 3rd Grade: • History of human-environment interaction (the way different people utilize regional ecosystems) • Students learn about local history (may involve violence against or between certain populations) • Cultural traditions newcomers and immigrants brought and continue to bring to California • Understand diverse communities, compare cultural traditions, and holidays • American heroes solving community problems and improving living conditions for workers • Indigenous cultures of the past and present 4th Grade: • Social Organization, beliefs and economics of CA Indians • Emphasis on ethnic, racial, gender role diversity in the role of CA development and today • Impact of the Gold Rush, statehood on Mexican and native groups • Migrant opposition and prejudice • European explorers, Spanish settlers, and Gold Rush's impact on indigenous peoples • Indigenous peoples' interactions with "newcomers" and American Indians in the CA missions • Foreign miners tax during Gold Rush • Chinese Exclusion Act of 1882; Gentlemen's Agreement in 1907; SB 670 - Apology Act for the 1930s Mexican Repatriation Program; Filipino Repatriation Act, 1935; Bracero Program, 1942 • Civil Rights activism: including Mendez v Westminster, 1947; Occupation of Alcatraz by CA Indians, 1969-1971 5th Grade: • Indentured servants from Africa (before slavery)	<u>The HSS framework specifies:</u> 6th Grade: • Judaism 7th Grade: • Devastation of Native Americans through Colonization • Anti-Semitism in the Middle Ages 8th Grade: • Roles of Native Americans • Trail of Tears • Compromises leading to the Civil War • Reconstruction practices: 13th, 14th, 15th amendments • <i>Plessy v Ferguson</i>, "Jim Crow Laws" • Connection between Reconstruction-era amendments and civil rights movement of 1960s • Rise of the Ku Klux Klan and other hate related groups • Enslaved individuals asserted African American culture • In the West there were diverse racial and ethnic backgrounds • During Gilded Age students may explore the prejudice against groups • American Indian wars, creation of reservation system, federal Indian boarding schools, re-allotment of Native lands	<u>The HSS framework specifies:</u> 9th Grade: • Rwanda Genocide, Apartheid, Israel-Palestine Conflict 10th Grade: • Motives of Imperialism • "White Man's Burden" • Eugenics • Immigration • Anti-Semitism • Israel-Palestine • Genocide: Cambodia, Rwanda, Darfur 11th Grade: • Chattel Slavery of the 18th century in US • Reconstruction and segregation brought on by Jim Crow laws post-Civil War • 13-15th Amendments that defined citizenship and laid the foundation for the Civil Rights Movement • The Harlem Renaissance • The Great Migration of African Americans from the South to the North • The Scottsboro Trial • The idea of "separate but equal" • How the idea of what makes someone an American has evolved over time • Rise of ethnocentrism in times of conflict • Civil rights movements based on various race and ethnicities • President Obama as the first African American President 12th Grade: • Civil Rights Act 1964, Various Supreme Court Cases i.e. Brown v Board of Education (segregation), Bakke v Regents (affirmative action), Fourteenth Amendment, Morton v

	• The war with Mexico led to the annexation of Western lands • Relations between colonists and American Indians • Westward migration brought diverse populations • Diverse groups of people whose lives transformed due to nation's growth		Mancari
General Recommendations: • Model and set expectations of respect and value for all people, including our similarities and differences • Acknowledge and express there are a variety of viewpoints and teach civil discourse • Ensure multiple viewpoints are respectfully shared and included in balanced discussion and presentation using primary and secondary sources • Emphasize that slurs, harassment, discrimination and/or violence are unacceptable and illegal • Emphasize the importance of perspective and historical context when interpreting past events and issues • Refer students to trusted adults, including parents/guardians, community leaders, and others, in order to help them form their own opinions around potentially sensitive topics • Communicate with families regarding potentially sensitive topics in the curriculum so families can plan accordingly • Collaborate with colleagues for support around potentially sensitive topics • Understand that sensitive topics may arise at any time			
Topic Specific Recommendations • Ask questions that include children from all races, ethnicities, and national origins. Be sensitive to family diversity and privacy. • It is important to understand the student's motivation behind the question or statement. • It is important to educate students and provide them with accurate information about the use of slang and derogatory slurs. See the Instructional Resources, such as Teaching Tolerance, for further support.			
General Staff Responses: • Suggested pattern for responses to student inquiries: CLARIFY what the student is asking and provide a brief definition as needed • Emphasize RESPECT for differences • Refer to FAMILY • “People have different opinions and experiences about that topic. It is important to be respectful of all people. I encourage you to talk with your family to form your own opinion.” • “People have different ideas about _____. It is okay for us to have different ideas. I encourage you to talk with your family about it.” If <u>name-calling</u>: • “It is not okay to call someone names that insult them or make them feel bad. It can be hurtful when used as a put-down. Remember we encourage and treat all people with respect in our class and school.” If using <u>derogatory slurs</u>: • “It is not okay to use that term. It is hurtful. Using that term is not acceptable. Remember to use kind words in class and school.”			

Topic: Religion			
How the topic may be included in the curriculum within age bands: *if nothing is specifically identified in the framework the topic may still present itself			
Primary (K-2)	Intermediate (3-5)	Middle (6-8)	High (9-12)
<u>The HSS framework specifies:</u> Kinder: - Discusses holidays, patriotism and patriotic songs 1st Grade: - Symbols, icons, and traditions of the United States. Life today and long ago. Focus on how these symbols provide a sense of identity for Americans and a sense of community across space. - Rights & responsibilities of citizens. Focus on fair play and good sportsmanship, respect for the rights and opinions of others and for the rules by which all must live. The focus on how to treat those who bully students perceived as different. 2nd Grade: - Families today and in the past: religious practices, games, stories, festivals, dress, manners, and morals of families of the past.	<u>The HSS framework specifies:</u> 3rd Grade: - American Indians of the local region will be authentically presented, including their tribal identity, social organization, and customs 4th Grade: - Indigenous religious beliefs including Shamanism, belief in spiritual healing - Compare diverse Californian's holiday traditions - Franciscan missionaries converting native people to Christianity - How native people combined Catholicism with their own belief systems 5th grade: - Role of religion in American Indian society - How the colonies were different from each other in each colony - Religions of the colonies Puritan, Catholic, Protestant, Quaker - Native American shamanism and animism - The Puritans' religion impacted every aspect of their lives and Puritan intolerance of religious dissent - Diversity of North American Indian religious traditions and spiritual traditions about people's relationship to the earth - Compare religious motives of countries that explored the U.S. and effects on American Indian culture	<u>The HSS framework specifies:</u> 6th Grade: - Theory of Evolution - Polytheism vs monotheism - Judaism, Hinduism (the only major religion in which God is worshipped in female form), Buddhism and Jainism, Christianity, Confucianism and Greek thought, Mithraism - Kings ruling as deities - Exile of Jewish people - Reincarnation 7th Grade: - Roles of missionaries in conversion of people- Buddhism and Christianity - Forced conversion - Religion of Islam, Hinduism, Shinto, Sikhism, Buddhism - Use of Biblical literature- Quran - Diaspora of the Jews - Religious persecution - Human sacrifice/Cannibalism - Scientific revolution vs Religious belief systems - How Mesoamerican religion changed over time - Renaissance - Reformation, Catholicism and Protestantism - Expansion of major world religions 8th Grade: - Religion and setting up the new government - Separation of Church and State - Some Americans moved west in search of religious freedom	<u>The HSS framework specifies:</u> General: - The wide spectrum of religions will be examined and their impact on social, cultural and economic systems. Additionally, the impact of Supreme Court cases and their relationship to civil liberties will also be discussed and studied. 9th Grade: - Role of religion in cultures throughout the world. 10th Grade: - Divine right of kings - Influence of Judeo-Christian ideas; morality and individual rights - Religious motive of Imperialism - Christian missionaries - Anti-Semitism - Genocide - Conflict between fundamentalist Islam and Western world - Religiosity; growth of religion, specifically Islam - Islamic extremism - Conflicts between religious orthodoxies and secularists - Head scarves & hijab 1st amendment rights in schools as it relates to religion 11th Grade: - Scopes Monkey Trial, Creationism vs. Evolution - Rise of Christian Conservatism 1980-2000 12th Grade: - The impact of Supreme Court cases and their relationship to civil liberties, like Engel v Vitale. - The role of religion in government and politics - Students explore the historical relationship between religion and government.

General Recommendations:

- Model and set expectations of respect and value for all people, including our similarities and differences
- Acknowledge and express there are a variety of viewpoints and teach civil discourse
- Ensure multiple viewpoints are respectfully shared and included in balanced discussion and presentation using primary and secondary sources
- Emphasize that slurs, harassment, discrimination and/or violence are unacceptable and illegal
- Emphasize the importance of perspective and historical context when interpreting past events and issues
- Refer students to trusted adults, including parents/guardians, community leaders, and others, in order to help them form their own opinions around potentially sensitive topics
- Communicate with families regarding potentially sensitive topics in the curriculum so families can plan accordingly
- Collaborate with colleagues for support around potentially sensitive topics
- Understand that sensitive topics may arise at any time

Topic Specific Recommendations:

- Be sensitive to family diversity, including traditions, religious practices, dress, manners and morals expected of family members.
- Do not assume students’ religious beliefs. Be sensitive to family values. Respect family and student privacy.
- Religion to be taught from an historical context.
- Ask questions in a way that includes children from all types of religious backgrounds.
- It is important to understand the student’s motivation behind the question or statement.
- It is important to educate students and provide them with accurate information about the use of slang and derogatory slurs. See the [Instructional Resources](#), such as Teaching Tolerance, for further support.

General Staff Responses:

- Suggested pattern for responses to student inquiries: **CLARIFY** what the student is asking and provide a brief definition as needed • Emphasize **RESPECT** for differences • Refer to **FAMILY**
- “People have different opinions and experiences about that topic. It is important to be respectful of all people. I encourage you to talk with your family to form your own opinion.”
- “People have different ideas about_____. It is okay for us to have different ideas. I encourage you to talk with your family about it.”

If name-calling:

- “It is not okay to call someone names that insult them or make them feel bad. It can be hurtful when used as a put-down. Remember we encourage and treat all people with respect in our class and school.”

If using derogatory slurs:

- “It is not okay to use that term. It is hurtful. Using that term is not acceptable. Remember to use kind words in class and school.”

Topic: Sexual Orientation, Gender Identity			
How the topic may be included in the curriculum within age bands:			
Primary (K-2)	Intermediate (3-5)	Middle (6-8)	High (9-12)
<u>The HSS framework specifies:</u> Kinder: While the framework does not include a specific example for this grade level, the curriculum will accurately portray the cultural and racial diversity of our society including the contributions of various groups in the history of California and the United States, according to Fair Education Act 60040. 1st Grade: While the framework does not include a specific example for this grade level, the curriculum will accurately portray the cultural and racial diversity of our society including the contributions of various groups in the history of California and the United States, according to Fair Education Act 60040. 2nd Grade: • Stories of a diverse collection of families including families with lesbian, gay, bisexual, or transgender parents and their children • Biographies of diverse individuals who made a difference	<u>The HSS framework specifies:</u> 3rd Grade: • Read a variety of American hero biographies 4th Grade: • Gay rights in CA from 1950s to 2000s, including US Supreme Court cases Hollingsworth v Perry and Obergefell v Hodges • Contributions of immigrants from across country and globe including Harvey Milk, first openly gay public official as SF Board of Supervisors in 1977 5th Grade: While the framework does not include a specific example for this grade level, the curriculum will accurately portray the cultural and racial diversity of our society including the contributions of various groups in the history of California and the United States, according to Fair Education Act 60040.	<u>The HSS framework specifies:</u> 6th Grade: While the framework does not include a specific example for this grade level, the curriculum will accurately portray the cultural and racial diversity of our society including the contributions of various groups in the history of California and the United States, according to Fair Education Act 60040. 7th Grade: While the framework does not include a specific example for this grade level, the curriculum will accurately portray the cultural and racial diversity of our society including the contributions of various groups in the history of California and the United States, according to Fair Education Act 60040. 8th Grade: • The enslaved African Americans developed a culture which included less restrictive norms around gender and sexuality • Some women who felt limited by gender, lived as men for more opportunities	<u>The HSS framework specifies:</u> 9th Grade: While the framework does not include a specific example for this grade level, the curriculum will accurately portray the cultural and racial diversity of our society including the contributions of various groups in the history of California and the United States, according to Fair Education Act 60040. 10th Grade: Holocaust (homosexuals were one of the groups persecuted) 11th Grade: • Urbanization allowed for anonymous relationships for both hetero- and homosexual citizens • Progressive movement called for acceptance or tolerance of men and women living outside of traditional hetero roles and relationships • Prohibition allowed LGBTQ+ to become more visible in the speakeasies • Contributions of gay people in WWII • Sexual revolution • How Lavender Scare of 1950s shaped policies and impacted the lives of many Americans • Civil rights of LGBTQ+ • Evolution of policies related to sexual orientation and gender identity including court cases 12th Grade: • Various Supreme Court Cases i.e. Lawrence v Texas 2003, Obergefell v. Hodges, 2015

General Recommendations:

- Model and set expectations of respect and value for all people, including our similarities and differences
- Acknowledge and express there are a variety of viewpoints and teach civil discourse
- Ensure multiple viewpoints are respectfully shared and included in balanced discussion and presentation using primary and secondary sources
- Emphasize that slurs, harassment, discrimination and/or violence are unacceptable and illegal
- Emphasize the importance of perspective and historical context when interpreting past events and issues
- Refer students to trusted adults, including parents/guardians, community leaders, and others, in order to help them form their own opinions around potentially sensitive topics
- Communicate with families regarding potentially sensitive topics in the curriculum so families can plan accordingly
- Collaborate with colleagues for support around potentially sensitive topics
- Understand that sensitive topics may arise at any time

Topic Specific Recommendations:

- When referring to gender identity/sexual orientation (as it naturally arises), be open to any gender and sexuality in any role. Emphasize respect and value for all people and their identities/ orientations. Be aware of stereotyping.
- Do not assume students' gender identity/fluidity (not identifying with a fixed gender) or the gender identity/fluidity of their family members. Do not assume students' sexual orientation or the sexual orientation of their family members. Respect student and family privacy.
- It is important to educate students and provide them with accurate information about the use of slang and derogatory slurs. See [Instructional Resources](#), such as *Best Practices for Serving LGBTQ+ Students*, for further support.
- If a student uses a LGBTQ+ term in a derogatory way, ask them if they know what it means. If they don't, give a short definition and explain how using that term in a derogatory way can be hurtful. Let them know they should not use it in that way.

General Staff Responses:

- Suggested pattern for responses to student inquiries: **CLARIFY** what the student is asking and provide a brief definition as needed
- Emphasize **RESPECT** for differences
- Refer to **FAMILY**
- "People have different opinions and experiences about that topic. It is important to be respectful of all people. I encourage you to talk with your family to form your own opinion."
- "People have different ideas about _____. It is okay for us to have different ideas. I encourage you to talk with your family about it."

If name-calling:

- "It is not okay to call someone names that insult them or make them feel bad. It can be hurtful when used as a put-down. Remember we encourage and treat all people with respect in our class and school."

If using derogatory slurs:

- "It is not okay to use that term. It is hurtful. Using that term is not acceptable. Remember to use kind words in class and school."

Understanding the Terminology by Age-Band*		
*For staff reference to be used to CLARIFY student inquiries when appropriate. Teaching these terms should not be initiated by RUSD staff.		
Term	Grades K-5	Grades 6-12 (and for staff reference)
Sexual Orientation	This term is not present in the elementary curriculum.	A person's sexual orientation is based on whether he or she is attracted to someone of a different sex, the same sex, or both sexes. (Source: <i>It's Elementary: Talking about Gay Issues in School</i>)
Heterosexual	This term is not present in the elementary curriculum.	A person who is romantically attracted to a person of the other gender. In other words, a man who is attracted to a woman or a woman who is attracted to a man. (Adapted from: <i>It's Elementary: Talking about Gay Issues in School</i>)
Gay	The word gay describes a man who loves another man or a woman who loves another woman. There are many types of love. This type of love is not the same as the love a person has for friends or siblings.	The word gay describes a man who is attracted to or has a romantic relationship with a man. Or, a woman who is attracted to or has a romantic relationship with a woman. This word is sometimes used just to refer to men. Women who are gay are also called "lesbians." A gay person might choose to have a romantic relationship with someone and share their home and have a family together. (Adapted from: <i>It's Elementary: Talking about Gay Issues in School</i>)
Lesbian	The word lesbian describes a woman who loves another woman. There are many types of love. This type of love is not the same as the love a person has for friends or siblings.	The word lesbian describes a woman who is attracted to or has a romantic relationship with a woman. (Adapted from: <i>It's Elementary: Talking about Gay Issues in School</i>)
Homosexual*	Another word for "gay" or "lesbian". (Source: <i>It's Elementary: Talking about Gay Issues in School</i>) *Note: Due to the potential negative connotation, Teaching Tolerance (Best Practices for Serving LGBTQ Students) recommends avoiding the use of this term.	Another word for "gay" or "lesbian." Usually used in medical or scientific references. (Source: <i>It's Elementary: Talking about Gay Issues in School</i>) *Note: Due to the potential negative connotation, Teaching Tolerance (Best Practices for Serving LGBTQ Students) recommends avoiding the use of this term.
Gender Identity	This term is not present in the elementary curriculum.	Whether a person sees themselves as a male or female, a blend of both or neither. (Adapted from: <i>Positive Prevention Plus, Grade 7</i>)
Gender	This term is not present in the elementary curriculum.	The male or female sex assigned at birth. (Source: <i>Positive Prevention Plus, Grade 7 and 9</i>)
LGBTQ+	This term is not present in the elementary curriculum.	An acronym for "lesbian, gay, bisexual, transgender, queer". Less often, the Q stands for "questioning". (Source: <i>Best Practices for Serving LGBTQ Students: A Teaching Tolerance Guide</i>)

Example Staff Responses to Student Inquiry*

*For staff reference to be used in response to student inquiries when appropriate. Teaching these terms should not be initiated by RUSD staff.

Question	Grades K-5	Grades 6-12
What does gay mean?	“The word gay describes a man who loves another man or a woman who loves a woman. People have different opinions about this. I encourage you to talk with your family about it.” As needed, to further clarify or in response to additional student inquiry: “There are many types of love. This type of love is not the same as the love a person has for friends or siblings.”	“A man who is attracted to or has a romantic relationship with a man. Or, a woman who is attracted to or has a romantic relationship with a woman. This word is sometimes used just to refer to men. Women who are gay are also called “lesbians.” A gay person might choose to have a special relationship with someone and share their home and have a family together. People have different opinions about this and being respectful of all people is important. I encourage you to talk with your family about it.”
What does lesbian mean?	“The word lesbian describes a woman who loves another woman. People have different opinions about this. I encourage you to talk with your family about it.” As needed, to further clarify or in response to additional student inquiry: “There are many types of love. This type of love is not the same as the love a person has for friends or siblings.”	“A woman who is attracted to or has romantic relationship with a woman. People have different opinions about this and being respectful of all people is important. I encourage you to talk with your family about it.”
What does homosexual mean?	“Homosexual is another word for “gay” or “lesbian”. There are different opinions about this term. Talking to your family about this is important. I encourage you to talk with them about it.”	“Homosexual is another word for “gay” or “lesbian”. Due to the potential negative use of this term, it may be best to use “gay” or “lesbian” instead. There are different opinions about this term. Talking to your family about this is important. I encourage you to talk with them about it.”
What is _____ (sexual orientation, heterosexual, gender identity, gender, LGBTQ)?	These terms are not present in the elementary curriculum.	Suggested pattern for all responses to student inquiries: ● CLARIFY what the student is asking and provide a brief definition as needed using terminology in the table above ● Emphasize RESPECT for differences ● Refer to FAMILY

Topic: Slavery, Forced Labor			
How the topic may be included in the curriculum within age bands:			
Primary (K-2)	Intermediate (3-5)	Middle (6-8)	High (9-12)
<u>The HSS framework specifies:</u> Kinder: - Framework discusses teaching about "important historical figures" as well as respect for the rights of others" and "Patriotism in American and World History" under the heading Learning and Working Together. Abraham Lincoln, may introduce the topic of slavery. Civil Rights may be discussed. 1st Grade: While the framework does not include a specific example for this grade level, the curriculum will accurately portray the cultural and racial diversity of our society including the contributions of various groups in the history of California and the United States, according to Fair Education Act 60040. 2nd Grade: - Framework discusses teaching about important people in history and their contributions	<u>The HSS framework specifies:</u> 3rd Grade: - Settler impact on American Indians of the local community; how the local community changed over time 4th Grade: - Indigenous people forced into labor roles in the Spanish missions and later Mexican ranchos - Indian Indenture Act of 1850 - People of African descent arriving in New World during slave trade - CA role in Compromise of 1850 - Escaped slaves in CA during Gold Rush 5th Grade: - Racist views of inequity contributed to the establishment of slavery - When studying settlement of the colonies, study of primary sources to clarify the slave trade and the institution of slavery - Northwest Ordinance of 1787 - When studying the American Revolution, consider the contradiction of the ideals of natural rights and slavery	<u>The HSS framework specifies:</u> 6th Grade: - Hebrews in Egypt - Sparta use of conquest and slave labor - Late Republic, Rome 7th Grade: - Slavery/Forced Labor in Rome, Americas, Medieval China, Medieval Europe, Ghana, Mali, Songhai - Slave Based Economy, Triangle of Trade 8th Grade: - Impact on Constitution including compromises (three-fifths rule of representation; slave importation clause; fugitive-slave clause) - Growing differences between North and South-Civil War - Northwest Ordinance - Missouri Compromise - Kansas-Nebraska Act - Ostend Manifesto - Dred Scott case - Lincoln-Douglas debates - John Brown raid on Harper's Ferry - Lincoln's inaugural addresses - Emancipation Proclamation - Gettysburg Address - Abolitionist movement - Life of a slave (slave auctions separating nuclear family) - Slave-based economy during nineteenth century (cotton gin, cash crops)	<u>The HSS framework specifies:</u> 9th Grade: - Apartheid 10th Grade: - Colonization; use of local or indigenous peoples to work in factories during Industrial Revolution and Imperialism as cheap labor - Paradox between slavery and individual rights through examining Enlightenment, abolitionist, and enslavement documents - Holocaust - forced labor in concentration camps - Forced labor camps of totalitarian regimes - Japanese Imperialism - Comfort women 11th Grade: - The inclusion of slavery in the American Democracy - The American perspective of forced labor in the Pacific Theater - American prisoners as slave laborers in WWII 12th Grade: 13th, 14th, and 15th Amendment, Jim Crow Laws.

General Recommendations:

- Model and set expectations of respect and value for all people, including our similarities and differences
- Acknowledge and express there are a variety of viewpoints and teach civil discourse
- Ensure multiple viewpoints are respectfully shared and included in balanced discussion and presentation using primary and secondary sources
- Emphasize that slurs, harassment, discrimination and/or violence are unacceptable and illegal
- Emphasize the importance of perspective and historical context when interpreting past events and issues
- Refer students to trusted adults, including parents/guardians, community leaders, and others, in order to help them form their own opinions around potentially sensitive topics
- Communicate with families regarding potentially sensitive topics in the curriculum so families can plan accordingly
- Collaborate with colleagues for support around potentially sensitive topics
- Understand that sensitive topics may arise at any time

General Staff Responses:

- Suggested pattern for responses to student inquiries: **CLARIFY** what the student is asking and provide a brief definition as needed • Emphasize **RESPECT** for differences • Refer to **FAMILY**
- “People have different opinions and experiences about that topic. It is important to be respectful of all people. I encourage you to talk with your family to form your own opinion.”
- “People have different ideas about _____. It is okay for us to have different ideas. I encourage you to talk with your family about it.”

If name-calling:

- “It is not okay to call someone names that insult them or make them feel bad. It can be hurtful when used as a put-down. Remember we encourage and treat all people with respect in our class and school.”

If using derogatory slurs:

- “It is not okay to use that term. It is hurtful. Using that term is not acceptable. Remember to use kind words in class and school.”

Topic: Socio-Economic Status			
How the topic may be included in the curriculum within age bands:			
Primary (K-2)	Intermediate (3-5)	Middle (6-8)	High (9-12)
<u>The HSS framework specifies:</u> Kinder: Framework Discusses: • "Neighborhood structures" under the heading Geography of the Neighborhood • "Common household items" under the heading Reaching out to Times Past 1st Grade: • Framework discusses students acquire a beginning understanding of economics such as goods and services • Students can understand what budgets are and can study how people spend their money • Develop skill of identifying the costs of their decisions 2nd Grade: • Economic literacy • Focus on consumers, producers, processors, distributors. • Complex interdependence among workers. • Links between homes, markets that supply food, workforce, and transportation.	<u>The HSS framework specifies:</u> 3rd Grade: • The impact on indigenous people, their resources, and land rights • American heroes solving community problems and improving living conditions for workers 4th Grade: While the framework does not include a specific example for this grade level, the curriculum will accurately portray the cultural and racial diversity of our society including the contributions of various groups in the history of California and the United States, according to Fair Education Act 60040. 5th Grade: • Civil Rights era	<u>The HSS framework specifies:</u> 6th Grade: • Early humans shared equal work, but as population grew, human social inequality appeared • Social hierarchy- Hammurabi's code and India's Caste system • Divide between wealthy and poor in the Roman Republic 7th Grade: • Social stratification of classes • Division of labor • Maya civilization rituals and temples 8th Grade: • Land owners/Business Tycoons/Progressive Era/Unionization • During early nineteenth century, reforms to improve lives of poor and provide opportunities • Gilded Age • Progressive Era, American reformers as advocates for poor, labor movement, changing role of government	<u>The HSS framework specifies:</u> 9th Grade: • Overpopulation, poverty, and access to healthcare. 10th Grade: • "Haves and have nots" - gap between rich and poor • Capitalism vs. Communism • Exploiting poor and middle class workers ◦ Factory workers and child laborers ◦ Limited education for child workers • Inequality among social classes - poor women and children had to work; wealthy did not and were educated • Causes and consequences of the Great Depression • Socio-economic status as a cause of fascist and communist revolutions • Global economy; US trade after WWI and WWII • Nation-building - impact on local communities; globalization 11th Grade: • Industrialization gives way to uneven distribution of wealth • The wage gap between genders/race over time including economic opportunities and ability for advancement • Government's impact on the economic gap • The manipulation of lower class by political bosses • New Deal and Great Society programs 12th Grade: • In the Economics course, how the federal government impacts the American economy (American market economy, mixed economy, government spending and taxes). • Labor markets including human capital, history of labor movement • Students can identify and analyze local economic challenges (housing, hunger, employment) • Macroeconomics • Globalization

General Recommendations:

- Model and set expectations of respect and value for all people, including our similarities and differences
- Acknowledge and express there are a variety of viewpoints and teach civil discourse
- Ensure multiple viewpoints are respectfully shared and included in balanced discussion and presentation using primary and secondary sources
- Emphasize that slurs, harassment, discrimination and/or violence are unacceptable and illegal
- Emphasize the importance of perspective and historical context when interpreting past events and issues
- Refer students to trusted adults, including parents/guardians, community leaders, and others, in order to help them form their own opinions around potentially sensitive topics
- Communicate with families regarding potentially sensitive topics in the curriculum so families can plan accordingly
- Collaborate with colleagues for support around potentially sensitive topics
- Understand that sensitive topics may arise at any time

General Staff Responses:

- Suggested pattern for responses to student inquiries: **CLARIFY** what the student is asking and provide a brief definition as needed • Emphasize **RESPECT** for differences • Refer to **FAMILY**
- “People have different opinions and experiences about that topic. It is important to be respectful of all people. I encourage you to talk with your family to form your own opinion.”
- “People have different ideas about _____. It is okay for us to have different ideas. I encourage you to talk with your family about it.”

If name-calling:

- “It is not okay to call someone names that insult them or make them feel bad. It can be hurtful when used as a put-down. Remember we encourage and treat all people with respect in our class and school.”

If using derogatory slurs:

- “It is not okay to use that term. It is hurtful. Using that term is not acceptable. Remember to use kind words in class and school.”

Topic: Tolerance Defined by the Museum of Tolerance as: (1) A fair and objective attitude toward those whose opinions and practices differ from one's own. (2) The commitment to respect human dignity.			
How the topic may be included in the curriculum within age bands:			
Primary (K-2)	Intermediate (3-5)	Middle (6-8)	High (9-12)
<u>The HSS framework specifies:</u> Kinder: - Framework refers to developing "historical empathy" under the heading Reaching out to times past. 1st Grade: - Understanding similarities and differences of people from various cultural backgrounds allows student to have increased awareness of the beliefs, customs, and traditions of others. - Rights & responsibilities of citizens. Focus on fair play and good sportsmanship, respect for the rights and opinions of others and for the rules by which all must live. Focus on how to treat those who bully students perceived as different. 2nd Grade - Students learn that they too can make a difference by engaging in service learning to improve their schools or communities	<u>The HSS framework specifies:</u> 3rd Grade: - Indigenous cultures of past and present - Non-native European explorers and settlers impact on indigenous culture and resources - Meanings of different cultural holidays, traditions, landmarks, and symbols - Discussing who the U.S. Constitution protects and how - American heroes solving community problems and improving living conditions for workers 4th Grade: - Civil rights movements in CA 5th Grade: - Puritans established a community that was intolerant of religious dissent - European explorers condemned Native Americans' traditions as savage/devilish - Forced removal of Native Americans from their lands - Study of primary sources to clarify conflicts between Native Americans and settlers - Voting Rights Act - Case law: integration	<u>The HSS framework specifies:</u> 6th Grade: - Multicultural tolerance of Persian Empire 7th Grade: - Religious intolerance, persecution, and exile - Religious tolerance in some empires and countries - Enlightenment 8th Grade: - Manifest Destiny inspired imperial ideology	<u>The HSS framework specifies:</u> 9th Grade: - Survey of World Religions to foster tolerance 10th Grade: - Genocide: Armenian, Holocaust, Cambodia, Rwanda, Darfur - Targeting of marginalized people throughout history: women, Jews, homosexuals, ethnic and religious minorities - Totalitarianism and state-sponsored persecution - Nazi Germany - Fascist Italy - Communist Russia and China - Civil Rights laws passed to protect specific groups 11th Grade: - Evolution of tolerance, including laws and policies created in response to institutionalized discrimination - Civil rights within the military - Civil rights and Social Justice movements of various ethnicities, genders, cultures - The Harlem Renaissance brought tolerance, but some organizations formed to oppose cultural shifts 12th Grade: - The practice of genuine tolerance and respect toward others as a key aspect of democratic forms of government.

General Recommendations:

- Model and set expectations of respect and value for all people, including our similarities and differences
- Acknowledge and express there are a variety of viewpoints and teach civil discourse
- Ensure multiple viewpoints are respectfully shared and included in balanced discussion and presentation using primary and secondary sources
- Emphasize that slurs, harassment, discrimination and/or violence are unacceptable and illegal
- Emphasize the importance of perspective and historical context when interpreting past events and issues
- Refer students to trusted adults, including parents/guardians, community leaders, and others, in order to help them form their own opinions around potentially sensitive topics
- Communicate with families regarding potentially sensitive topics in the curriculum so families can plan accordingly
- Collaborate with colleagues for support around potentially sensitive topics
- Understand that sensitive topics may arise at any time

Topic Specific Recommendations:

- Be sensitive to diversity.
- Do not assume students' beliefs. Be sensitive to family values. Respect family and student privacy.

General Staff Responses:

- Suggested pattern for responses to student inquiries: **CLARIFY** what the student is asking and provide a brief definition as needed • Emphasize **RESPECT** for differences • Refer to **FAMILY**
- “People have different opinions and experiences about that topic. It is important to be respectful of all people. I encourage you to talk with your family to form your own opinion.”
- “People have different ideas about_____. It is okay for us to have different ideas. I encourage you to talk with your family about it.”

If name-calling:

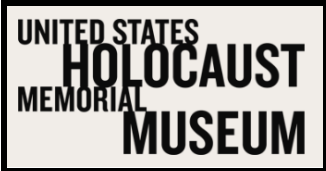
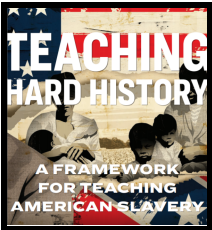
- “It is not okay to call someone names that insult them or make them feel bad. It can be hurtful when used as a put-down. Remember we encourage and treat all people with respect in our class and school.”

If using derogatory slurs:

- “It is not okay to use that term. It is hurtful. Using that term is not acceptable. Remember to use kind words in class and school.”

Instructional Resources

The websites listed below are a few instructional resources to support History and Social Science best practices, lessons, and professional learning.

TEACHING RESOURCES					
	Stanford History Education Group website provides free History resources for teachers and students including Think Like a Historian lessons and assessments		The Library of Congress website offers classroom materials and professional development to help teachers effectively use primary sources from the Library's vast digital collections in their teaching.		Teaching Tolerance website provides free resources for Kindergarten through 12th grade. Their program emphasizes social justice and anti-bias.
	The California History-Social Science Project website is a collaborative, statewide network of classroom teachers and university scholars dedicated to improving classroom instruction, student learning, and literacy.		The C3 Framework is a guide to help teachers strengthen their social studies program to include inquiry, enhance the rigor, build critical thinking and problem solving skills, and align academic programs to the Common Core State Standards.		Teaching Channel's website creates an environment where teachers can watch, share, and learn new techniques to help every student.
	Teachinghistory.org is designed to help K–12 history teachers access resources and materials to improve U.S. history education in the classroom.		Placer County Office of Education website provides History and Social Science Teaching Resources		Teaching Tolerance website provides resources and webinars around sensitive topics.
	The United States Holocaust Memorial Museum website provides education resources for classroom use - films, lesson plans, and curricular materials.		A Teaching Tolerance Framework and resource for teaching American slavery		A Teaching Tolerance Guide: Best practices for serving LGBTQ students in an inclusive school

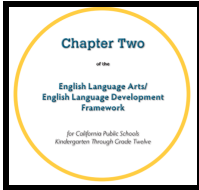


“The K-12 EEI Curriculum uses the environment as a context to help students learn science and history-social science. The curriculum is a model for educators to demonstrate how to integrate environmental literacy into classroom instruction.” -EEI



“Introduce your middle- and high-school students to a supercharged social studies curriculum. Big History Project is a free, online, and totally awesome social studies course that puts skills development and student engagement first. What can you expect to see? Amazing gains in student writing and critical thinking.” -BHP

STRUCTURED ACADEMIC CONTROVERSIES



Chapter two of the ELA/ELD Framework includes strategies and structures for engaging all students in academic conversations. (Pg 36-38)



Teaching Reading in the Content Areas: If Not Me, Then Who? This section of the book describes what the strategy of academic conversations are and how to use the strategy in the classroom.



Jeff Zwiers Website is focused on helping educators develop their practices and expand their sets of effective tools for diverse learners including tools for Constructive Conversations.



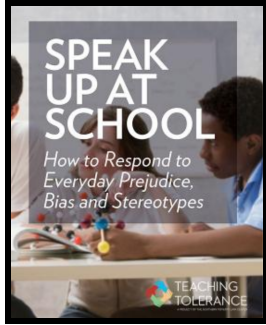
Facing History’s website provides pedagogy, classroom resources, professional development, coaching, and support equips teachers with the tools and strategies to help students become thoughtful, responsible citizens.



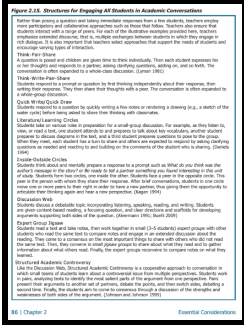
Teachinghistory.org provides a teaching guide for structured academic controversy for High School Students that shifts “the goal from winning classroom discussions to understanding alternative positions and formulating historical syntheses”.



Why We Need Controversy in Our Classrooms Article



Teaching Tolerance
 Speak Up Strategies is for educators who want to develop skills to speak up themselves and who want to help their students find the courage to speak up, too.



Structures for Engaging All Students in Academic Conversations from Chapter 2 in the Framework

Academic Conversation Skill	Academic Conversation Sample Prompts	Sample Responses
Identifying, rephrasing, questioning	Can you rephrase that? What does that mean? Can you clarify that point about...?	Yes, it means... I believe... That's important because...
Supporting data with evidence & evidence	What evidence do you have to support that? Can you provide evidence from the text? What evidence do you have to support that?	The evidence is... The evidence is... The evidence is...
Building on others' thinking/adding	Can you build on what they said? What do you think about that? Can you add to that?	I agree with... I think... I agree with...
Reasoning	How do you know that? What evidence do you have to support that? How do you know that?	I know because... I know because... I know because...
Understanding the point of discussion	What is the point of this discussion? What is the point of this discussion? What is the point of this discussion?	The point is... The point is... The point is...

Academic Conversation Question Stems

HSS FRAMEWORK

CHAPTER 2
 Instructional Practice for Kindergarten Through Grade Five

CHAPTER 9
 Instructional Practice for Grades Six Through Eight

CHAPTER 13
 Instructional Practice for Grades Nine Through Twelve

CHAPTER 20
 Access and Equity

ESTABLISHING NORMS



Article: The Science Behind Classroom Norming by Todd Finley



[RUSD Ground Rules for Sex Education](#)



EL Education website has resources and videos on how to create collaborative culture norms



The Center for Research on Learning and Teaching provides examples of classroom discussion guidelines.

Policies

Ed Code in the 2018 Adoption Toolkit History-Social Science Appendix
History-Social Science Education Code Requirements since 2009
FAIR Education Act (Senate Bill 48 [2011]) Education Code Section 60040 When adopting instructional materials for use in the schools, governing boards shall include only instructional materials which, in their determination, accurately portray the cultural and racial diversity of our society, including: (a) The contributions of both men and women in all types of roles, including professional, vocational, and executive roles. (b) The role and contributions of Native Americans, African Americans, Mexican Americans, Asian Americans, Pacific Islanders, European Americans, lesbian, gay, bisexual, and transgender Americans, persons with disabilities, and members of other ethnic and cultural groups to the total development of California and the United States. (Amended by Stats. 2011, Ch. 81, Sec. 4. Effective January 1, 2012.)
21st Century Skills (AB 1246 [2012]) Education Code Section 60207 (e) Each curriculum framework that the state board adopts shall describe, to the extent the state board deems appropriate, the manner in which content can be delivered to intentionally build all of the following skills into and across each content area: (1) Creativity and innovation, including, but not limited to, thinking creatively, working creatively with others, and implementing innovations. (2) Critical thinking and problem solving, including, but not limited to, reasoning effectively, using systems thinking, making judgments and decisions, and solving problems. (3) Collaboration, including, but not limited to, working effectively in diverse teams, adapting to change and being flexible, demonstrating initiative and self-direction, working independently, demonstrating productivity and accountability, and demonstrating leadership and responsibility. (4) Communication, including, but not limited to, communicating clearly and effectively through reading, writing, and speaking. (5) Construction and exploration of new understandings of knowledge through the integration of content from one subject area to another to provide pupils with multiple modes for demonstrating innovative learning. (Amended by Stats. 2013, Ch. 480, Sec. 3. Effective January 1, 2014.)
Financial Literacy (AB 166 [2013]) Education Code Section 51284 Concurrently with, but not prior to, the next revision of textbooks or curriculum frameworks in the social sciences, health, and mathematics curricula, the state board shall ensure that these academic areas integrate components of human growth, human development, and human contribution to society, across the life course, and also financial literacy, including, but not limited to, budgeting and managing credit, student loans, consumer debt, and identity theft security. (Amended by Stats. 2013, Ch. 135, Sec. 3. Effective January 1, 2014.)
Filipino-American contributions to the farm labor movement (AB 123 [2013]) Education Code Section 51008 The State Board of Education shall ensure that the state curriculum and framework, where appropriate, include instruction on Cesar Chavez and the history of the farm labor movement in the United States, and the role of immigrants, including Filipino Americans, in that movement, and that the state criteria for selecting textbooks include information to guide the selection of textbooks that contain sections that highlight the life and contributions of Cesar Chavez, the history of the farm labor movement in the United States, and the role of immigrants, including Filipino Americans, in that movement. (Amended by Stats. 2013, Ch. 476, Sec. 2. Effective January 1, 2014.)

Armenian Genocide (AB 1915/SB 1380 [2014]) Education Code Section 51226.2

(2) The Legislature encourages the department to incorporate into publications that provide examples of curriculum resources for teacher use those materials developed by publishers of nonfiction, trade books, and primary sources, or other public or private organizations, that are age appropriate and consistent with the subject frameworks on history and social science that deal with the Armenian, Cambodian, Darfur, and Rwandan genocides.

(b) (1) The Legislature encourages the incorporation of survivor, rescuer, liberator, and witness oral testimony into the teaching of human rights, the Holocaust, and genocide, including, but not limited to, the Armenian, Cambodian, Darfur, and Rwandan genocides.

(2) As used in this subdivision, “oral testimony” means the firsthand accounts of significant historical events presented in a format that includes, but is not limited to, in-person testimony, video, or a multimedia option, such as a DVD or an online video.

(c) The Legislature encourages all state and local professional development activities to provide teachers with content background and resources to assist them in teaching about civil rights, human rights violations, genocide, slavery, the Armenian Genocide, and the Holocaust.

(g) When the history-social science curriculum framework is revised as required by law, the Instructional Quality Commission shall consider including the Armenian, Cambodian, Darfur, and Rwandan genocides in the recommended history-social science curriculum framework.

(i) For purposes of this article, “Armenian Genocide” means the torture, starvation, and murder of 1,500,000 Armenians, which included death marches into the Syrian desert, by the rulers of the Ottoman Turkish Empire and the exile of more than 500,000 innocent people during the period from 1915 to 1923, inclusive. (Amended by Stats. 2016, Ch. 648, Sec. 1. Effective January 1, 2017.)

Filipino-American Contributions to WWII (AB 199 [2011]) Education Code Section 51221.3

(c) (1) The Legislature encourages the instruction required pursuant to subdivision (b) of Section 51220 to include instruction on World War II and the role of Filipinos in that war, consisting of an accurate history of the contributions of the Filipino American veterans who fought courageously in the United States Army for freedom and democracy in World War II under the leadership of General Douglas MacArthur.

(2) The Legislature encourages the instruction described in paragraph (1) to include a component drawn from personal testimony, especially in the form of oral or video histories of Filipinos who were involved in World War II and those men and women who contributed to the war effort on the homefront. The oral histories used as a part of the instruction regarding the role of Filipinos in World War II are encouraged to do all of the following:

(A) Exemplify the personal sacrifice and courage of the wide range of ordinary citizens who were called upon to participate and to provide intelligence for the United States.

(B) Contain the views and comments of their subjects regarding the reasons for their participation in World War II.

(C) Solicit comments from their subjects regarding the aftermath of World War II and the immigration of Filipinos to the United States.

(Amended by Stats. 2012, Ch. 211, Sec. 1. Effective January 1, 2013.)

Bracero Program (SB 993 [2012]) Education Code Section 51221.3

(d) (1) Instruction in the area of social sciences, as required pursuant to subdivision (b) of Section 51220, may include instruction on the Bracero program.

(2) The instruction described in paragraph (1) may include a component drawn from personal testimony, especially in the form of oral or video histories of individuals who were involved with the Bracero program. Oral histories used as part of the instruction regarding the Bracero program may do all of the following:

(A) Exemplify the economic and cultural effects of the Bracero program during and after World War II, including, but not limited to, its effects on the railroad system, agriculture, and immigration in California and the United States of America.

(B) Contain the views and comments of their subjects regarding the reasons for their participation in the Bracero program and their immigrant story, generally. (Amended by Stats. 2012, Ch. 211, Sec. 1. Effective January 1, 2013.)

Presidency of Barack Obama (AB 1912 [2014]) Education Code Section 33543

- (a) During the next revision of the history-social science curriculum framework, the commission shall consider including, and recommending for adoption by the state board, instruction on the election of President Barack Obama and the significance of the United States electing its first African American President, as appropriate.
- (b) The state board shall adopt, modify, or reject the curriculum framework recommended by the commission pursuant to subdivision (a).
- (Added by Stats. 2014, Ch. 286, Sec. 2. Effective January 1, 2015.)

Civic Learning and Voter Education (SB 897 [2014]) Education Code Section 33540

- (a) The state board and the department shall request that the commission review and revise, as necessary, the course requirements in the history-social science framework developed by the History-Social Science Curriculum Framework and Criteria Committee of the state board to ensure that minimum standards for courses in American government and civics include sufficient attention to teaching pupils how to interact, in a practical manner, with state and local governmental agencies and representatives to solve problems and to petition for changes in laws and procedures, and that the course requirements in the history-social science framework are also included in all history and social science courses and all grade levels, as appropriate.
- (b) Whenever the history-social science framework is revised as required by law, the commission shall do, as appropriate and based on the subject matter of the course, all of the following:
- (1) Receive input from civics learning experts, including civics education program providers, associations of civics educators, and organizations dedicated to research on civics learning, for purposes of integrating civics learning content, concepts, and skills, at all appropriate grade levels, with the standards established by the state board in core curriculum areas, as specified in Section 60605, as that section read on June 30, 2011, and Section 60605.8.
- (2) Consider how civics and history instruction, at all appropriate grade levels, includes, in addition to the acquisition of content knowledge, the application of that content to develop the competence and skills needed for civic engagement.
- (3) Ensure that voter education information is included in the American government and civics curriculum at the high school level, including, but not limited to, information on the importance of registering to vote in local, state, and federal elections, how to register to vote, both online and by mail, what the requirements are to register to vote, how to request an absentee ballot, how to fill out and return an absentee ballot, what to expect on election day, how to find a polling place, and where and how to access and understand the voter information pamphlet and other materials to become an informed voter.
- (4) Ensure the following historical documents are incorporated into the framework:
- (A) The Declaration of Independence.
 - (B) The United States Constitution, including the Bill of Rights.
 - (C) The Federalist Papers.
 - (D) The Emancipation Proclamation.
 - (E) The Gettysburg Address.
 - (F) George Washington's Farewell Address.
- (5) Consider incorporating the following historical documents into the framework:
- (A) The Magna Carta.
 - (B) The Articles of Confederation.
 - (C) The California Constitution.
- (6) Encourage instruction that promotes an understanding of the governments of California and the United States of America, including, but not limited to, the development of democracy and the history of the development of the United States Constitution.
- (Amended by Stats. 2014, Ch. 480, Sec. 1.5. Effective January 1, 2015.)

College, Career, and Civic Life (C3) Framework for Social Studies State Standards Education Code Section 33540 (c) It is the intent of the Legislature, for purposes of the history-social science framework that is revised any time after January 1, 2015, that the commission consider whether and how to incorporate the College, Career, and Civic Life (C3) Framework for Social Studies State Standards into that framework. (d) It is the intent of the Legislature, for purposes of only the history-social science framework that is revised after January 1, 2015, that the requirements imposed pursuant to paragraphs (1) to (3), inclusive, of subdivision (b) may be satisfied under the framework adoption procedures currently being used by the department as of January 1, 2015. (e) When the history-social science content standards are next revised after January 1, 2015, the state board shall consider incorporating the College, Career, and Civic Life (C3) Framework for Social Studies State Standards into the history-social science content standards. (Amended by Stats. 2014, Ch. 480, Sec. 1.5. Effective January 1, 2015.)
Cesar Chavez Education Code Section 51008 The State Board of Education shall ensure that the state curriculum and framework, where appropriate, include instruction on Cesar Chavez and the history of the farm labor movement in the United States, and the role of immigrants, including Filipino Americans, in that movement, and that the state criteria for selecting textbooks include information to guide the selection of textbooks that contain sections that highlight the life and contributions of Cesar Chavez, the history of the farm labor movement in the United States, and the role of immigrants, including Filipino Americans, in that movement. (Amended by Stats. 2013, Ch. 476, Sec. 2. Effective January 1, 2014.)
Non-Discrimination and Teaching About Religion Education Code Section 51500 A teacher shall not give instruction and a school district shall not sponsor any activity that promotes a discriminatory bias on the basis of race or ethnicity, gender, religion, disability, nationality, or sexual orientation, or because of a characteristic listed in Section 220. (Amended by Stats. 2012, Ch. 162, Sec. 35. Effective January 1, 2013.)
Education Code Section 51501 A teacher shall not give instruction and a school district shall not sponsor any activity that promotes a discriminatory bias on the basis of race or ethnicity, gender, religion, disability, nationality, or sexual orientation, or because of a characteristic listed in Section 220. (Amended by Stats. 2012, Ch. 162, Sec. 35. Effective January 1, 2013.)
Education Code Section 51511 Nothing in this code shall be construed to prevent, or exclude from the public schools, references to religion or references to or the use of religious literature, dance, music, theatre, and visual arts or other things having a religious significance when such references or uses do not constitute instruction in religious principles or aid to any religious sect, church, creed, or sectarian purpose and when such references or uses are incidental to or illustrative of matters properly included in the course of study. (Amended by Stats. 2001, Ch. 734, Sec. 33. Effective October 11, 2001.)
Education Code Section 51513 No test, questionnaire, survey, or examination containing any questions about the pupil's personal beliefs or practices in sex, family life, morality, and religion, or any questions about the pupil's parents' or guardians' beliefs and practices in sex, family life, morality, and religion, shall be administered to any pupil in kindergarten or grades 1 to 12, inclusive, unless the parent or guardian of the pupil is notified in writing that this test, questionnaire, survey, or examination is to be administered and the parent or guardian of the pupil gives written permission for the pupil to take this test, questionnaire, survey, or examination. (Added by Stats. 1995, Ch. 275, Sec. 4. Effective August 2, 1995.)

Education Code Before 2009 Referenced in the HSS Framework

Environmental Principles and Concepts Education Code Section 60041

When adopting instructional materials for use in the schools, governing boards shall include only instructional materials that accurately portray both of the following, whenever appropriate:

- (a) Humanity's place in ecological systems and the necessity for the protection of our environment.
- (b) The effects on the human system of the use of tobacco, alcohol, and narcotics and restricted dangerous drugs, as defined in Section 11032 of the Health and Safety Code, and other dangerous substances. (Amended by Stats. 2005, Ch. 581, Sec. 1. Effective January 1, 2006.)

The Great Irish Famine of 1845-1850 Education Code Section 51226.3[e]

Instructional materials for grades five and eight shall include a discussion of the Great Irish Famine of 1845–1850 and the effect of the famine on American history.

Martin Luther King, Jr. Education Code Section 60200.6

Instructional materials adopted pursuant to this chapter for the category of social science as specified in paragraph (5) of subdivision (a) of Section 60200 shall include information designed to instruct pupils on Dr. Martin Luther King, Jr., the civil rights movement, and contributions made by ethnic minority groups to the history of the United States. The state board shall ensure that the materials present the information in a manner consistent with the instruction provided in each grade level. The state board shall endeavor to see that this objective is accomplished in the evaluation of instructional materials for educational content. (Added by Stats. 1988, Ch. 86, Sec. 1.)

American Life and Patriotism Education Code Section 52720

In every public elementary school each day during the school year at the beginning of the first regularly scheduled class or activity period at which the majority of the pupils of the school normally begin the school day, there shall be conducted appropriate patriotic exercises. The giving of the Pledge of Allegiance to the Flag of the United States of America shall satisfy the requirements of this section. In every public secondary school there shall be conducted daily appropriate patriotic exercises. The giving of the Pledge of Allegiance to the Flag of the United States of America shall satisfy such requirement. Such patriotic exercises for secondary schools shall be conducted in accordance with the regulations which shall be adopted by the governing board of the district maintaining the secondary school. (Enacted by Stats. 1976, Ch. 1010.)

Education Code Section 60200.5

Instructional materials adopted under this chapter shall, where appropriate, be designed to impress upon the minds of the pupils the principles of morality, truth, justice, patriotism, and a true comprehension of the rights, duties, and dignity of American citizenship, and to instruct them in manners and morals and the principles of a free government. The State Board of Education shall endeavor to see that this objective is accomplished in the evaluation of instructional materials for educational content in appropriate subject areas. (Added by Stats. 1985, Ch. 918, Sec. 1.)

Standards for Evaluation of Instructional Materials with Respect to Social Content

Standards for Evaluation of Instructional Materials with Respect to Social Content (2013 Edition)	
Citations can be issued using the following standards (please cite the letter and number (e.g. A-1) on the Citation Form):	
A. Male and Female Roles—E.C. 50501, 60040(a), 60044(a)	1. Adverse reflection. Descriptions, depictions, labels, or rejoinders that tend to demean, stereotype, or patronize males or females because of their sex must not appear. 2. Equal portrayal. Instructional materials containing references to, or illustrations of, people must refer to or illustrate both sexes approximately evenly, in both number and degree of importance, except as limited by accuracy or special purpose. 3. Occupations. If professional or executive occupations, parenting, trades, or other gainful employment is portrayed, men and women should be represented equally. 4. Achievements. Whenever instructional material presents developments in history or current events or achievements in art, science, or any other field, the contributions of women and men should be represented in approximately equal numbers. 5. Mental and physical activities. An approximately equal number of male and female characters should be depicted in roles in which they are being mentally and physically active, being creative, solving problems, and experiencing success and failure in those roles. 6. Traditional and nontraditional activities. The number of traditional and nontraditional activities engaged in by characters of both sexes should be approximately even. 7. Emotions. A range of emotions (e.g., fear, anger, tenderness) should be depicted as being experienced by male and female characters. 8. Gender-neutral language. Such general terms as <i>people</i>, <i>men and women</i>, <i>pioneers</i>, and <i>they</i> should be used to avoid the apparent exclusion of females or males. 9. Parenting activities. Both sexes should be portrayed in nurturing roles with their families. The responsibility of parenting should be emphasized.
B. Ethnic and Cultural Groups—E.C. 50501, 60040(b), 60044(a)	1. Adverse reflection. Descriptions, depictions, labels, or rejoinders that tend to demean, stereotype, or patronize minority groups are prohibited. 2. Proportion of portrayals. Instructional materials containing references to, or illustrations of, people must portray accurately, to the extent possible, the roles and contributions of a fair proportion of diverse ethnic groups, especially those groups referenced in the statute (Section 60040 [b]). 3. Customs and lifestyles. When ethnic or cultural groups are portrayed, portrayals must not depict differences in customs or lifestyles as undesirable and must not reflect adversely on such differences. 4. Occupations. If professional or executive roles, trade jobs, or other gainful occupations are portrayed, majority and minority groups should be presented therein in fair proportion. 5. Socioeconomic settings. Minority persons should be depicted in the same range of socioeconomic settings as are persons of the majority group. 6. Achievements. Whenever developments in history or current events, or achievements in art, science, or other fields, are presented, the contributions of minority persons, particularly prominent minority persons, should be included and discussed when it is historically accurate to do so. 7. Mental and physical activities. Majority and minority group characters should be depicted in fair proportion in roles in which they are being mentally and physically active, being creative, solving problems, and experiencing success and failure in those roles. 8. Traditional and nontraditional activities. The portrayal of minority characters engaged in activities that have traditionally been viewed as typical of their culture should be balanced by portrayal of such characters engaged in other less traditionally recognized activities. 9. Root culture. Depiction of diverse ethnic and cultural groups should not be limited to the groups' root cultures (traditional activities associated with ancestral culture) but, rather, must include such groups in the mainstream of U.S. life and identify them as Americans

C. Sexual Orientation and Gender Identity– E.C. 50501, 60040(b), and 60044(a) 1. Adverse reflection. Descriptions, depictions, labels, or rejoinders that tend to demean, stereotype, or patronize individuals because of their sexual orientation or gender identity must not appear. 2. Achievements. Whenever developments in history or current events, or achievements in art, science, or other fields, are presented, the contributions of persons of gay, lesbian, or bisexual orientation, or transgender persons, particularly prominent persons, should be included and discussed when it is historically accurate to do so. 3. Proportion of portrayals. Instructional materials containing references to, or illustrations of, people must portray accurately, to the extent possible, the roles and contributions of a fair proportion of diverse sexual orientations and gender identities. 4. Roles. The presentation of persons of gay, lesbian, or bisexual orientation, or transgender identity, in instructional materials should not be significantly different from the portrayal of people of other sexual orientations and gender identities. 5. Emotions. Materials should not convey the impression that persons of gay, lesbian, or bisexual orientation, or transgender identity, are any different from other people in their emotions or their ability to love and be loved. 6. Socioeconomic settings. Persons of gay, lesbian, or bisexual orientation, or transgender identity, should be depicted in the same range of socio-economic settings as are people of other sexual orientations and gender identities.
D. Older Persons and the Aging Process–State Board of Education Policy, July 12, 1979 1. Adverse reflection. Descriptions, depictions, labels, or rejoinders that tend to demean, stereotype, or patronize older persons are prohibited. 2. Proportion of portrayals. Instructional materials containing references to, or illustrations of, usual human activities must include older persons except as limited by accuracy or special purpose. 3. Roles. The presentation of older persons in instructional materials should not be significantly different from the portrayal of people of other age groups except as is necessary to identify them as older persons. 4. Aging process. When appropriate, the aging process should be pictured as a continuous process spanning an entire lifetime.
E. People with Disabilities– E.C. 50501, 60040(b), 60044(a) 1. Adverse reflection. Descriptions, depictions, labels, or rejoinders that tend to demean, stereotype, or patronize disabled persons are prohibited. 2. Proportion of portrayals. Instructional materials that depict a broad range of human activities must include some representations of people with disabilities except as limited by special purpose or the need for accuracy. 3. Roles. The presentation of people with disabilities in instructional materials should not be significantly different from the portrayal of nondisabled persons except as is necessary to identify them as people with disabilities. 4. Emotions. Materials should not convey the impression that people with disabilities are any different from other people in their emotions or their ability to love and be loved. 5. Achievements. When developments in history or current events or achievements in art, science, or any other field are presented, the contributions of people with disabilities must be included when it is appropriate and historically accurate to do so.
F. Entrepreneur and Labor–E.C. 60040(c), 60044(a) 1. Adverse reflection. References or labels that tend to demean, stereotype, or patronize any persons engaged in any particular occupation or vocation, whether essentially entrepreneur, management, or labor, are prohibited. 2. Roles. Accurate reference should be made to the role and contribution of the entrepreneur and labor in the total development of California and the United States.
G. Religion–E.C. 50501, 60044(a) and Subsection (b) 1. Adverse reflection. No religious belief or practice may be held up to ridicule and no religious group may be portrayed as inferior. 2. Indoctrination. Any explanation or description of a religious belief or practice should be presented in a manner that does not encourage or discourage belief or indoctrinate the student in any particular religious belief. 3. Diversity. When religion is discussed or depicted, portrayals of contemporary American society should reflect religious diversity.
H. Ecology and the Environment–E.C. 60041(a) 1. Ecology. The interdependence of people and their environment should be represented. 2. Environmental protection. People’s responsibilities for creating and protecting a healthy environment should be emphasized. 3. Resource use. Wise use of natural resources should be encouraged. Instructional materials should never depict, encourage, or condone waste of resources except as necessary to illustrate a point.
I. Dangerous Substances–E.C. 60041(b) 1. Discouragement of use. The use of tobacco, alcohol, narcotics, or restricted dangerous drugs, except as prescribed by a physician, must not be glamorized or encouraged by illustrations or text. 2. Hazards of use. When references to, or illustrations of, the use of substances are included in other than an incidental manner, such as a passing reference to a character taking cough medicine or a classic short story referring to “father’s pipe,” the hazards of such use should be depicted or pointed out.

J. Thrift, Fire Prevention, and Humane Treatment of Animals and People–E.C. 60042

1. **Waste.** Waste must not be encouraged or glamorized.
2. **Fire hazards.** Unsafe practices and situations that constitute fire hazards must not be depicted (except for clarifying a point), condoned, or encouraged.
3. **Inhumane treatment.** Physical abuse of adults or children or violence against, or other inhumane or depraved treatment of, animals or people must not be depicted (except for clarifying a point), condoned, or encouraged.
4. **Thrift.** The practice of thrift should be encouraged through illustrations or text or both.
5. **Fire prevention.** Methods of fire prevention and fire safety rules in general should be explained and the use of such methods and rules encouraged through illustrations or text or both.
6. **Humane treatment.** Humane treatment of people and animals should be encouraged through illustrations and text. However, inhumane treatment that occurred in history (such as historical references to slavery or the Holocaust) should not be omitted or glossed over but should be depicted when it is appropriate to do so.

K. Declaration of Independence and Constitution of the United States–E.C. 60043

The standards apply only to instructional materials for social science, history, or civics classes.

1. **The Declaration of Independence should be presented.**
2. **The United States Constitution should be included.**

L. Brand Names and Corporate Logos–E.C. 60048 and 60200, State Board of Education “Guidelines,” January 13, 2000

1. **Use of any such depictions.** Instructional materials shall not contain illustrations of any identifiable commercial brand names, products, or corporate or company logos unless such illustrations are necessary to the educational purpose of the instructional material and that purpose cannot be achieved without using such illustrations, or unless such illustrations are incidental to a scene of a general nature (example: Times Square, New York City).
2. **Prominent use of any one depiction.** These exceptions aside, if a brand name, representation, or company logo is illustrated, prominence shall not be given to any one brand or company unless, in turn, such illustration is necessary to the educational purpose of the instructional material and that purpose cannot be achieved without using such illustration (example: a Coca Cola sign in a foreign country, demonstrating the social influence of American corporations abroad).

M. Nutrition and Physical Activity–State Board of Education Policy, May 8, 2013

1. **Variety of opportunities.** A variety of opportunities should be available for students to learn about good nutrition and exercise so that they attain optimal physical and mental development.
2. **Reinforcement through illustrations and content.** Instructional materials should appropriately reinforce through illustrations and content the benefits of consuming nutritious foods and exercising regularly. Illustrations of foods should emphasize the selection of a variety of nutritious foods that are low in fat, salt, and sugar and high in fiber. Depictions of foods that are of low nutritional value should be minimized.

RTPA Article XV

ARTICLE XV ACADEMIC RIGHTS AND RESPONSIBILITIES

1. The interests of the students are served through the open exchange of ideas and positions which include popular and unpopular views. Bargaining unit members may include controversial issues and material as provided by courses of study and within the scope of the law.

(a) Bargaining unit members shall provide balanced presentations regarding a range of points of view concerning controversial issues.

(b) In dealing with controversial issues as part of the curriculum, bargaining unit members may express their own opinions or points of view, so long as they indicate clearly that it is a personal opinion and, while being valid for the unit member, may not be valid for others.

RUSD Board Policy [6144](#) Sensitive Issues

The Board of Trustees recognizes that the district's educational program may sometimes include instruction related to sensitive issues that may arouse strong reactions based on personal values and beliefs, political philosophy, culture, religion, or other influences. Instruction concerning such topics shall be relevant to the adopted course of study and curricular goals and should be designed to develop students' critical thinking skills, ability to discriminate between fact and opinion, respect for others, and understanding and tolerance of diverse points of view.

(cf. 6141.2 - Recognition of Religious Beliefs and Customs)
(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction) (cf. 6142.3 - Civic Education)
(cf. 6142.8 - Comprehensive Health Education) (cf. 6142.94 - History-Social Science Instruction) (cf. 6143 - Courses of Study)

The Board expects administrators and teachers to exercise professional judgment when deciding whether or not a particular issue is suitable for study or discussion. They shall consult with the Superintendent or designee as necessary to determine the appropriateness of the subject matter, guest speakers, and/or related instructional materials or resources, and possible communication with families.

(cf. 6141 - Curriculum Development and Evaluation)
(cf. 6161.1 - Selection and Evaluation of Instructional Materials) (cf. 6161.11 - Supplementary Instructional Materials)

When providing instruction related to a sensitive issue, the following guidelines shall apply:

1. The topic shall be suitable to the age and maturity of the students.
2. Instruction shall be presented in a balanced manner, addressing all sides of the issue without bias or prejudice and without promoting any particular point of view.
3. In the classroom, teachers act on behalf of the district and are expected to follow the adopted curriculum. In leading or guiding class discussions about issues that may be sensitive, a teacher may not advocate his/her personal opinion or viewpoint. When necessary, the Superintendent or designee may instruct teachers to refrain from sharing personal views in the classroom on sensitive topics.
4. Students shall be assured of their right to form and express an opinion without jeopardizing their grades or being subject to discrimination, retaliation, or discipline, provided the viewpoint does not constitute harassment, threats, intimidation, or bullying or is otherwise unlawful.

(cf. 5022 - Student and Family Privacy Rights)
(cf. 5121 - Grades/Evaluation of Student Achievement) (cf. 5145.2 - Freedom of Speech/Expression)
(cf. 6145.5 - Student Organizations and Equal Access)

5. Students shall be informed of conduct expected during such instruction and the importance of being courteous and respectful of the opinions of others.

(cf. 5131 - Conduct) (cf. 5131.2 - Bullying)
(cf. 5137 - Positive School Climate)

6. Adequate factual information shall be provided to help students objectively analyze and evaluate the issue and draw their own conclusions.
7. The instruction shall not reflect adversely upon persons because of their race, ethnicity, national origin, sex, sexual orientation, gender identity or expression, disability, religion, or any other basis prohibited by law.

(cf. 0410 - Nondiscrimination in District Programs and Activities) (cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.9 - Hate-Motivated Behavior)

8. The subject matter of the instruction shall not otherwise be prohibited by state or federal law.

When a guest speaker is invited to make a presentation related to a sensitive issue, the Superintendent or designee shall notify him/her of this policy and the expectations and goals regarding the instruction. If the guest speaker is presenting only one point of view on an issue, the teacher shall be responsible for ensuring that students also receive information on opposing viewpoints.

(cf. 6145.8 - Assemblies and Special Events)

9. When required by law, such as in regards to comprehensive sexual health and HIV prevention education, parents/guardians shall be notified prior to instruction that they may request in writing that their child be excused from the instruction. Students whose parents/guardians decline such instruction may be offered an alternative activity of similar educational value.

10. Rocklin Unified School District complies with Senate Bill 48 known as the Fair Act. A syllabus of topics taught in History-Social Science for each grade/course shall be shared with families at the beginning of the school year. Parents/guardians wanting more information about the instruction of when specific content will be taught may communicate directly with school staff, and shall receive a response including the intended day the material is to be taught.

A student or parent/guardian with concerns regarding instruction about sensitive issues may communicate directly with the teacher or principal and/or use appropriate district complaint procedures.

(cf. 1312.1 - Complaints Concerning District Employees) (cf. 1312.2 - Complaints Concerning Instructional Materials)

Legal Reference:

EDUCATIONC
ODE
220 Prohibition of discrimination
48950 Freedom of speech
51204.5 Prescribes inclusion of the contributions of various groups in the history of California and the United States 51240
Excuse from health instruction due to religious beliefs
51500 Prohibited instruction or activity
51510 Prohibited study or supplemental materials
51511 Religious matters properly included in courses of study
51513 Materials containing questions about beliefs or practices
51530 Prohibition and definition regarding advocating or teaching communism with intent to indoctrinate
51930-51939 California Healthy Youth Act; comprehensive sexual health and HIV prevention education
60040 Portrayal of cultural and racial diversity
60044 Prohibited instructional
materials 60045 Criteria for
instructional materials

COURT DECISIONS
Johnson v. Poway Unified School District, (2011) 658 F.3d 954 (9th Cir.)
Mayer v. Monroe County Community School Corporation, (2007) 474 F.3d 477 (7th Cir.)
Garcetti v. Ceballos, (2006) 547 U.S. 410

Policy ROCKLIN UNIFIED SCHOOL DISTRICT
adopted: November 1, 2000 Rocklin, California
revised: June 12, 2019

HSS Framework

[Executive Summary of the HSS Framework](#)

[K-5 HSS Parent Guardian Overview Brochure](#)

[6-8 HSS Parent Guardian Overview Brochure](#)

[9-12 HSS Parent Guardian Overview Brochure](#)

HSS Framework – Whole Document

[2016 History-Social Science Framework](#) (PDF; 11MB) (Note: this is a large file, allow time to load or save the file to your computer before opening.)

HSS Framework – By Chapter

[Table of Contents](#) (PDF)

[Chapter 1: Introduction](#) (PDF)

[Chapter 2: Instructional Practice for Kindergarten through Grade Five](#) (PDF)

[Chapter 3: Kindergarten – Learning and Working Now and Long Ago](#) (PDF)

[Chapter 4: Grade One – A Child’s Place in Time and Space](#) (PDF)

[Chapter 5: Grade Two – People Who Make a Difference](#) (PDF)

[Chapter 6: Grade Three – Continuity and Change](#) (PDF)

[Chapter 7: Grade Four–California: A Changing State](#) (PDF)

[Chapter 8: Grade Five – United States History and Geography: Making a New Nation](#) (PDF)

[Chapter 9: Instructional Practice for Grades Six through Eight](#) (PDF)

[Chapter 10: Grade Six – World History and Geography: Ancient Civilizations](#) (PDF)

[Chapter 11: Grade Seven – World History and Geography: Medieval and Early Modern Times](#) (PDF)

[Chapter 12: Grade Eight – United States History and Geography: Growth and Conflict](#) (PDF)

[Chapter 13: Instructional Practice for Grades Nine through Twelve](#) (PDF)

[Chapter 14: Grade Nine – Elective Courses in History–Social Science](#) (PDF)

[Chapter 15: Grade Ten – World History, Culture, and Geography: The Modern World](#) (PDF)

[Chapter 16: Grade Eleven – United States History and Geography: Continuity and Change in Modern United States History](#)(PDF)

[Chapter 17: Grade Twelve – Principles of American Democracy \(One Semester\)](#) (PDF)

[Chapter 18: Grade Twelve – Principles of Economics \(One Semester\)](#) (PDF)

[Chapter 19: Assessment of Proficiency in History–Social Science](#) (PDF)

[Chapter 20: Access and Equity](#) (PDF)

[Chapter 21: Instructional Strategies](#) (PDF)

[Chapter 22: Professional Learning](#) (PDF)

[Chapter 23: Criteria for Evaluating Instructional Materials: Kindergarten Through Grade Eight](#) (PDF)

[Appendices](#) (PDF)

[Works Cited](#) (PDF)

[Selected Primary Sources](#) (PDF)

Note: one of the primary sources is the essay, ["Why Teach Economics in the Kindergarten through Twelfth Grade?"](#) by Jim Carkins.