

# 2018 Adoption Toolkit

## History-Social Science



Curricular and Improvement Support Committee (CISC)

CALIFORNIA COUNTY SUPERINTENDENTS

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# Foreword

*On behalf of the County Superintendents of the State of California, we are pleased to introduce the 2017-18 History-Social Science Adoption Toolkit developed by the History-Social Science Subcommittee of the Curricular Improvement and Support Committee. The History-Social Science Adoption Toolkit offers a clear, data-driven process for reviewing instructional materials to help district personnel make informed, objective recommendations to local Boards of Education to best meet student needs.*

*The California County Superintendents is an organization consisting of the county superintendents of schools from the 58 California counties working in partnership with the California Department of Education.*

*The Curricular and Improvement Support Committee (CISC) is a subcommittee of the California County Superintendents and consists of county office assistant superintendents focusing on curriculum, instruction, assessment, and professional development. The county superintendents of California are pleased to provide support to California schools for the History-Social Science instructional materials selection process.*

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# Acknowledgments

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# Introduction

## ■ History-Social Science Framework for California Public Schools: Kindergarten Through Grade Twelve

In July 2016, the California State Board of Education adopted an updated History-Social Science Framework for California Public Schools: Kindergarten Through Grade Twelve. Though the 1998 California History-Social Science Standards have not been revised, the updated framework provides a number of instructional strategies, new course descriptions, appendices, classroom examples and vignettes to guide instruction. Like curriculum frameworks of other subject areas, it also includes chapters on assessment, universal access, and professional learning. A number of Education Code requirements enacted in recent years are also included. The Framework centers on four key themes, as described below.

### **“Content. Inquiry. Literacy. Citizenship.**

This framework guides educators as they design, implement, and maintain a coherent course of study to teach content, develop inquiry-based critical thinking skills, improve reading comprehension and expository writing ability, and promote an engaged and knowledgeable citizenry in history and the related social sciences.

The subject areas covered in this framework offer students the opportunity to learn about the world and their place in it, think critically, read, write, and communicate clearly. History, civics and government, geography, and economics are integral to the mission of preparing California’s children for college, careers, and civic life. These disciplines develop students’ understanding of the physical world, encourage their participation in our democratic system of government, teach them about our past, inform their financial choices, and improve their ability to make reasoned decisions based upon evidence. Moreover, these disciplines play a vital role in the development of student literacy because of a shared emphasis on text, argumentation, and use of evidence.”

California Department of Education (2016)  
History-Social Science Framework for California Public Schools:  
Kindergarten through Grade Twelve (Introduction)

## ■ Key Themes of History-Social Science Instruction

### *Instruction focuses on...*

- **Content**

“The framework and standards encourage students to learn about their worlds from local to global perspectives in a deliberate and careful sequence and to develop thematic and conceptual understandings that span from the local to the global. Along the way, students engage with questions and topics of disciplinary and conceptual significance rather than learn to memorize discrete pieces of information that do not appear to connect to broader issues.”

- **Inquiry**

“Since the adoption of California’s History–Social Science Standards in 1998, our state has recognized the importance of inquiry-based disciplinary understanding in the social studies classroom. The Historical and Social Science Analysis Skills highlight the importance of chronological and spatial thinking; research, evidence, and point of view; and historical interpretation, organized in three separate but related grade spans: K-5, 6-8, and 9-12. Embedded within these grade spans are discrete skills, vital for student learning, critical thinking, and literacy, such as understanding relationships between events, chronological understanding, understanding perspective and bias, and corroboration.”

- **Literacy**

“Learning how to read and write in the content areas is critical to overall student literacy development. Indeed, it is the particular kind of reading and writing involved in history–social sciences that will be most relevant to students’ daily lives as they mature and learn to craft argumentative essays in college or develop the skillset necessary for careers now and in the future. Text-based disciplines, such as history, demand student proficiency in content-specific informational text. Studying these disciplines entails vocabulary, reading, writing, and discourse patterns that are difficult for students. Literacy and language, along with positive dispositions toward learning and breadth of exposure as readers and viewers to extraordinary literary and informational text and other media, enable students to access the thinking of others—their knowledge, perspectives, questions, and passions—and to share, ponder, and pursue their own.”

- **Citizenship**

“As educators, we want our students to perceive the complexity of social, economic, and political problems. We want them to be able to both comprehend and evaluate an argument and develop their own interpretations supported by relevant evidence. We want them to have the ability to differentiate between what is important and what is unimportant. We want them to know their rights and responsibilities as American citizens, and have both the capacity and willingness to participate in our democratic system of government. We want them to understand the meaning of the Constitution as a social contract that defines our democratic government and guarantees our individual rights. We want them to respect the right of others to differ with them. We want them to take an active role as citizens and to know how to work for change in a democratic society.”

California Department of Education (2016)  
History-Social Science Framework for California Public Schools:  
Kindergarten through Grade Twelve (Introduction)

## ■ The History-Social Science Instructional Materials Adoption Process

The 2017 History-Social Science instructional materials adoption was conducted under the authority of [Article IX, Section 7.5, of the California Constitution](#) and in accordance with the applicable provisions of the California Education Code and the California Code of Regulations, Title 5. State law describes the process for the adoption of K–8 instructional materials and the requirement that submitted materials be evaluated for consistency with the SBE-adopted academic content standards and evaluation criteria.

## ■ Implementation of Instructional Materials Not Adopted by California

According to the California Department of Education:

<https://www.cde.ca.gov/ci/rl/im/implementofimsnotadopt.asp>

*Pursuant to California Education Code (EC) Section 60210, a school district may utilize instructional materials not adopted by the SBE, so long as the materials are aligned to state standards and a majority of the participants of any review process conducted by the district are classroom teachers who are assigned to the subject area or grade level of the materials being reviewed.*

*Additionally, the district must ensure that instructional materials comply with the state laws and regulations for social content. Instructional materials must meet EC Sections 60040–60045 as well as the SBE guidelines in the Standards for Evaluating Instructional Materials for Social Content. These laws and the SBE guidelines require that instructional materials used in California public schools reflect California’s multicultural society, avoid stereotyping, and contribute to a positive learning environment. Instructional materials that are adopted by the SBE meet the social content requirements. If a district is not purchasing state-adopted instructional materials, the district must ensure that the review for social content review is done at the state or local level. Information about the review process and the CDE’s searchable database can be found on the CDE Social Content Review Web page at [Social Content Review](#).*

It is important to note that since the last state history-social science adoption in 2005, a number of state laws, instituted in the California Education Code address topics and issues specific to history-social science instruction. Again, history-social science instructional materials adopted by the State Board of Education for grades K-8 meet these requirements. It is incumbent upon school districts to comply with California Education Code requirements when selecting instructional materials not adopted by the state. A list of History-Social Science Education Code requirements can be found in the Appendix.

## ■ Instructional Materials Sufficiency

According to the California Department of Education:

<https://www.cde.ca.gov/ci/rl/im/implementofimsnotadopt.asp>

*In selecting new instructional materials, a district must remain vigilant in its compliance with EC Section 60119, commonly known as Williams for instructional materials sufficiency. This law in part requires that every pupil in the school district has sufficient textbooks or instructional materials, or both, that are consistent with the content and cycles of the curriculum framework and aligned to the SBE-adopted content standards adopted. All students must have access to the materials both in the classroom and to take home.*

If using materials from more than one source to provide content aligned to the SBE-adopted standards, a district should develop a curriculum map to identify the materials which will provide complete coverage of the standards. Such documentation is important for determining whether or not the district is in compliance with EC Section 60119 by having actual instructional materials, print and or digital, and that they in fact are aligned to the content standards and consistent with the content and cycles of the curriculum framework adopted by the SBE.

For more information please visit the CDE's Instructional Materials Frequently Asked Questions Web page at [Instructional Materials FAQs](#).

## ■ The History-Social Science Instructional Materials Adoption Toolkit

This History-Social Science Adoption Toolkit is designed to facilitate the selection of publisher programs, supplemental materials for instruction, and/or teacher-created units of study to meet the goals of the 1998 California History-Social Science Content Standards and the 2016 California History-Social Framework. Although the State Board of Education does not officially recommend materials for grades nine through twelve, it is appropriate for districts to use this History-Social Science Adoption Toolkit when adopting new materials for these grade levels.

For the purpose of understanding the use of this toolkit, the term “program” may refer to a state-adopted publisher program, supplemental materials, or teacher-created units of study.

## ■ Overview of the Toolkit Sections

The History-Social Science Adoption Toolkit is organized into five sections that will guide districts through the program selection process. A flowchart outlining each of these five sections is found on page 5. For your convenience, each section includes at-a-glance overviews to assist in planning. Additional information and support are included in the Resources section.

The five sections are:

- [Section 1: Develop the District Lens](#)  
*Purpose: To determine program type(s) for adoption*
- [Section 2: Investigate Integration and Alignment](#)  
*Purpose: To determine which programs will move forward in the adoption process*
- [Section 3: Review Program Components](#)  
*Purpose: To make program recommendations*
- [Section 4: Determine Optional Program Review Tasks](#)  
*Purpose: To determine and conduct additional program review*
- [Section 5: Make a Decision](#)  
*Purpose: To come to consensus and make a decision*

## Overview of Toolkit Sections

### Section 1

#### Develop the District Lens

*Purpose: To determine program for adoption*

*Time: 3–4 hours*

##### Action Steps

- 1.1 Examine the Current Data in History-Social Science
- 1.2 Examine the Current Reality in History-Social Science
- 1.3 Determine the Grade Span(s) Program Options for Adoption

### Section 2

#### Investigate Integration and Alignment

*Purpose: To determine which program will move forward in the adoption process*

*Time: 6–8 hours*

##### Action Steps

- 2.1 Determine small group configuration for deeper study
- 2.2 Browse the Programs: The Big Picture
- 2.3 Explore Integration of Key Concepts
- 2.4 Select and Trace Identified Standards and Skills
- 2.5 Narrow the Field

### Section 3

#### Review Program Components

*Purpose: To make program recommendations*

*Time: 8–12 hours depending on number of programs under consideration*

##### Action Steps

- 3.1 Browse the Ancillary Materials: The Big Picture
- 3.2 Complete Program Criteria Reflection Charts
- 3.3 Narrow Program Choices

### Section 4

#### Determine Optional Program Review Tasks

*Purpose: To determine and conduct additional program review*

*Time: Varies*

##### Action Steps

- 4.1 Optional Program Review Choices
- 4.2 Conduct Additional Program Review

### Section 5

#### Make a Decision

*Purpose: To come to a consensus and make a decision*

*Time: 3–4 hours for each program*

##### Action Steps

- 5.1 Prepare for Decision-making Process
- 5.2 Compile and Review Data
- 5.3 Determine Level of Support for Each Program
- 5.4 Discuss and Cite Evidence
- 5.5 Work Toward Consensus
- 5.6 Examine Other Considerations
- 5.7 Fall-back Decision-Making Option

## ■ Using the Adoption Toolkit

1. Identify an adoption committee facilitator.
2. Assemble an adoption committee. Potential members should have knowledge and expertise in the History-Social Science Standards, Framework, and research base. It is suggested that the adoption committee include representation from the following:
  - » Teachers and Administrators
  - » Grade-span expertise: K–2, 3–5, 6–8, 9–12
  - » Balance of representation from school sites
  - » History-Social Science expertise
  - » ELA/Literacy expertise
  - » ELD expertise
  - » Assessment expertise
  - » Instructional technology expertise
  - » Special Education expertise
  - » Parents
3. Plan Timeline and Logistics
  - » Following Section One, contact publishers for all programs to be reviewed. Include requests for teacher editions, student editions, and all ancillary materials. Ascertain the exact materials that will be included in each package.
  - » Establish adoption timeline.
  - » Set dates and times for Toolkit meetings.
  - » Establish platform (e.g., Google Docs, Dropbox) to house relevant resources (e.g., History-Social Science Framework, History-Social Science Toolkit, district data, completed charts, meeting notes).

# Section 1. Develop the District Lens

## ■ Overview

Developing the district lens is a very important part of the adoption process because it can assist adoption committees in selecting the best possible programs for their particular student populations. Establishing a profile of the district's needs and resources creates this lens. The district lens can serve as a guide that will lead to an informed perspective regarding the needs of students and teachers in this adoption cycle.

The tasks in this section will help districts prioritize essential program features in the materials being reviewed.

## ■ Data/Resources

Both district and state data should be compiled and provided to committee members prior to starting work on Section One and prior to the first committee meeting.

## ■ Timeline

Once district facilitators have compiled all of the necessary data and other pertinent information, the work of developing the district lens can begin.

It is anticipated that Section One can be completed in 3–4 hours.

## ■ Section 1. Develop the District Lens - At a Glance

**Purpose: To determine program type(s) for adoption.**

At a Glance		
Action Steps	Tasks	Materials
1.1 <a href="#">Examine the Current Data in History-Social Science</a>	1.1a <a href="#">Review LCAP Goals</a> 1.1b <a href="#">Review District Demographic Data</a> 1.1c <a href="#">Review State and District Data: ELA/Literacy</a> 1.1d <a href="#">Review State and District Data: ELD</a> 1.1e <a href="#">Review State and District Data: Primary Language Literacy</a> 1.1f <a href="#">Review History-Social Science Assessment Data</a> 1.1g <a href="#">List and Discuss Key Findings and Implications</a>	<ul style="list-style-type: none"> <li>• Demographic Data</li> <li>• ELA/Literacy Data</li> <li>• ELD Data</li> <li>• Toolkit Templates               <ul style="list-style-type: none"> <li>» <a href="#">task 1 1 a.doc</a></li> <li>» <a href="#">task 1 1 b.doc</a></li> <li>» <a href="#">task 1 1 c.doc</a></li> <li>» <a href="#">task 1 1 d.doc</a></li> <li>» <a href="#">task 1 1 e.doc</a></li> <li>» <a href="#">task 1 1 f.doc</a></li> <li>» <a href="#">task 1 1 g.doc</a></li> </ul> </li> </ul>
1.2 <a href="#">Examine the Current Reality in ELA/Literacy and ELD</a>	1.2a <a href="#">Determine Current Status/Alignment regarding instruction in History-Social Science</a>	<ul style="list-style-type: none"> <li>• Toolkit Template               <ul style="list-style-type: none"> <li>» <a href="#">task 1 2 a.doc</a></li> </ul> </li> </ul>
1.3 <a href="#">Determine the Grade Span(s) Program Options for Adoption</a>	1.3a <a href="#">Select Grade Span(s) Program Options that will best meet the needs of all learners in the district as determined through previous Action Steps</a>	<ul style="list-style-type: none"> <li>• <a href="#">Program Option Descriptions (Resources)</a></li> <li>• Toolkit Template               <ul style="list-style-type: none"> <li>» <a href="#">task 1 3 a.doc</a></li> </ul> </li> </ul>

## Action Step 1.1 - Examine the Current Data in History-Social Science

### ➤ Task 1.1a - Review Local Control and Accountability Plan (LCAP) Goals

Use the tool below to review your LCAP goals relevant to the state priorities, including the Implementation of State Standards (Priority 2). This includes the History-Social Science Framework, which addresses the History-Social Science Content Standards, Common Core State Standards for English Language Arts and Literacy in History–Social Studies, Science, and Technical Subjects, the California English Language Development Standards, the English Language Arts/English Language Development Framework (ELA/ELD Framework), and the College, Career, and Civic Life (C3) Framework for Social Studies State Standards. Citizenship and civic learning may also be included in the LCAP within Pupil Achievement (Priority 4), Pupil Engagement (Priority 5), and School Climate (Priority 6). Schools must provide all students with Course Access (Priority 7) and improve Other Pupil Outcomes (Priority 8).

Consider if the actions/services in the LCAP are getting results.

- Are they working for all student groups and grade levels? Are they closing achievement gaps? If not, why?
- Do they need to be continued or revised?
- For actions/services that serve specific students, how are we identifying these students? Are we identifying the right students? How do we know?
- How are we currently monitoring the effectiveness of these actions/services? Do we need new methods for monitoring effectiveness of the actions/services?

LCAP		
LCAP Goal	Actions and Services	Implications for New Adoption

## ➤ Task 1.1b - Review District Demographic Data

Use the tool below to review your demographic data.

District Demographic Data		
Subgroups	% of District Population	Site-Specific Notes
Sample: <i>English Learners</i>	12%	52% at School A
Black or African American		
American Indian		
Asian		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
Socioeconomically Disadvantaged Students		
English Learners: All		
English Learners: Newcomers		
English Learners: Long-Term		
Students with Disabilities		
Foster Youth		
Homeless		
Other Subgroups Based on District Demographics		

➤ **Task 1.1c - Review State and District Data: ELA/Literacy**

Use the tool below to review your California Assessment of Student Performance and Progress (CAASPP) data, including Smarter Balanced Assessment Consortium (SBAC) data and other English Language Arts/Literacy data.

SBAC: Overall Claim Level Data - Reading										
Grade	# of Students Tested	2014–15			2015–16			2016–17		
		Above Standard	At/Near Standard	Below Standard	Above Standard	At/Near Standard	Below Standard	Above Standard	At/Near Standard	Below Standard
3										
4										
5										
6										
7										
8										
11										

SBAC: Overall Claim Level Data - Writing										
Grade	# of Students Tested	2014–15			2015–16			2016–17		
		Above Standard	At/Near Standard	Below Standard	Above Standard	At/Near Standard	Below Standard	Above Standard	At/Near Standard	Below Standard
3										
4										
5										
6										
7										
8										
11										

SBAC: Overall										
Grade	# of Students Tested	2014–15			2015–16			2016–17		
		Met/ Exceeded Standard	Nearly Met Standard	Did Not Meet Standard	Met/ Exceeded Standard	Nearly Met Standard	Did Not Meet Standard	Met/ Exceeded Standard	Nearly Met Standard	Did Not Meet Standard
3										
4										
5										
6										
7										
8										
11										

SBAC: Overall Claim Level Data - Listening										
Grade	# of Students Tested	2014–15			2015–16			2016–17		
		Above Standard	At/Near Standard	Below Standard	Above Standard	At/Near Standard	Below Standard	Above Standard	At/Near Standard	Below Standard
3										
4										
5										
6										
7										
8										
11										

SBAC: Overall Claim Level Data - Research/Inquiry										
Grade	# of Students Tested	2014–15			2015–16			2016–17		
		Above Standard	At/Near Standard	Below Standard	Above Standard	At/Near Standard	Below Standard	Above Standard	At/Near Standard	Below Standard
3										
4										
5										
6										
7										
8										
11										

SBAC: Subgroup* _____										
Grade	# of Students Tested	2014–15			2015–16			2016–17		
		Above Standard	At/Near Standard	Below Standard	Above Standard	At/Near Standard	Below Standard	Above Standard	At/Near Standard	Below Standard
3										
4										
5										
6										
7										
8										
11										

\*Complete this chart for all significant subgroups

## Task 1.1d - Review State and District Data: ELD

Use the tool below to review your English Language Development data.

English Language Proficiency Assessments for California (ELPAC) Data							
Grade	# of Students Tested	Emerging		Expanding		Bridging	
		#	%	#	%	#	%
TK							
K							
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							

CALPADS Data: Long-Term English Learners (LTELs)*			
Grade	# of English Learners	# of English Learners designated as Long-Term	% of English Learners designated as Long-Term from total EL Population
5			
6			
7			
8			
9			
10			
11			
12			

\* A LTEL is defined [EC 313.1(a)] as an EL who is enrolled in any of grades six through twelve, inclusive, has been enrolled in schools in the United States (U.S.) for more than six years, has remained at the same English language proficiency level for two or more consecutive years as determined by the English language development test identified or developed pursuant to EC Section 60810, or any successor test, and scores far below basic or below basic on the English-language arts (ELA) standards-based achievement test administered pursuant to EC Section 60640, or any successor test ("Notification of 2013–14 Long-term English Learner and At-risk of Becoming Long-term English Learner Data File" CDE, 2014)

**Other ELD Assessment Data** (Optional data may include, but is not limited to ELD Report Card, ELD Assessments, ADEPT, LAS Links, SOLOM)

Grade	# of Students Tested	% Met or Exceeded Standards		
		<i>(insert Local District Assessment)</i>	<i>(insert Local District Assessment)</i>	<i>(insert Local District Assessment)</i>
TK				
K				
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				

➤ **Task 1.1e - Review State and District Data: Primary Language Literacy**

Use the tool below to review your Primary Language Literacy data.

Primary Language Assessments				
Grade	# of Students Tested	% Met or Exceeded Standards		
		<i>(insert Local District Assessment)</i>	<i>(insert Local District Assessment)</i>	<i>(insert Local District Assessment)</i>
TK				
K				
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				

➤ **Task 1.1f - Review History-Social Science Assessment Data**

Optional data may include, but is not limited to Benchmark Assessments, Unit Assessments, Diagnostic Assessments and/or District-Created Assessments.

<b>History-Social Science Assessment Data</b>				
<b>Grade</b>	<b># of Students Tested</b>	<b>% Met or Exceeded Standards</b>		
		<i>(insert Local District Assessment)</i>	<i>(insert Local District Assessment)</i>	<i>(insert Local District Assessment)</i>
<b>TK</b>				
<b>K</b>				
<b>1</b>				
<b>2</b>				
<b>3</b>				
<b>4</b>				
<b>5</b>				
<b>6</b>				
<b>7</b>				
<b>8</b>				
<b>9</b>				
<b>10</b>				
<b>11</b>				
<b>12</b>				



## Action Step 1.2 - Examine the Current Reality in History-Social Science

### ➤ Task 1.2a - Determine Current Status/Alignment Regarding History-Social Science Instruction

- Use the tool below in conjunction with Chapter 23 of the History-Social Science Framework to rate the instructional materials currently being used that may include publisher materials, supplemental materials and/or teacher-created units of study in History-Social Science. Framework chapters should also be consulted for universal access and equity considerations.
- Complete the applicable Rating Scale items for each of your current Instructional Programs in History-Social Science.

Current Reality					
Program: _____					
Criteria for Evaluating Current Instructional Materials	Not Evident ..... Strongly Evident				
<b>History-Social Science Content/Alignment with the Standards</b> <i>The content of the instructional materials are as specified in the Education Code, the History–Social Science Content Standards, and the History–Social Science Framework.</i>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<b>Program Organization</b> <i>The sequence and organization of the history–social science program is as specified in the History–Social Science Framework.</i>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<b>Assessment</b> <i>The strategies presented in the instructional materials for measuring what students know and are able to do are as specified in the History–Social Science Framework.</i>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<b>Universal Access</b> <i>Instructional materials are understandable to all students, including students eligible for special education, English learners, and students whose achievement is either below or above that typical of the class or grade level.</i>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<b>Instructional Planning and Support</b> <i>Instructional planning and support information and materials are provided for use by teachers in implementing the History–Social Science Content Standards and History–Social Science Framework, containing suggestions and illustrative examples of how teachers can implement the instructional program.</i>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<b>Integrated ELD</b> <i>Instructional materials support the implementation of the ELD Standards use in tandem with the CA CCSS for ELA &amp; Literacy In History/Social Studies to ensure students strengthen their abilities to use English as they simultaneously learn content.</i>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5

Criteria for Evaluating Current Instructional Materials	Not Evident ..... Strongly Evident				
<p><b>Primary Language Support and Primary Language Instruction (Where Applicable)</b>  <i>Instructional materials provide primary language resources in multiple languages using varied media. Instructional materials in the primary language align and strengthen Dual Language/Biliteracy programs' literacy and language development via: the same rigor and range of instructional practices and assessments.</i></p>	○ 1	○ 2	○ 3	○ 4	○ 5
<p><b>Criteria for Evaluating Current Instructional Materials: Compliance with Current Education Code</b></p>					
<p><b>FAIR Education Act (Senate Bill 48 [2011])</b>  <i>Education Code Section 60040 (Amended by Stats. 2011, Ch. 81, Sec. 4. Effective January 1, 2012.)</i></p>	○ 1	○ 2	○ 3	○ 4	○ 5
<p><b>Ecological Systems and Human Impact on the Environment (AB 1696)</b>  <i>Education Code Section 60041 (Amended by Stats. 2005, Ch. 581, Sec. 1. Effective January 1, 2006.)</i></p>	○ 1	○ 2	○ 3	○ 4	○ 5
<p><b>Key Themes in the History-Social Science Framework</b>  <i>Instructional materials support the key shifts:</i></p>					
<p><b>Content:</b> <i>Instructional materials encourage students to learn about their worlds from local to global perspectives, include a variety of primary and secondary sources from multiple perspectives, support students to form interpretations based on evidence, emphasize the importance of history as a constructed narrative that is continually being re-shaped and re-told, is enriched with the use of literature and art, and accurately portray the cultural and racial diversity of society.</i></p>	○ 1	○ 2	○ 3	○ 4	○ 5
<p><b>Inquiry:</b> <i>Instructional materials combine many of the disciplinary skills that history and the related social sciences emphasize and organize them into specific subject areas informed by guiding questions and the C3 Inquiry Arc.</i></p>	○ 1	○ 2	○ 3	○ 4	○ 5
<p><b>Literacy:</b> <i>Instructional materials enhance students' knowledge of language and their ability to understand and use particular discourse practices, grammatical structures, and vocabulary while reading, writing, speaking, and listening to accomplish their disciplinary goals.</i></p>	○ 1	○ 2	○ 3	○ 4	○ 5
<p><b>Citizenship:</b> <i>Instructional materials at each grade level allow students to reflect on the individual responsibility and behavior that create a good society, consider the individual's role in how a society governs itself, and examine the role of law in society. They provide ample opportunities for students to develop the capacity and willingness to participate in the U.S. democratic system of government by taking an active role as citizens.</i></p>	○ 1	○ 2	○ 3	○ 4	○ 5



## Section 2. Investigate Integration and Alignment

### ■ Overview

The purpose of Section Two, Investigate Integration and Alignment, is to give the adoption committee an opportunity to examine publisher programs, supplemental materials and teacher-created units of study for each grade span, keeping in mind the priorities established in Section One, Develop the District Lens. Section Two will begin broadly in scope and move toward a more targeted examination of integration and alignment. The list of prospective publishers will be pared down to the most promising options as a result of the committee's work in this section.

The tasks in Section Two include a broad look at each program using guiding statements followed by a standards and skill tracing activity to help districts determine which programs will move forward in the adoption process.

### ■ Data/Resources

Prior to the activities in Section Two, the district will need to obtain copies of instructional materials for each grade level under consideration. A list of materials approved for adoption by the State Board of Education (SBE) can be found on the California Department of Education (CDE) website at [www.cde.ca.gov](http://www.cde.ca.gov). The SBE reviews and suggests material for adoption for grades K-8 only. Supplemental materials and materials for use in grades 9-12 must be comprehensively reviewed comparable to the process conducted by the CDE.

Charts, templates, and data from Section One, Developing the District Lens, should be used to help committee members maintain the district priorities as they complete the activities in Section Two.

To trace standards in Action Step 2.4, committee members will need a copy of the CA HSS [Standards](#) and the [Frameworks](#).

### ■ Timeline

The timeline will vary for this section according to how many programs, and grade levels the district is reviewing.

It is anticipated that Section Two can be completed in 6–8 hours.

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## ■ Section 2. Investigate Integration and Alignment - At a Glance

**Purpose: To determine which programs will move forward in the adoption process.**

Action Steps	Tasks	Materials
2.1 <a href="#">Determine Small Group Configuration for Deeper Study</a>	2.1a <a href="#">Organize the team into groups by grade spans: K-2, 3-5, 6-8, and 9-12 OR other district-appropriate configuration.</a>	<ul style="list-style-type: none"> <li>List of publisher programs for review <a href="https://www.cde.ca.gov/ci/hs/im/">https://www.cde.ca.gov/ci/hs/im/</a></li> <li>Toolkit Template                             <ul style="list-style-type: none"> <li>» <a href="#">task 2 1 a.doc</a></li> </ul> </li> </ul>
2.2 <a href="#">Browse the Programs: The Big Picture</a>	2.2a <a href="#">Use guiding statements to record first impression about the program(s).</a>	<ul style="list-style-type: none"> <li>Program materials</li> <li>Toolkit Templates                             <ul style="list-style-type: none"> <li>» <a href="#">task 2 2 a.doc</a></li> </ul> </li> </ul>
2.3 <a href="#">Explore Integration of Key Concepts</a>	<p>2.3a <a href="#">Determine Integration: History-Social Science Themes, History-Social Science Analysis Skills, Alignment with Criteria 1, and Differentiated Instruction.</a></p> <p>2.3b <a href="#">Compile grade-span ratings for the Integration of History-Social Science Themes, Analysis Skills and Key Objectives of Criteria 1, across programs.</a></p>	<ul style="list-style-type: none"> <li>Toolkit Templates                             <ul style="list-style-type: none"> <li>» <a href="#">task 2 3 a.doc</a></li> <li>» <a href="#">task 2 3 b.doc</a></li> </ul> </li> </ul>
2.4 <a href="#">Standards and Skills Tracing Activity</a>	<p>2.4a <a href="#">Standards Tracing Activity: In grade-span groups, select 1-3 standards per grade span Tk-2, 3-5, 6-8, and 9-12 to assess the quality of the program alignment and coherence for meeting the standard objective. One rating sheet per program.</a></p> <p>2.4b <a href="#">HSS Analysis Skills Tracing Activity: In grade/span groups, select 1-3 skills per grade to assess the quality of the program alignment and coherence for meeting the objective. One rating sheet per publisher.</a></p> <p>2.4c <a href="#">Compile Ratings for the Standards and Skills Alignment.</a></p>	<ul style="list-style-type: none"> <li>Toolkit Templates                             <ul style="list-style-type: none"> <li>» <a href="#">task 2 4 a.doc</a></li> <li>» <a href="#">task 2 4 b.doc</a></li> <li>» <a href="#">task 2 4 c.doc</a></li> </ul> </li> </ul>
2.5 <a href="#">Narrow the Field</a>	2.5a <a href="#">Compile grade-span ratings for the Big Picture, Integration, and Standards/Skills Trace.</a>	<ul style="list-style-type: none"> <li>Toolkit Template                             <ul style="list-style-type: none"> <li>» <a href="#">task 2 5 a.doc</a></li> </ul> </li> </ul>

## Action Step 2.1 - Determine Small Group Configuration for Deeper Study

- **Task 2.1a - Organize the team into groups by grade spans (K–2, 3–5, 6–8, and 9–12) OR other district-appropriate configuration.**

The adoption committee will work in grade-span teams to examine program materials. Consider the following suggestions when forming grade-span teams:

- K–2, 3–5, 6–8, 9–12, or content specific, or another district-appropriate configuration
- Specific expertise vital to the district’s student population (see suggestions on page 5) on each team

Team Configuration and Members				
K–2	3–5	6–8	9–12	District Appropriate Configuration

## Action Step 2.2 - Browse the Programs: The Big Picture

### ➤ Task 2.2a - Use guiding statements to record first impression about the program(s).

Use the following rating scale to record your first impression of each program.

**3** = Strong evidence

**2** = Adequate evidence

**1** = Limited/No evidence

Big Picture Review					
Guiding Statements	Program	Program	Program	Program	Program
1. History-Social Science Themes are evident: Content, Inquiry, Literacy, Citizenship					
2. History-Social Science Key Disciplines are evident: History, Geography, Civics, Economics					
3. Historical and Social Sciences Analysis Skills are integrated					
4. Balance of sources are provided including key primary sources					
5. Research and inquiry to develop knowledge is included (e.g., conceptual themes, essential questions, or short projects)					
6. Meaningful opportunities for students to collaborate are integrated and an overt part of the curriculum					
7. Evidence of support for teaching diverse learners including ELD, advanced, and students reading below grade level					
8. Evidence of support for teaching writing skills and varied composition lengths					
9. Formative assessments are varied and provide time for instructional adjustments					
10. Electronic and supplementary resources are integral to the program, support instruction, and connect explicitly					
<i>(Insert district-specific question as needed)</i>					
<b>Subtotal</b>					

## Action Step 2.3 - Explore Integration of Key Concepts

### ➤ Task 2.3a - Determine Integration: History-Social Science Themes, History-Social Science Analysis Skills, Alignment with Criteria 1, and Differentiated Instruction.

Use the guiding statements below to inform analysis of the instructional materials for each program under consideration. Record evidence of integration and rate each program using the scale below. Use one chart for each program under consideration.

**3** = Strong evidence

**2** = Adequate evidence

**1** = Limited/No evidence

Integration of History-Social Science Themes		
Program: _____		
Grade Levels: _____		
Guiding Statements	Evidence/Notes <i>(Include specific unit/lesson information and page numbers)</i>	Rating
1. Content: Materials encourage students to examine topics and themes from a variety of perspectives.		
2. Content: Materials support the concept that history is a constructed narrative that continuously evolves as new sources of information are revealed or reinterpreted.		
3. Content: The use of literature and art accurately portray the cultural and racial diversity of society.		
4. Inquiry: Materials guide students to develop questions and plan inquiries.		
5. Inquiry: Materials integrate a disciplinary lens: civics/government, economics, geography, history.		
6. Inquiry: Materials guide students to gather, evaluate, use evidence.		
7. Literacy: Materials support student development in writing for varied purposes and audiences and are aligned with the CA-CCSS for ELA/ELD.		
8. Literacy: Materials enhance student knowledge of language and their ability to use content vocabulary purposefully when speaking and when writing.		
9. Citizenship: Materials guide students to reflect on their individual responsibility and behavior as informed citizens.		
10. Citizenship: Materials guide students to examine the role of government and law in society.		
<b>Subtotal</b>		

## Integration of History-Social Science Analysis Skills, Grades K-5

Program: \_\_\_\_\_

Grade Levels: \_\_\_\_\_

History-Social Science Analysis Skills, Grades K-5	Evidence/Notes <i>(Include specific unit/lesson information and page numbers)</i>	Rating
<p><b>Chronological and Spatial Thinking</b></p> <ol style="list-style-type: none"> <li>1. Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines.</li> <li>2. Students correctly apply terms related to time, including past, present, future, decade, century, and generation.</li> <li>3. Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.</li> <li>4. Students use map and globe skills to determine the absolute locations of places and interpret information available through a map's or globe's legend, scale, and symbolic representations.</li> <li>5. Students judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time.</li> </ol>		
<p><b>Research, Evidence, and Point of View</b></p> <ol style="list-style-type: none"> <li>1. Students differentiate between primary and secondary sources.</li> <li>2. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.</li> <li>3. Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.</li> </ol>		
<p><b>Historical Interpretation</b></p> <ol style="list-style-type: none"> <li>1. Students summarize the key events of the era they are studying and explain the historical contexts of those events.</li> <li>2. Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places.</li> <li>3. Students identify and interpret the multiple causes and effects of historical events.</li> <li>4. Students conduct cost-benefit analyses of historical and current events.</li> </ol>		
<b>Subtotal</b>		

## Integration of History-Social Science Analysis Skills, Grades 6-8

**Program:** \_\_\_\_\_

**Grade Levels:** \_\_\_\_\_

<b>History-Social Science Analysis Skills, Grades 6-8</b>	<b>Evidence/Notes</b> <i>(Include specific unit/lesson information and page numbers)</i>	<b>Rating</b>
<p><b>Chronological and Spatial Thinking</b></p> <ol style="list-style-type: none"> <li>1. Students explain how major events are related to one another in time.</li> <li>2. Students construct various time lines of key events, people, and periods of the historical era they are studying.</li> <li>3. Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.</li> </ol>		
<p><b>Research, Evidence, and Point of View</b></p> <ol style="list-style-type: none"> <li>1. Students frame questions that can be answered by historical study and research.</li> <li>2. Students distinguish fact from opinion in historical narratives and stories.</li> <li>3. Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories.</li> <li>4. Students assess the credibility of primary and secondary sources and draw sound conclusions from them.</li> <li>5. Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author’s perspectives).</li> </ol>		
<p><b>Historical Interpretation</b></p> <ol style="list-style-type: none"> <li>1. Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.</li> <li>2. Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long-and short-term causal relations.</li> <li>3. Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.</li> <li>4. Students recognize the role of chance, oversight, and error in history.</li> <li>5. Students recognize that interpretations of history are subject to change as new information is uncovered.</li> <li>6. Students interpret basic indicators of economic performance and conduct cost-benefit analyses of economic and political issues.</li> </ol>		
<b>Subtotal</b>		

Integration of History-Social Science Analysis Skills, Grades 9-12		
Program: _____		
Grade Levels: _____		
History-Social Science Analysis Skills, Grades 9-12	Evidence/Notes <i>(Include specific unit/lesson information and page numbers)</i>	Rating
<p><b>Chronological and Spatial Thinking</b></p> <ol style="list-style-type: none"> <li>Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.</li> <li>Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.</li> <li>Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.</li> <li>Students relate current events to the physical and human characteristics of places and regions.</li> </ol>		
<p><b>Historical Research, Evidence, and Point of View</b></p> <ol style="list-style-type: none"> <li>Students distinguish valid arguments from fallacious arguments in historical interpretations.</li> <li>Students identify bias and prejudice in historical interpretations.</li> <li>Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.</li> <li>Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.</li> </ol>		
<p><b>Historical Interpretation</b></p> <ol style="list-style-type: none"> <li>Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.</li> <li>Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.</li> <li>Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.</li> <li>Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.</li> <li>Students analyze human modifications of landscapes and examine the resulting environmental policy issues.</li> <li>Students conduct cost-benefit analyses and apply basic economic indicators to analyze the aggregate economic behavior of the U.S. economy.</li> </ol>		
<b>Subtotal</b>		

## Integration of Criteria 1 Critical Objectives

**Program:** \_\_\_\_\_

**Grade Levels:** \_\_\_\_\_

Guiding Statements Grades K-8	Evidence/Notes <i>(Include specific unit/lesson information and page numbers)</i>	Rating
1. History is presented as a story well told, with continuity and narrative coherence and based on the best recent scholarship.		
2. Materials present accurate, detailed content and a variety of perspectives and encourage student inquiry.		
3. Materials on religious matter are respectful and remain neutral, offer varied perspectives in an unbiased and balanced manner.		
4. There are numerous examples of men and women from different demographic groups who made important contributions.		
5. Materials, where appropriate, examine humanity's place in ecological systems and the necessity for the protection of the environment.		
6. Grade levels addressing California and US History: Materials include the roles and contributions of people from different demographic groups: 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.		
7. Emphasis is placed on civic values, democratic principles, and democratic institutions, including frequent opportunities for discussion of the fundamental principles embodied in the U.S. Constitution and the Bill of Rights.		
8. Materials on American life and history give significant attention to the principles of morality, truth, justice, and patriotism and to a comprehension of the rights, duties, and dignity of American citizenship, inspiring an understanding of and a commitment to American ideals.		
<b>Subtotal</b>		



### Integration of Criteria 1 Critical Objectives

Program: \_\_\_\_\_

Grade Levels: \_\_\_\_\_

Guiding Statements Grades 9-12	Evidence/Notes <i>(Include specific unit/lesson information and page numbers)</i>	Rating
Without sacrificing historical accuracy, the narrative is rich with the forceful personalities, controversies, and issues of the time. Primary sources, such as letters, diaries, documents, and photographs, are incorporated into the narrative to present an accurate and vivid picture of the times in order to enrich student inquiry.		
Materials include the study of issues and historical and social science debates. Students are presented with different perspectives and come to understand the importance of reasoned debate and reliable evidence, recognizing that people in a democratic society have the right to disagree.		
Materials include sufficient use of primary sources so that students understand from the words of the authors the way people saw themselves, their work, their ideas and values, their assumptions, their fears and dreams, and their interpretation of their own times. When only an excerpt of a source is included in the materials, the students and teachers are referred to the entire primary source. The materials present different perspectives of participants, both ordinary and extraordinary people.		
Where appropriate to the topics being covered, materials 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.		
Materials for studying the life and contributions of Martin Luther King, Jr., and the civil rights movement shall be included at each grade level, with suggestions for supporting the respective holidays in honor of those men and the accompanying activities.		
<b>Subtotal</b>		

## Integration of Criteria 1 Critical Objectives

**Program:** \_\_\_\_\_

**Grade Levels:** \_\_\_\_\_

<b>Guiding Statements Grades 9-12</b>	<b>Evidence/Notes</b> <i>(Include specific unit/lesson information and page numbers)</i>	<b>Rating</b>
<p><b>Grade 9:</b> New course options fully align with the Framework content and guiding questions: World and Regional Geography; Modern California (Twentieth and Twenty-First Centuries); Physical Geography; Survey of World Religions; The Humanities; Anthropology; Psychology; Sociology; Women in United States History; Ethnic Studies; Law-Related Education; Financial Literacy.</p>		
<p><b>Grade 10:</b> World History, Culture, and Geography of the Modern World directly addresses the guiding questions from the Frameworks and includes the following themes which are fully addressed and integrated: Interconnection; Environment; Religion, Philosophy, Democracy; and Power Relations</p>		
<p>10th Grade Selected Content to Note: Global emphasis as opposed to western civilization model of world history; Chronology that covers the 2000s, especially the topics of globalization, integration, and disintegration; Armenian Genocide; Colonialism and imperialism's emphasis and justifications; the treatment of enslaved "comfort women" in World War II; Revolutions in the twentieth century.</p>		
<p><b>Grade 11:</b> United States History and Geography Reconstruction/ Industrialization- Modern Times (late 19th -present) directly addresses the guiding questions from the Frameworks and includes the following themes which are fully addressed and integrated: Citizenship (Freedom, National Identity); Movement (Migration, Immigration); and Historical Perspective (Race, Class, Gender, Ethnicity).</p>		
<p>11th Grade Selected Content to Note: Role of Filipinos and Filipino-Americans during World War II; contributions of Filipinos and Filipino-Americans to the Pacific Campaign in World War II and to the farm labor movement in California; and Coverage of the Bracero Program; The Pacific front of World War II; Implementation of the FAIR Act; Chronology that addresses recent history; the significance of the election of Barack Obama school year should end with at least coverage of terrorist attacks of September 11, 2001.</p>		
<p><b>Grade 12:</b> Principles of American Democracy is either a one semester course with the Principles of Economics course as the second semester or is an expanded two semester course; both courses directly address the guiding questions from the Frameworks.</p>		
<p>12th Grade Government Selected Content to Note: More recent chronology that addresses Supreme Court decisions from the 2000s and 2010s; federal and state legislation; and power of the executive branch; Civic participation examples; and Voter education information. Principles of Economics includes financial literacy.</p>		
<b>Subtotal</b>		

## Integration of Key Objectives of Integrated Differentiation

**Program:** \_\_\_\_\_

**Grade Levels:** \_\_\_\_\_

Guiding Statements	Evidence/Notes <i>(Include specific unit/lesson information and page numbers)</i>	Rating
1. Students are provided with intellectually motivating, challenging, and purposeful tasks, along with the support to meet these tasks.		
2. Units and lessons are carefully planned and sequenced in order to strategically build upon prior skills and knowledge		
3. Materials reflect a culturally and linguistically responsive approach		
4. Specific supports are provided for English language learners in alignment with the varying levels in the ELD Standards: emerging, expanding, bridging.		
5. Specific supports are provided for advanced learners by studying a topic, person, place, or event in more depth; conducting a more complex analysis of a topic, person, place, or event; reading and researching related topics independently; emphasizing the rigor and depth of the analysis skills to provide a challenge for all students.		
6. Specific supports are provided for special education students in a general education classroom utilizing the principles of universal design for learning.		
7. Specific supports are provided for students reading or writing below grade level to scaffold and support the content objectives and to assist in the acceleration of student skills to grade level.		
8. Specific engagement strategies are provided to promote participation and accelerate skills for students experiencing difficulty as a result of living in poverty		
9. <i>(Insert district-specific topics as needed)</i>		
<b>Subtotal</b>		



## Action Step 2.4 - Standards and Skills Tracing Activity

### ➤ Task 2.4a - Standards Tracing Activity.

In grade/span groups, select 1-3 standards per grade span (K-2) (3-5) (6-8) and (9-12) to assess the quality of the program alignment and coherence for meeting the standard objective. Use one rating sheet per publisher.

Record ratings for each program under consideration.

**3** = Strong evidence

**2** = Adequate evidence

**1** = Limited/No evidence

Standards Tracing Activity			
Program: _____			
Standard Summary	Grade level traced	Evidence/Notes <i>(Include specific unit/lesson information and page numbers)</i>	Rating
REFLECTIONS/NOTES:			

➤ **Task 2.4b - History-Social Science Analysis Skills Tracing Activity.**

In grade/span groups, select 1-3 skills per grade to assess the quality of the program alignment and coherence for meeting the objective. Use one rating sheet per publisher.

Record ratings for each program under consideration.

**3** = Strong evidence

**2** = Adequate evidence

**1** = Limited/No evidence

History-Social Science Analysis Skills Tracing Activity			
Program: _____			
Standard Summary	Grade level traced	Evidence/Notes <i>(Include specific unit/lesson information and page numbers)</i>	Rating
<b>REFLECTIONS/NOTES:</b>			





## Section 3. Review Program Components

### ■ Overview

The purpose of Section Three, Review Program Components, is to give the adoption committee an opportunity to examine instructional materials. This may include publisher programs, supplemental materials, and/or teacher-created units of study while keeping in mind the priorities established in Section One, Develop the District Lens. The list of prospective programs should have been pared down to the most promising options as a result of the committee's work in Section Two, Investigate Integration and Alignment. Now the committee will conduct a deeper, more thorough investigation of each program or programs, including the ancillary materials necessary to support the instruction..

The committee members will review each program in its entirety, including:

- History-Social Science Content/Alignment with the Standards
- English Language Arts/Literacy and English Language Development Content/Alignment with the Standards
- Program Organization
- Assessment
- Universal Access
- Instructional Planning and Teacher Support
- English Language Development
- Education Code Requirements

At this point, the committee's task is to determine which programs best meet the district needs as identified in the District Lens, not to verify whether the program meets the requirements outlined in Chapter 23 of the History-Social Science Framework. The recommendations by the IMAP/CRP go to the Instructional Quality Commission, which also reviews the materials to make a final recommendation to the SBE, which ultimately recommend materials for adoption. The work done in this section should reflect specific district or site concerns.

### ■ Data/Resources

Complete sets of materials for each program being considered are available to the committee for this task; <https://www.cde.ca.gov/ci/cr/cf/lr/dc.asp> Confirm that all materials for each program under consideration are available. A complete list of adopted materials is available on the California Department of Education website at <https://www.cde.ca.gov/ci/hs/im/>

Districts may want to ask publishers which materials are included in each grade-level package in order to ascertain which materials they will purchase. It is recommended to review only the materials that will be part of the district purchase.

Use templates, charts, and data from Sections One and Two to assist in this process

### ■ Timeline

It is anticipated that Section Three can be completed in 8–12 hours (approximately 4 hours per program still under consideration).

### ■ Section 3. Review Program Components - At a Glance

**Purpose:** To make program recommendations.

Action Steps	Tasks	Materials
3.1 <a href="#">Browse the Ancillary Materials: The Big Picture</a>	3.1a <a href="#">Look through ancillary materials as an overview and record impressions and/or questions.</a>	<ul style="list-style-type: none"> <li>• Toolkit Templates               <ul style="list-style-type: none"> <li>» <a href="#">task 3 1 a.doc</a></li> </ul> </li> </ul>
3.2 <a href="#">Complete Program Criteria Reflection Charts</a>	3.2a <a href="#">Choose a unit/chapter to study in each program being considered. Use the Program Criteria Reflection Charts to record impressions about the ancillary materials.</a>	<ul style="list-style-type: none"> <li>• Toolkit Templates               <ul style="list-style-type: none"> <li>» <a href="#">task 3 2 a.doc</a></li> </ul> </li> </ul>
3.3 <a href="#">Narrow Program Choices</a>	3.3a <a href="#">Grade level/span team members meet to review their findings.</a>  3.3b <a href="#">The whole adoption committee comes together to share their recommendations from each grade level/span.</a>	<ul style="list-style-type: none"> <li>• Toolkit Templates               <ul style="list-style-type: none"> <li>» <a href="#">task 3 3 a.doc</a></li> <li>» <a href="#">task 3 3 b.doc</a></li> </ul> </li> </ul>



## Action Step 3.2 - Complete Program Criteria Reflection Charts

- **Task 3.2a - Choose a unit/chapter to study in each program being considered. Use the Program Criteria Reflection charts to record impressions about the ancillary materials.**

Adoption committee members will now consider each program in its entirety. Members may work individually, in pairs, or in grade-level teams. Each team should choose a unit/chapter through which to study each program. Use the teacher edition and all the appropriate ancillary materials to review the entire unit/chapter and evaluate each program. Use the Program Criteria Reflection charts on the following pages to record responses and rate each program. This process should be completed for each program under consideration, so multiple copies may be required. Be sure to refer to the priorities that were established in the District Lens.

The categories in the Program Criteria Reflection chart represent the program criteria from Chapter 23 of the History-Social Science Framework. Reflect on these categories as you answer the questions and rate the program using the rating scale below.

- 3** = Strong evidence
- 2** = Adequate evidence
- 1** = Limited/No evidence

Grade Level/Span Program Criteria 1		
Program Name: _____		
Publisher Name: _____		
Grade Level/Span: _____		
1. Standards Alignment	Evidence Notes (include specific ancillary material(s) being referenced)	Rating
a. How do the ancillary materials preteach, reteach, and/or reinforce the standards taught in the core program?		
b. How do the ancillary materials provide review of the standards from the previous grade level in order to scaffold instruction for struggling learners?		
c. <i>(Insert additional questions based on District Lens)</i>		

## Grade Level/Span Program Criteria 2

Program Name: \_\_\_\_\_

Publisher Name: \_\_\_\_\_

Grade Level/Span: \_\_\_\_\_

<b>2. Program Organization</b>	<b>Evidence Notes</b> (include specific ancillary material(s) being referenced)	<b>Rating</b>
a. How easy is it to identify and integrate the ancillary materials for each lesson?		
b. Are there consistent teaching routines and procedures that are reinforced in the daily and weekly lessons?		
c. How are technology and digital resources used to enhance instruction in reading, writing, speaking and listening, and language?		
d. How does the program build knowledge and make connections to other content areas?		
e. <i>(Insert additional questions based on District Lens)</i>		

### Grade Level/Span Program Criteria 3

Program Name: \_\_\_\_\_

Publisher Name: \_\_\_\_\_

Grade Level/Span: \_\_\_\_\_

3. Assessment	Evidence Notes (include specific ancillary material(s) being referenced)	Rating
a. How does the program incorporate entry level, formative, and summative assessments?		
b. How easy is it to locate, administer, and score (e.g., answer keys, rubrics...) student assessments?		
c. Are there a variety of item types (e.g., selected response, constructed response, performance tasks, open-ended questions, technology-embedded and technology-enhanced) included in the assessment tools?		
d. How well do the assessments measure student progress toward proficiency and mastery of the standards?		
e. How well do the materials guide teachers to use formative assessment to check for understanding and monitor student progress as they move through the lesson?		
f. Based on the analysis of data, how clearly does the program articulate next steps such as providing feedback, modifying instruction, reteaching, or accelerating the concept?		
g. <i>(Insert additional questions based on District Lens)</i>		

## Grade Level/Span Program Criteria 4

**Program Name:** \_\_\_\_\_

**Publisher Name:** \_\_\_\_\_

**Grade Level/Span:** \_\_\_\_\_

4. <b>Universal Access</b>	<b>Evidence Notes</b> (include specific ancillary material(s) being referenced)	<b>Rating</b>
a. How easy is it to incorporate the additional Universal Access ancillary materials into the regular instructional time?		
b. How well do the ancillary materials enhance and extend differentiated instruction beyond what is in the teacher edition or written in the Unit of Study?		
c. How do Universal Access materials support the specific needs of English learners?		
d. How do Universal Access materials support the range of learners?		
e. <i>(Insert additional questions based on District Lens)</i>		

## Grade Level/Span Program Criteria 5

**Program Name:** \_\_\_\_\_

**Publisher Name:** \_\_\_\_\_

**Grade Level/Span:** \_\_\_\_\_

<b>5. Instructional Planning and Teacher Support</b>	<b>Evidence Notes</b> (include specific ancillary material(s) being referenced)	<b>Rating</b>
a. How effective is the program in guiding teachers' planning and instruction? Are the materials easy to access when planning?		
b. How well does the lesson design support all phases of instruction in inquiry-based, collaborative learning, and direct instruction?		
c. How are electronic learning resources integrated into the program to support teaching and learning (both teacher and student use)?		
d. <i>(Insert additional questions based on District Lens)</i>		



### Action Step 3.3 - Narrow Program Choices

The goal of this section is to narrow the district’s choices to two or three programs. These will be the programs considered for adoption. Committee members should bring copies of their completed charts from Sections Two and Three to their grade level/span teams. The teams will share their findings and come to consensus on two or three programs that they will recommend to the whole committee.

➤ **Task 3.3a - Grade level/span team members meet to review their findings.**

Grade Level/Span Program Recommendation Chart	
Grade Span (circle one): K-2, 3-5, 6-8, 9-12, or content specific, or another district-appropriate configuration _____	
Program to Consider	
a.	
b.	
c.	

➤ **Task 3.3b - The whole adoption committee comes together to share their recommendations from each grade level/span.**

The next step is that all grade level/span teams will come together with the whole adoption committee to discuss their findings. The grade level/span teams will make their recommendations to the whole committee. The whole adoption committee will review grade level/span recommendations and come to consensus on two or three programs that will continue to be considered for adoption.

District Program Recommendation Chart	
Grade Span (circle one): K-2, 3-5, 6-8, 9-12, or content specific, or another district-appropriate configuration _____	
Program to Consider	
a.	
b.	
c.	

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## Section 4. Determine Optional Program Review Tasks

### ■ Overview

The purpose of Section Four, Determine Optional Program Review Tasks, is for district personnel to decide if the best course of action for their district is to engage in an additional investigation of the programs still under consideration for adoption. This section includes a list of possibilities should the district choose to initiate one or more of the optional review tasks. These other options have the potential to further assist the adoption committee in selecting the best programs to meet student and teacher needs.

Optional review choices include:

- Piloting Programs
- Teacher Analysis of Similar Lessons
- Student Surveys
- Executive Committee Review

If the district determines that an optional review is not necessary or feasible, then the committee will proceed directly to Section Five, Make a Decision.

### ■ Data/Resources

The data and resources required for this section will vary based on the optional program review task selected.

### ■ Timeline

The time needed for this optional aspect of the adoption process is predicated on which options are chosen. A full pilot of program materials would take a minimum of six weeks. Additional time would need to be allocated for including teacher analysis of similar lessons, student surveys, and executive committee review.

## ■ Section 4. Determine Optional Program Review Tasks - At a Glance

**Purpose: To determine and conduct additional program review.**

Action Steps	Tasks	Materials
4.1 <a href="#">Optional Program Review Choices</a>	4.1a <a href="#">Determine the need for additional program review such as:</a> <ul style="list-style-type: none"> <li>• <a href="#">Piloting Programs</a></li> <li>• <a href="#">Teacher Analysis of Similar Lessons</a></li> <li>• <a href="#">Student Survey of Program</a></li> <li>• <a href="#">Executive Committee Review</a></li> </ul>	<ul style="list-style-type: none"> <li>• Materials vary based on optional program review task(s) selected</li> </ul>
4.2 <a href="#">Conduct Additional Program Review</a>	4.2a <a href="#">Develop a plan and implement the Optional Program Review Task.</a>	<ul style="list-style-type: none"> <li>• Materials vary based on optional program review task(s) selected</li> </ul>

## Action Step 4.1 - Optional Program Review Choices

### ➤ Task 4.1a - Determine the need for additional program review such as:

- **Piloting Programs**
- **Teacher Analysis of Similar Lessons**
- **Student Survey of Program**
- **Executive Committee Review**

Optional program review is a local control decision. Districts may choose to use an optional program review task based on the recommendation of the adoption committee, district leadership, past practice, or other variables.

If the district determines that an optional review is not necessary or feasible, then the committee will proceed directly to Section Five, Make a Decision.

### **Piloting Programs**

The most comprehensive option is to pilot programs in selected classrooms. Consider the following guiding principles when planning for piloting programs:

- Include using the program in a representative sample of classrooms for a specific period of time during the school year.
- The time frame is determined by the district and would last a minimum of six weeks.
- The adoption pilot teachers will pilot **each program** being reviewed in their assigned program for a minimum of one unit.
- Ensure that teachers are comparing similar components of competing programs by standardizing the components being piloted.

For detailed guidance on piloting textbooks and instructional materials, refer to the January 2015 California State Board of Education Policy included below and download at:

<https://www.cde.ca.gov/ci/cr/cf/documents/impilotingguidelines.doc>

### **California State Board of Education Policy Guidelines for Piloting Textbooks and Instructional Materials**

#### ***Foreword***

These guidelines have been revised to reflect changes in law related to the flexibility of local instructional materials reviews and the local control funding formula. They are designed to touch upon major considerations most likely to be universally applicable to local educational agencies (LEA) and offer suggested strategies. They are offered for grades K–8; however, they may be adapted for grades 9–12.

## **Introduction**

The California State Board of Education (SBE) has constitutional authority to adopt textbooks for grades one through eight (Article IX, Section 7.5 of the California Constitution) and statutory authority to adopt instructional materials for kindergarten. Education Code (EC) Sections 60200-60204 describe the process for the adoption of instructional materials for these grades and mandate that submitted materials be evaluated for consistency with adopted content standards and specific evaluation criteria approved by the SBE. (The evaluation criteria are incorporated in the curriculum frameworks.) EC Section 60010(h) defines instructional materials as “all materials that are designed for use by pupils and their teachers as a learning resource and help pupils to acquire facts, skills, or opinions or to develop cognitive processes. Instructional materials may be printed or non-printed, and may include textbooks, technology-based materials, other educational materials, and tests.” The SBE traditionally adopts only basic instructional materials programs, i.e., programs that are designed for use by pupils and their teachers as a principal learning resource and meet in organization and content the basic requirements of a full course of study (generally one school year in length).

An LEA may choose to use instructional materials that have not been adopted by the SBE, pursuant to EC Section 60210, so long as they are aligned to state standards and a majority of the participants of any review process conducted by the LEA are classroom teachers who are assigned to the subject area or grade level of the materials being reviewed.

The process of selecting and implementing new instructional materials should be thoroughly planned, conducted publicly, and well documented. At every step an LEA should adhere to EC Section 60002 which states the following: “Each district board shall provide for substantial teacher involvement in the selection of instructional materials and shall promote the involvement of parents and other members of the community in the selection of instructional materials.”

### **I. Determining Materials to Pilot**

The SBE-adopted curriculum framework for the respective subject will provide extensive information regarding initial selection of instructional materials. A review of the curriculum framework will be the first step in any curriculum development and instructional materials selection process.

In selecting instructional materials to pilot, a district may either choose from programs on the current SBE-adopted list of recommended materials, or the district may conduct its own independent review. In either case, the steps identified below are critical to the process.

The format of instructional materials may include print, technology-based, or a combination of both, as identified in EC Section 60010(h).

1. Establish a representative committee charged with recommending instructional materials for district adoption. The committee should involve representatives of all populations in the district, including parents, administrators, teachers at all grade levels, English learner programs, and programs to support students with special needs. The committee will:
  - Review criteria for evaluation of instructional resources as outlined in the most recent SBE-approved curriculum framework for the subject area under consideration. Whether choosing from the SBE-adopted list or conducting an independent review, a thorough understanding of the SBE’s evaluation criteria will be helpful. These criteria include

- alignment with the SBE-adopted content standards, program organization, assessment, universal access, and instructional planning with teacher support.
- Review, as appropriate, the Toolkit for Evaluating Alignment of Instructional and Assessment Materials developed by Achieve, the Council of Chief State School Officers, and Student Achievement Partners located at <https://www.achieve.org/publications/toolkit-evaluating-alignment-instructional-and-assessment-materials-common-core-state>. This resource was developed to assist with adopting instructional materials for English Language Arts. It may be useful for adopting materials for history-social science as well.
  - Review SBE- or District-adopted grade-level content standards for the specific subject area under consideration.
  - Review the SBE Adoption Report of Instructional Materials which outlines the K–8 state adoption process and the state level evaluations of each program.
  - Identify student strengths and weaknesses using district or site level data as appropriate. Disaggregate measures of student achievement in mathematics and language arts from statewide tests results. Review results from district assessments in the content area for which materials are being adopted. District assessment data would be especially useful for the content areas that do not have CAASPP results.
  - Identify student diversity/universal access issues that instructional materials need to address—above grade level, below grade level, English learner populations, and special needs populations. Ensure that the instructional materials being considered provide equitable access to all areas of the curriculum for all students. The curriculum frameworks contain extensive information regarding this access. The federal Individuals with Disabilities Education Act (IDEA) requires an LEA to provide accessible instructional materials to students who need them for participation and achievement. While SBE-adopted materials are available in accessible formats from the CDE, an LEA utilizing non-adopted materials will need to obtain digital files and have them converted to accessible formats, such as braille and large print books.
2. Define and prioritize evaluation criteria. Develop an evaluation instrument. The evaluation instrument should reflect criteria from the State, but it should also reflect district or site-specific concerns, such as, organization of teacher materials, management/availability of supplemental materials, required level of teacher knowledge, preparation time, etc. The evaluation instrument can also be used as a guide for a preliminary screening of suggested instructional materials for piloting so that only the few programs most closely aligned with the identified evaluation criteria will be piloted. It is difficult to adequately monitor and support piloting of more than two to four programs.
  3. Ensure that instructional materials comply with the state laws and regulations for social content. Instructional materials must meet EC Sections 60040–60045 as well as the SBE guidelines in the Standards for Evaluating Instructional Materials for Social Content. These laws and the SBE guidelines require that instructional materials used in California public schools reflect California’s multicultural society, avoid stereotyping, and contribute to a positive learning environment. Instructional materials that are adopted by the SBE meet the social content requirements. The CDE conducts social content reviews of a range of instructional materials and maintains an online, searchable list of the materials that meet the social content

requirements. If an LEA is not purchasing state-adopted instructional materials or materials from the list of approved instructional materials maintained by the CDE, the LEA must ensure that the review for social content is done at the state or local level. An LEA may require a publisher to submit its materials for social content at the state level before the materials are adopted at the local level. Information about the review process and the CDE's searchable database can be found on the CDE Social Content Review Web page at <https://www.cde.ca.gov/ci/cr/cf/lc.asp>.

## II. The Pilot

Piloting instructional materials using a representative sample of classrooms for a specified period of time during a school year is a frequent part of the adoption process in many school districts. A structured and monitored pilot process can be helpful to school districts and school sites as they consider the adoption of instructional materials.

An effective pilot will help determine if the materials will actually provide teachers with the needed resources to implement a standards-based instructional program. The core of the pilot process is determining the relationship of the materials to the standards and the teachers' evaluations of how well the materials provide students access to the standards. The actual use of the materials in classrooms will provide teachers experience with the program's organization, assessment, and range of instructional strategies. The evaluations of the pilot teachers will carry considerable influence at the decision making time.

The piloting process, being mindful of EC Section 60002 as quoted above, should also involve representatives of all populations in the district, including parents, administrators, English learner programs, and programs to support students with special needs.

Listed below is a suggested chronology of the local pilot process.

1. Contact selected publishers to ascertain what assistance they will provide, e.g., number of pilots at free or reduced cost, in-service for the pilot teachers, consultation with teachers during the pilot process.
2. Establish the district contact for the selected publishers. Set firm ground rules with the publishers and teachers. Limit the amount of materials that can be distributed and to whom. Maintain a careful list of what materials are being used in each classroom in order to ensure student access to appropriate complete and rigorous content.
3. Ensure that teachers are comparing similar components of competing programs by standardizing the components to be piloted, e.g., intervention materials, English learner support, skills reinforcement.
4. Consider the use of formative assessments and pre- and post-testing. This might be done with subject areas that are used to determine statewide test scores or to determine retention/promotion policies.
5. Establish a system for removing non-consumable materials when the pilot is completed. Keep teachers, publishers, and site administrators informed of timelines and procedures.
6. Determine the duration of the pilot. Determine what information is needed from the pilot, and give teachers enough time to develop a complete unit or concept so that they will be able to evaluate the program fairly. It is preferable to have teachers use more than one program.

This establishes a basis for comparison and evaluation.

7. Set up the pilot sites to represent the various student populations and teacher populations. Have programs distributed equally among grade levels.
8. Require that teachers attend an in-service training for their materials. They need to know what they have and how to use it in order to fairly evaluate the materials. They also need to understand that they are part of a small group of people who will be giving valuable input to the selection committee.
9. Review the evaluation instrument with the pilot teachers at the in-service training. Distribute it to the publishers prior to the in-service training, so they can address criteria during the in-service training.
10. Gather evaluations promptly when the pilot process is completed. Compile results and distribute them to the selection committee, teachers, and publishers. Look for trends by grade level, criteria, and particular school populations. The committee should use the evaluations as one step in the adoption process.

### III. Additional Piloting Considerations

1. Keep the offerings of each publisher consistent with the other publishers, so that a bias will not be established toward a publisher who is more “generous.”
2. Caution teachers and publishers about accepting or offering gifts, gratuities, meals, etc. Pilot evaluations need to be based on the merits of the program and its effectiveness with student learning. It is recommended that EC sections 60070–60076 be reviewed as these sections specify the prohibitions between publishers and school officials.
3. Establish firm guidelines regarding contact between publishers and district personnel at the outset of the piloting process and monitor during the process. To assist in setting guidelines, it is advisable to review the EC sections dealing with instructional materials (grades K–12, sections 60052–60076; grades K–8, sections 60200–60112; grades 9–12, sections 60400–60411).
4. Inform evaluation committees that publishers must comply with numerous statutes and regulations. In particular, evaluation committees should be aware that publishers are prohibited from publicizing in their marketing material excerpts, in whole or part, from state adoption reports.
5. Verify correlations/standards maps supplied by publishers to actual standards and check the references to specific lessons and page numbers. Materials adopted by the SBE must be aligned to the standards.
6. Survey educators outside the district to explore their experiences with the instructional materials that are being piloted or considered for adoption.

### IV. Curriculum Mapping Considerations

f using materials from more than one source, i.e., primary documents, to provide content aligned to the SBE-adopted standards and the 2016 History Social Science Framework, an LEA should develop a curriculum map to identify the materials to be utilized to provide complete

coverage of the standards. This documentation is important for determining whether or not the LEA is in compliance with EC Section 60119, commonly known as Williams' instructional materials sufficiency. This law in part requires that each pupil in each school in the school district has sufficient textbooks or instructional materials, or both, that are aligned to the content standards adopted pursuant to EC Section 60605 or 60605.8 in each of the following subjects, as appropriate, that are consistent with the content and cycles of the curriculum framework adopted by the SBE: mathematics; science; history-social science; and English language arts, including the English language development component of an adopted program. While in the past an LEA typically utilized one SBE-adopted program for a particular grade level, in this era of local control, LEAs are beginning to incorporate additional materials. An LEA may utilize a textbook, a supplemental component, and online resources. It is important that an LEA demonstrate that students have access to this content both in the classroom and to take home, pursuant to EC Section 60119.

### ***Teacher Analysis of Similar Lessons***

Teachers compare programs. Duplicate a similar lesson from each program and hide/cover the name of the publisher (if possible). Teachers analyze each lesson for strengths and weaknesses, then compare programs and determine which ones they would recommend for adoption.

### ***Student Input on Programs***

To gather additional information, teach a similar lesson for each program under consideration. Conduct a student survey of the lessons you have just taught. Create a series of survey questions that will focus on the lessons or use the suggestions below. Put students in small groups to review the two lessons and respond to survey questions. Follow the instructions below.

#### **Instructions for Teachers**

- a. Teach a lesson from one of the programs under consideration.
- b. Have students work individually or in small groups of three or four.
- c. Following the lesson, have students work individually or in small groups to answer the survey questions.
- d. Set guidelines for group discussion where students take turns discussing and answering questions about the book.
- e. Students rate the lesson using the questions and rating scale below. Consider using an electronic data collection tool.
- f. Repeat the process for the other program under consideration.

#### **Directions for Students**

Look through the student edition of the history/social science textbook and reflect on the lesson. Answer the following questions:

- a. Was the lesson interesting and engaging?
- b. Was the text easy, just right, or too difficult?

- c. Describe what you learned from the lesson.
- d. Describe the features of the lesson that helped you learn.
- e. Was there anything you didn't like in the lesson? If so, describe.
- f. Rate the lesson from 1–4.
  - 1 = not very good
  - 2 = just okay
  - 3 = good
  - 4 = excellent

***Executive Committee Review***

The executive committee conducts an additional review of the programs for the best match with the District Lens.

## Action Step 4.2 - Conduct Additional Program Review

### ➤ Task 4.2a - Develop a plan and implement the Optional Program Review Task.

Once an optional program review has been selected, develop a plan including task, personnel, and timeline. This plan should include next steps prior to beginning Section Five, Make a Decision.

# Section 5. Make a Decision

## ■ Overview

After completing the activities in Section Four, the adoption committee may be able to come to an agreement quickly and easily about which programs to adopt. If there is still need for further discussion and deliberation, proceed to the activities in this section.

The purpose of Section Five, Make a Decision, is to provide a decision-making framework in the event that the adoption committee has more than one viable option and has not yet identified a clear choice for adoption that everyone can support.

While every district has the option of not choosing off the list, there are still legal requirements to be met. If a local education agency chooses to use instructional materials that have not been adopted by the state board, the local education agency shall ensure that a majority of the participants of any review process conducted by the local education agency are classroom teachers who are assigned to the subject area or grade level of the materials. LEAs may also utilize supplemental resources or teacher-created units of study that meet the requirements of the social content standards requirements and Education Code relevant to history-social science. For more information, refer to EC section 60210 added via AB 1246 (Brownley). For the purpose of understanding the use of this toolkit, the term “program” may refer to a state-adopted publisher program, supplemental materials, or teacher-created units of study.

## ■ Data/Resources

Use data, charts, and templates from Sections One, Two, Three, and Four as needed to assist adoption committee members as they complete this section.

## ■ Timeline

The process in this section is designed to facilitate the selection of instructional materials. It may be necessary to conduct multiple sessions of this process, so the timeline will vary according to the number of programs being reviewed. The approximate timeline for each program type is 3–4 hours.

## ■ Section 5. Make a Decision - At a Glance

**Purpose:** To come to consensus and make a decision (Toolkit Template: [Section 5: At a Glance](#))

Action Steps	Materials
5.1 <a href="#">Prepare for Decision-Making Process</a>	Action Step 5.1: Prepare for Decision-Making Process <a href="#">PowerPoint</a>
5.2 <a href="#">Compile and Review Data</a>	Refer to Action Steps
5.3 <a href="#">Determine Level of Support for Each Program</a>	Refer to Action Steps
5.4 <a href="#">Discuss and Cite Evidence</a>	Refer to Action Steps
5.5 <a href="#">Work Toward Consensus</a>	Refer to Action Steps
5.6 <a href="#">Examine Other Considerations</a>	Refer to Action Steps
5.7 <a href="#">Fall-Back Decision-Making Option</a>	Refer to Action Steps

## Action Step 5.1: Prepare for Decision-Making Process

1. Identify a person who is a recognized neutral leader to facilitate this process.
2. Use the *Action Step 5.1: Prepare for Decision-Making Process* [PowerPoint](#) to present the information for the following tasks.
3. Establish norms. Consider the following suggestions:
  - Let everyone be heard
  - Assume positive intentions
  - Be present and prepared
  - Base decisions on evidence collected from multiple perspectives
4. Introduce the definition of *consensus*.

A consensus decision means:

  - Each team member agrees he/she can support the publisher program ultimately recommended by the committee.
  - Each team member has a responsibility to support the adoption and its implementation throughout the district.
5. Adoption committee members agree to express and defend their level of support for each program. Introduce the Levels of Support.
  1. **I strongly agree** with this program and can support it.
  2. **I can support** this program. I am willing to go along with this choice.
  3. **I have concerns** and cannot support this program.
  4. **I abstain** because I didn't learn enough about this program to have an opinion.
5. Agree that if the adoption committee is unable to reach consensus, the district's Executive Committee will make the final decision.

## Action Step 5.2: Compile and Review Data

1. Facilitator will lead a review of the District Lens data (Section One).
2. Facilitator will lead a review of the publisher program choices (including careful analysis by grade level/span and across grade implications) with assembled notes and opinions on each (Sections Two and Three).
3. Facilitator will lead a review of the Optional Program Review data (Section Four).

### **Action Step 5.3: Determine Level of Support For Each Program**

1. Facilitator displays level of support categories and reminds participants of data reviewed.
2. Facilitator guides a discussion on strengths and weaknesses of each program. Record strengths and weaknesses on charts or using an electronic tool (e.g., Padlet, AwwApp - A Web Whiteboard, or Google Doc).
3. Facilitator grants members time to determine their level of support regarding each separate publisher program choice.
4. When all members are ready to be polled and later defend their level of support for program options, polling begins on the options. Note members may express any level of support for any program—for example, choosing to support two programs with full support. Consider using an electronic tool to poll (e.g., Poll Everywhere, Survey Monkey, Google Forms, etc.).
5. Facilitator polls the group, and members individually display their level of support. Facilitator posts results for each program choice on a chart or electronically.

### **Action Step 5.4: Discuss and Cite Evidence**

1. If program selections are in opposition to one another, invite participants to voice their opinions citing specific evidence (i.e., reference charts, notes, and data from Sections One through Four). Depending on group size, this might take the form of a simple discussion, or in a large group a more structured process that breaks the group into smaller mixed groups for discussion and charting.
2. Discuss patterns of strengths and areas of concern. Ask the group to narrow the existing strengths and concerns to items that might inhibit consensus. Encourage each member to share their concerns, rationale, and supporting evidence for those concerns in a way that will inform and provide knowledge that will enable the group to reach consensus.
3. Conduct another poll to see if the level of support has shifted after the discussion of strengths and concerns.
4. Record results on poll chart. If the group appears to favor one program over another, congratulate the group on having reached consensus.

### **Action Step 5.5: Work Toward Consensus**

1. Suggest other committee members address the voiced concerns and discuss options for compromise.
2. Conduct another poll to see if the level of support has shifted after the discussion.
3. Record results on poll chart. If the group appears to favor one program over another, congratulate the group on having reached consensus.

## Action Step 5.6: Examine Other Considerations

1. If the decision is not yet clear, now is the time to consider additional differences based on district priorities. Considerations include:
  - a. Evaluation criteria charts and criterion that is most critical based on district need.
  - b. Alignment between program types.
  - c. Other immediate needs such as new teachers, need for technology, growing number of students with intervention needs, etc.
  - d. Factors such as cost breakdown for components by grade span.
  - e. Availability of professional development support (within program and from the publisher).
  - f. Opportunities to maximize articulation across schools, districts, and throughout the county.
2. Facilitator reviews consensus definition chart. Even though a choice may not be a member's first choice, facilitator reminds group that consensus means that everyone can support a program for the district.
3. Conduct a final poll of individuals in the group.
4. Record results on poll chart. If the group appears to favor one program over another, congratulate the group on having reached consensus.
5. If there are still Level 3 concerns, return to Action Step 5.5.

## Action Step 5.7: Fall-Back Decision-Making Option

1. If consensus was not reached, the fall-back decision-making option is in effect. Input will be forwarded from the adoption committee to the district's Executive Committee to make a final program choice.

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# Resources

## ■ Websites and Online Instructional Resources

- **History-Social Science Framework**  
<https://www.cde.ca.gov/ci/hs/cf/hssframework.asp>
- **History-Social Science Content Standards for California Public Schools, Kindergarten Through Grade Twelve**  
<https://www.cde.ca.gov/be/st/ss/documents/histsocscistnd.pdf>
- **Recommended Literature: Prekindergarten Through Grade Twelve**  
<https://www.cde.ca.gov/ci/cr/rl/>
- **History-Social Science Professional Learning and Curriculum Resources**  
<https://www.cde.ca.gov/pd/ca/hs/hssprolmg-currres.asp>
- **Resources providing information regarding History, Geography, Government, and Economics**  
<https://www.cde.ca.gov/ci/hs/re/>
- **Programs for Students**  
<https://www.cde.ca.gov/pd/ca/hs/>
- **Constitution Day Resources**  
<https://www.cde.ca.gov/pd/ca/hs/>
- **Power of Democracy**  
<http://www.powerofdemocracy.org/>
- **Education and the Environment Initiative Curriculum**  
<https://www.cde.ca.gov/ci/sc/ee/>
- **ELA/ELD Framework**  
<https://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp>
- **ELA/Literacy Standards**  
<https://www.cde.ca.gov/be/st/ss/documents/finaelaccsstandards.pdf#search=ela/literacystandards&view=FitH&pagemode=none>
- **CCSS English Language Arts Resources**  
<https://www.cde.ca.gov/re/cc/elaresources.asp>
- **Common Core en Español**  
<https://commoncore-espanol.sdcoe.net/>
- **ELD Standards and Resources**  
<https://www.cde.ca.gov/sp/el/er/eldstandards.asp>
- **English Language Development Glossary of Key Terms**  
<https://www.cde.ca.gov/sp/el/er/documents/sbeeldglossary.pdf>

- **Smarter Balanced Assessment Consortium**  
<http://www.smarterbalanced.org/>
- **eStandards**  
<http://estandards.scoecurriculum.net/index.html>
- **Digital Chalkboard (Brokers of Expertise)**  
<https://www.mydigitalchalkboard.org/>
- **Williams Settlement**  
<https://www.cde.ca.gov/eo/ce/wc/wmslawsuit.asp>

## ■ History-Social Science Adoption Toolkit Timeline

Section	Estimated Time*	Dates/Location	Notes/Consideration
Introduction			<ul style="list-style-type: none"> <li>Request materials from publishers</li> <li>Gather data for Section One</li> <li>Identify adoption committee members</li> <li>Establish a timeline</li> </ul>
I. Develop the District Lens	3–4 hours		
II. Investigate Integration and Alignment of ELA/Literacy and ELD	6–8 hours for Programs 1–3. Programs 4 and 5 will take additional time.		
III. Review Program Components	8–12 hours depending on the number of programs under consideration		
IV. Determine Optional Program Review Tasks	Varies		Pilot of a Program: Minimum of six weeks per program
V. Make a Decision	3–4 hours for each program type		

*\*This is an estimated minimum time requirement for each section. The timeline will be affected by the number of committee members, program types, and publisher programs being reviewed.*

## ■ Glossary of Terms

- **Ancillary Materials**

Additional resource materials that are included in state-board approved publisher programs to provide necessary support to instruction. These materials are not contained in the teacher or student edition.

- **CAASPP**

The California Assessment of Student Performance and Progress (CAASPP) System was established on January 1, 2014. The CAASPP System replaced the Standardized Testing and Reporting (STAR) Program, which became inoperative on July 1, 2013. The 2014–15 CAASPP comprises the following required assessments:

CAASPP Assessment Components Include:

- » Smarter Balanced Assessment Consortium (SBAC) – online computer-adaptive assessment in ELA and mathematics for grades 3–8 and 11.
- » California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) – paper/pencil tests in science for grades 5, 8, and 10 will continue to be administered until new tests aligned with the Next Generation Science Standards are implemented.
- » Alternate assessment in ELA and mathematics (CalAlt will replace CAPA in Spring 2016) for grades 3–8 and 11.

- **Designated ELD**

Designated English language development (ELD) instruction is protected time during the regular school day where teachers use English language development standards as the focal standards in ways that build into and from content instruction in order to develop critical English language skills, knowledge, and abilities needed for content learning in English. (2014 ELA/ELD Framework, Glossary)

- **Differentiated Instruction**

Differentiated instruction is the use of a variety of evidence-based instructional approaches to transform the materials, curriculum, and production in response to the interests, preferences, and readiness of diverse learners. It is not a program but a way for teachers to think effectively about whom they teach, where they teach, and how they teach to maximize all students' academic potential (Glass 2012). (2014 ELA/ELD Framework, Chapter 9, Page 47)

- **District Lens**

Data gathered by a school district showing information about teacher and learner needs, state testing results, available resources, and instructional materials unique to that district.

- **English Learners**

English learner/English language learner. “English learner” means a child who is learning English as an additional language, whose native language is not English, and who is not currently able to perform ordinary classroom work in English, also known as Limited English Proficiency or LEP child. (Education Code section 306)

- **ELPAC**

English Language Proficiency Assessments for California (ELPAC), scheduled to replace the CELDT test, will include initial identification and summative assessments, and will be aligned to the 2012 State Board of Education-adopted English Language Development ELD Standards that assess the English language proficiency of pupils whose primary language is a language other than English.

- **Integrated ELD**

Integrated English language development (ELD) is English language development instruction provided throughout the day and across the disciplines. Teachers with English learners use the English language development standards in addition to their focal English language arts/literacy and other content standards to support the linguistic and academic progress of English learners. (2014 ELA/ELD Framework, Glossary)

- **Local Control**

In education, local control refers to (1) the governing and management of public schools by elected or appointed representatives serving on governing bodies, such as school boards or school committees, that are located in the communities served by the schools, and (2) the degree to which local leaders, institutions, and governing bodies can make independent or autonomous decisions about the governance and operation of public schools.

- **LCAP**

The Local Control Accountability Plan (LCAP) is a critical part of the new Local Control Funding Formula (LCFF). Each school district must engage parents, educators, employees, students, and the community to establish these plans. The plans will describe the school district's overall vision for students, annual goals, and specific actions the district will take to achieve the vision and goals. The LCAPs must focus on eight areas identified as state priorities. The plans will also demonstrate how the district's budget will help achieve the goals, and assess each year how well the strategies in the plan were able to improve outcomes.

- **Long-Term English Learner**

An English learner who is enrolled in any of grades 6-12, inclusive, has been enrolled in schools in the United States for more than six years, has remained at the same English language proficiency level for two or more consecutive years as determined by the English language development test identified or developed pursuant to EC Section 60810, and scores far below basic or below basic on the English language arts standards-based achievement test administered pursuant to EC Section 60640, or any successor test. (2014 ELA/ELD Framework, Glossary)

- **Newcomers**

Students who are recent immigrants to the U.S. who have little or no English proficiency and who may have had limited formal education in their native countries.

- **Smarter Balanced Assessment System**

The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. This system is based on the Common Core State Standards (CCSS) for English language arts/literacy (ELA) and mathematics. The Smarter Balanced Assessment System has three components designed to support teaching

and learning throughout the year: the Summative Assessments, the Interim Assessments, and the Digital Library.

Smarter Balanced Assessments are computer-based tests aligned with the state's rigorous new standards for English language arts/literacy and mathematics. Smarter Balanced is part of a comprehensive new testing program called California Assessment of Student Performance and Progress (CAASPP), which replaces the Standardized Testing and Reporting Program that expired on July 1, 2013.

- **Systematic Instruction**

The strategic design and delivery of instruction that examines the nature of the objective to be learned and selects and sequences the essential skills, examples, and strategies necessary to achieve the objective by (1) allocating sufficient time to essential skills; (2) scheduling information to minimize confusion on the part of the learner; (3) introducing information in manageable and sequential units; (4) identifying prerequisite skills and building on prior knowledge of the learner; (5) reviewing previously taught skills; (6) strategically integrating old knowledge with new knowledge; and (7) progressing from skills in easier, manageable contexts to more complex contexts. (2014 ELA/ELD Framework, Glossary)

- **Summative Assessment**

This is the assessment of learning that includes quarterly, midyear, and end-of-year tests developed by publishers and school districts. They are used to determine whether the student has mastered the content and to document long-term growth.

- **Universal Design for Learning (UDL)**

This is a set of principles for curriculum development that give all individuals equal opportunities to learn. UDL involves the use of effective teaching practices and the intentional differentiation of instruction from the outset to meet the needs of the full continuum of learners.

# 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.)



## Curricular and Improvement Support Committee (CISC)

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**CALIFORNIA COUNTY SUPERINTENDENTS**