

Parent Handbook for History–Social Science



California Department of Education
Sacramento, 2007

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A Message from the State Superintendent of Public Instruction

We all recognize that students need to be able to read and do mathematics well for success in later life. However, other subjects are equally valuable for our young people. From the very beginning of public education in this nation, the purpose of school was to educate students for citizenship in our democracy. Students need knowledge about history–social science (history, geography, civics, and economics) to make America’s experiment in democratic government successful. As a former high school history teacher, I know firsthand about the importance of these subjects.

The California State Board of Education also recognized the importance of history–social science for every child when it adopted a new *History–Social Science Framework* in 1987, calling for more time to be devoted in school to study history and geography. The framework received national recognition. It has been updated periodically since that time, but it essentially remains the same. It stresses the importance of teaching history–social science at every grade level, kindergarten through grade twelve. Knowledge of United States history, world history, geography, civics, and economics is essential to make good decisions about the future of our nation and form responsible opinions about the role of our country in world affairs.

In 1998 the California State Board of Education adopted the *History–Social Science Content Standards for California Public Schools*. These standards reemphasized the importance of studying history–social science at every grade level, and they outline high expectations for all students.

As State Superintendent of Public Instruction, I want our students to understand and engage in exercising their rights and responsibilities as members of a democratic society; to reflect on the sources of conflict and cooperation among people; to appreciate the importance of ethical behavior and human rights; and to recognize how democratic institutions evolved, how they are preserved, and how they may be jeopardized. These ideas are important concepts in the *History–Social Science Content Standards*.

In this parent handbook you will learn why the study of history–social science is important and about the state standards at each grade level. You will find out what you can expect for your child as history–social science is studied in school. You will gain ideas for ways to help your child to be successful in this subject, for success is best achieved when schools and families work together.

Thank you for your interest in helping your child to succeed, and I hope you find this information useful.

JACK O’CONNELL
State Superintendent of Public Instruction

I. Introduction: Why History–Social Science Is Important

Everything that happens in the present and the future has its origins in the past. In just 13 years of school, children cannot possibly learn everything there is to know about the past, but they can learn enough to make some sense of the changes that happen in their lives and in the world. By studying history–social science, young people can develop a good understanding of how our society functions, how leaders are selected, how laws and political systems work, how our economy operates, and how individuals can make a difference.

In the twenty-first century our country is immersed in the political, economic, and social problems of the rest of the world. We trade with many nations, and we must understand their histories and cultures to be good trading partners. We have global rivalries with some nations and need knowledge of their histories and cultures to avoid misunderstandings and comprehend the reasons for peace or for war.

Our highly complex society relies on well-educated minds and understanding hearts. Young people should know about democracies' strengths and weaknesses, the reasons for our democratic government, and the people whose vision and sacrifices have led our nation to where we are today. Our children need to appreciate the price that has been paid over the years to achieve our system of justice and the importance of continuing to strengthen our commitment to human rights.

From the standpoint of everyday living, the study of history–social science can help young people develop the skills necessary for active citizenship. From the earliest years, students should learn to discuss and debate, think critically about issues, share and take turns, have opportunities to lead and to follow, take responsibility, and respect those with different opinions. With a thorough grounding in history–social science, children can play a part in preserving and improving our society and can meet the challenges that lie ahead.

In this handbook, parents will find an overview of the history–social science curriculum and an explanation of why it is studied in school. They will find a clarification of some commonly used terms, as well as information about high school graduation requirements and college/university entrance requirements for this subject area. The final sections of the handbook offer numerous suggestions for resources and home or family activities that can help children succeed in history–social science.

II. Ways to Help Your Child Succeed in History–Social Science

History–social science education begins and is reinforced at home. Parents do make a difference in their students' enjoyment and understanding of history, geography, civics, and economics. Here are some ideas for helping students to be interested and successful in this subject area.

A. Take an interest in your children's school life.

- Read their textbooks and reports.
- Review their individual and group projects.
- Visit their classrooms and meet their teachers.
- Ask teachers about your children's progress.
- Ask your children to talk about what they do in class and what they are learning.
- Talk to your children about what homework must be finished for the next day or what needs to be done for a project.
- Provide a place at home for study and homework.
- Specify times for reading—away from the television and distracting activities.
- Take your children to the library regularly and encourage them to select biographies and other nonfiction, as well as folktales and fiction.
- Take an interest in the books that your children read. What traits do the characters portray? What traits make for good leaders? What traits make good citizens?
- Have a collection of great speeches and written documents to read with your children from time to time.

B. Discuss issues and events of the past and present.

History is all around us and nothing can be more inspiring or meaningful than a story that makes the past come alive. History and the Social Sciences depend on conversations and story-telling as they relate to our past, present, and future.

- Share family history and good family stories with your children.
- Tell children of your own memories of important events.
- Take advantage of visits from grandparents, other relatives, and friends to talk about historical events during their lifetime, their travels, and their contributions to community.
- Tell children about national symbols, such as the flag, the national anthem before sporting events, and memorials to leaders; provide opportunities to talk about our country and its values.
- Talk about current events as a family.
- Encourage your children to watch television programs (or videos from the library) about important historical topics and current events; then talk about the programs afterwards.

- Encourage your children to read and write about famous persons or events in history or places in different lands.
- Try to discuss current events from different points of view. Help children think about causes (Why did it happen?) and consequences (What might happen now?).
- You do not have to know all the facts or fully understand history to help your children learn. Be willing to work together to search for answers.

C. Be good role models for your children.

- Read newspapers and news magazines for informed judgments. Discuss important issues and events with your children as appropriate for their age.
- Encourage children in reading library books about important people and historical events. School and public libraries can provide assistance in locating fiction and nonfiction that relates to history–social science.
- Help children locate places, countries, and regions on maps, atlases, or globes and discuss with them why people have settled there and how they live.
- As a family, take a walk around the neighborhood and look at what makes it unique. How is it similar or different to other places you have seen—the landscape, the buildings? Using a local map, drive around the community and have a similar discussion.
- When possible, try different ways to travel—by foot, bicycle, bus, car, train, subway, airplane, ferry, and barge. Some historic sites and amusement parks provide opportunities for visitors to experience a horse and carriage. How has transportation changed the way we live?
- Watch travel shows on television and discuss the geography and culture of the region.
- When taking trips, let children follow the routes on maps. Discuss how people live, what they do, the landscape, and how one place is the same as or different from where they live.
- Talk as a family about the purpose and meaning of national and state celebrations, such as Presidents’ Day, Martin Luther King, Jr. Day, Cesar Chavez Day, Memorial Day, Independence Day/Fourth of July, Labor Day, Veterans’ Day, and Thanksgiving.
- Visit museums, California’s state historic parks, and historic places in your community and region. What would it have been like to live at that time? Have your children write a log or journal about their visit.
- Ask children for their help when looking something up in an encyclopedia or dictionary or when doing a search on the Internet.
- When shopping, discuss where items come from, why they originated there, and how the place of origin makes a difference to one’s way of living and the economy in the other country and in ours.
- Cook with your children and talk about the sources of the recipe and the ingredients. Locate the sources on a map and discuss the climate and geography of the region where the ingredients were grown. Ask your children questions

such as “how do regions of the world depend on each other for their food sources?”

- Take your children to community events and discuss what they mean to the community.
- Find people who have lived in the community for a long time and talk to them about major events and issues in the community. How and why has the community changed?
- Help children to meet or learn about community elected leaders and community volunteers and to learn about state and national leaders through the media and biographies. Help them realize that makers of history are real people like themselves.
- Create a scrapbook (pictures from newspapers, magazines) of community, state, and national “heroes and heroines.” What qualities (character traits) do these people have?
- Have family meetings where you talk about neighborhood and community needs. Then plan and do a community service project as a family.
- Help your children to learn good democratic values through frequent discussions and experiences—caring, respect, responsibility, civic virtue and citizenship, justice and fairness, honesty, and trustworthiness.
- Give your views on issues and explain why you believe as you do. In addition, discuss children’s own views with them.
- Talk with your children about issues and candidates at election times.
- Explain to your children how one reaches a voting decision and then take your children with you to the voting polls.
- Find something that your children are interested in and show them how public policy influences their rights and responsibilities.
- Encourage eighteen-year-olds to register to vote and participate as informed voters. Talk about the values and behaviors that are the basis of their citizenship.

D. Inquire about homework and give ideas on finding local resources.

Provide a place at home for study and homework—a place that is as free as possible from such distractions as loud conversations or noise from a radio or television. Establish a routine time for children to do their homework. Parents can help by checking their children’s completed assignments before the end of the day. Parents also can help their children find a safe place to store homework supplies so that they are kept neat and clean and can be found readily. Most of the supplies young students need for homework—pencils, erasers, ruled and plain paper, for example—are ordinarily found around home or can be purchased at various stores.

Many students benefit from having access to a computer and printer. School libraries, public libraries, and some classrooms often make computers available to students. If judiciously used, the Internet can be very useful in researching a topic.

Resources to aid your child in history-social science are all around us. Encourage children to talk with family members, neighbors, and friends about current and past events in the nation and the world that have affected their lives. You can also you’re

your children find out how to get information for school projects from libraries, local sites for Internet access (such as public libraries), local historical societies, local newspapers, the Chamber of Commerce, museums, and civic or governmental offices.

III. Standards and Frameworks: What They Are and the Role They Play

The terms *content standards* and *curriculum frameworks* figure prominently in discussions about public school curriculum and are fundamental in determining what students should learn and teachers teach. Therefore, a brief explanation of them is provided here.

Content standards are written expectations for what all students at a given grade level should know and be able to do. The expectations are high—comparable to the academic standards of countries that have high levels of student achievement. Content standards define the skills and knowledge that students need in order to be literate, educated citizens and to enter a college or university. They provide the basis for statewide tests that students must take at certain grade levels. District and school administrators, classroom teachers, universities that prepare teachers, and publishers of textbooks and other instructional materials pay close attention to the content standards in their work. (The main headings of the history–social science standards for each grade level are included in this handbook in Section V, “What Parents Should Expect Their Child to Know in a Standards-Based Curriculum.”)

A curriculum framework describes the content of the course for each grade level, kindergarten through the grade twelve, and offers suggestions to teachers on *how* to teach the curriculum. A framework is a kind of “blueprint” for implementing the content standards adopted by the State Board of Education. Many teachers and administrators use a framework as a guide to help them coordinate what they will teach. Local school boards sometimes base their own curriculum decisions upon the frameworks adopted by the State Board. Many teacher education programs use frameworks as a source for professional learning. A framework also informs textbook publishers about the kinds of instructional materials needed in schools.

The State Board’s content standards and framework for history–social science outline a rich program of studies for all the children in the state. These documents reflect ideas and contributions from a broad cross-section of scholars, educators, parents, and the public. The standards and the grade-level course content of the framework are aligned; that is, the expectations for students and the course descriptions are unified and consistent. The history–social science curriculum is designed so that students who move from one school to another within the state will not repeat the work of previous years.

Parents are welcome to read online the entire *History–Social Science Framework for California Public Schools, 2005* at the California Department of Education’s Web site at: <http://www.cde.ca.gov/ci/hs/cf>.

In addition, hard copies of this publication (item number 001531) are available for purchase from CDE Press. For price and ordering information, interested parents may e-mail CDE Press at sales@cde.ca.gov or call 800-995-4099.

IV. An Overview of the History–Social Science Curriculum, K–12

In the curriculum presented in California’s content standards and framework, students are expected to study history–social science (history, geography, civics, and economics) at every grade level. They will learn that events occurred in a particular period and place, and they will be challenged to ask why? why now? why here? What happened as a result? How does that affect me today and tomorrow? The curriculum emphasizes history and geography and is fascinating as students find out about the ideas that caused wars, revolutions, crusades, scientific and social changes, and the men and women who made differences.

The K–12 history–social science curriculum is comprehensive and divided into three broad categories (goals): Knowledge and Cultural Understanding, Democratic Understanding and Civic Values, and Skills Attainment and Social Participation. None of these goals is developed wholly independent of the rest—all are related in this curriculum. Study skills and critical thinking skills, for example, are developed through challenging studies in history and the other humanities, geography, and the social sciences. An understanding of democracy and civic values is enriched through an understanding of the history of the nation’s institutions and ideals. Civic participation requires political knowledge and presents ethical choices. The major goals, with the curriculum strands, are a constant in each grade level, not options to be added or dropped from one year to the next.

The curriculum encourages teachers to “integrate” or blend the humanities and social sciences into the study of history and geography. To understand any society, whether it is the United States today or an ancient civilization, one should know how the society was ruled (politics), the groups of that society (sociology), and how people worked and produced goods (economics). When students examine the art, music, drama, dance, literature, architecture, technology, religion, sports, and daily life of a society, they gain a more vivid understanding and can better imagine what it might have been like to live in a different time and place. For additional information on curriculum integration see Section V, “District Decisions Regarding the History–Social Science Curriculum and Instruction.”

Teachers are encouraged to integrate literature in the teaching of California, United States, and world history in order to enhance the understanding of these curricula. For example, students will read journals and diaries of pioneers to understand frontier life, the great myths and legends of each civilization, the words spoken or written by significant men and women, and novels and biographies that help them see events through the eyes of those who were there.

In kindergarten through grade three, students are introduced to biographies, myths, legends, and historical stories. These studies will prepare them for the upper grades by giving them a rich historical foundation.

The curriculum departs from practices of the past in that it devotes more time to chronological history—three years of United States history (grades five, eight and

eleven) and three years of world history (grades six, seven, and ten), as well as one year of California history (grade four) and a recommended high school elective (grade nine). Each course gives major emphasis to a selected historical period that students will study in depth. By limiting the number of years or centuries, students have the time to develop understanding of the people, issues, events, and historical periods and are more likely to retain what they have learned. Beginning with grade seven, each course provides for a review of learnings from earlier grades. And each course provides opportunities to link the past with the present by expanding on the major themes emphasized in the course.

Students in California take three years of world history, a greater emphasis than most states in the nation. The world becomes a smaller place every day, and in California where much of the economy is based on world trade, our students cannot be ignorant about other major civilizations.

From kindergarten through grade twelve the curriculum emphasizes the importance of democratic values and human rights. One of the great themes of modern history has been the development of governmental institutions to protect the rights and freedoms of individuals. Students will learn how to participate in government and civic agencies so that they can strengthen democratic institutions in their own communities.

California's history-social science curriculum recognizes the multicultural character of American society and alerts students to inter-group relationships in other societies. It stresses that the United States is a nation composed of many different groups and cultures and teaches respect for diverse cultural heritages. A major focus in the study of national and world history is to understand why groups clash and under what circumstances they live in harmony.

Students learn about the importance of religious ideas in national and world history. In American history, students will learn about the role of religious organizations in the civil rights movement and other reforms. In world history they will examine the ethical ideas of Christianity, Judaism, Islam, Buddhism, Confucianism, and Hinduism. They will also learn how religious conflicts have sometimes provoked wars and prejudices.

The curriculum examines ethical ideas and the consequences. Youths studying history need to understand the conditions that produce a good society, one that protects individual dignity. They need to know how governments sometimes oppress their own citizens and tyrannize other peoples.

The history–social science framework does not mandate how teachers will teach. It encourages teachers to use a wide variety of methods in teaching. Teachers may use debates, plays, computers, writing activities, cooperative or group activities, and any other approaches that will help the students in their classes to understand the past as a living reality. It is expected that parents will see history–social science being taught daily. Parents should see their students actively participating in the classroom in a variety of interesting and lively activities, ranging from student research and writing projects to performances, discussions, mock trials, service learning, mapmaking and interpretation, and the reading of good books.

V. What Parents Should Expect Their Child to Know in a Standards-Based Curriculum

The standards provide a sequence of studies in which students build on their work and knowledge from previous years. Each year of study is important, and a “story” is woven from year to year that tells of *who* we are, *why* we are, *where* we are now, *how* we interact with others in the world and with their history and cultures, and *what* our responsibilities are as citizens in a democracy.

Only the main headings from the *History–Social Science Content Standards for California Public Schools* are provided below. Parents may read the standards in their entirety at: <http://www.cde.ca.gov/be/st/ss/documents/histsocscistnd.pdf>.

A. The Primary Grades’ Curriculum: Kindergarten Through Grade Three

In the primary years students begin to learn about the larger world they inhabit. They will learn the social behavior that is the basis of good citizenship in both the classroom and the community. They will begin to understand geographic and economic relationships as they examine their local communities and the ways in which they depend on others to supply their need for food and shelter. They will meet great heroes from various cultures as they read about men and women who have made a difference. Their studies and activities will introduce them to the national symbols, holidays, songs, and stories that bind a nation.

Content Standards for Kindergarten, “Learning and Working Now and Long Ago”

- K.1 Students understand that being a good citizen involves acting in certain ways.
- K.2 Students recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty.
- K.3 Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.
- K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics.
- K.5 Students put events in temporal order using a calendar, placing days, weeks, and months in proper order.
- K.6 Students understand that history relates to events, people, and places of other times.

Content Standards for Grade One, “A Child’s Place in Time and Space”

- 1.1 Students describe the rights and individual responsibilities of citizenship.
- 1.2 Students compare and contrast the absolute and relative locations of places and people and describe the physical and/or human characteristics of places.
- 1.3 Students know and understand the symbols, icons, and traditions of the United States that provide continuity and a sense of community across time.
- 1.4 Students compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places, and things change over time while others stay the same.

- 1.5 Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places.
- 1.6 Students understand basic economic concepts and the role of individual choice in a free-market economy.

Content Standards for Grade Two, “People Who Make a Difference”

- 2.1 Students differentiate between things that happened long ago and things that happened yesterday.
- 2.2 Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments.
- 2.3 Students explain governmental institutions and practices in the United States and other countries.
- 2.4 Students understand basic economic concepts and their individual roles in the economy and demonstrate basic economic reasoning skills.
- 2.5 Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others’ lives (e.g., from biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride).

Content Standards for Grade Three, “Continuity and Change”

- 3.1 Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context.
- 3.2 Students describe the American Indian nations in their local region long ago and in the recent past.
- 3.3 Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land.
- 3.4 Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.
- 3.5 Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region.

B. The Middle Grades’ Curriculum: Grades Four Through Eight

At the middle grades students’ intellectual ability has developed so that students are capable of considering a far wider sweep of human affairs. They can follow, with interest, the origin and development of major Western and non-Western civilizations. Because history is grounded in the lives of people and events, sufficient time is given to study particular periods of history fully and in depth as students learn about the people and events, ordinary and extraordinary, that make these studies exciting.

Content Standards for Grade Four, “California: A Changing State”

In grade four students study the history and geography of California from pre-Columbian times—when it was home to large numbers of American Indians—to the present—when migration and immigration have made the state a dynamic cultural mix and technology

has changed the way people work and live. Students will learn about local, state, and federal governments as described in the U.S. Constitution.

- 4.1 Students demonstrate an understanding of the physical and human geographic features that define places and regions in California.
- 4.2 Students describe the social, political, cultural, and economic life and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods.
- 4.3 Students explain the economic, social, and political life in California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush, and the granting of statehood.
- 4.4 Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.
- 4.5 Students understand the structures, frameworks, functions, and powers of the local, and state-wide governments within the state of California.

Content Standards for Grade Five, “United States History and Geography: Making a New Nation”

In the grade five students will study U.S. history and geography, with special emphasis on the exciting story of the founding of the new nation. They will learn about Indian tribes, explorers, settlers, slavery, Puritans, Pilgrims, pioneers, the American Revolution, and the westward movement. They will learn about extraordinary people, such as William Penn, Phyllis Wheatley, George Washington, Benjamin Franklin, Thomas Jefferson, Abigail Adams, Mercy Otis Warren, Sacajawea, and Chief Tecumseh. Students will also learn the locations of the 50 states and the names of their capitals.

- 5.1 Students describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River.
- 5.2 Students trace the routes of early explorers and describe the early explorations of the Americas.
- 5.3 Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers.
- 5.4 Students understand the political, religious, social, and economic institutions that evolved in the colonial era.
- 5.5 Students explain the causes of the American Revolution.
- 5.6 Students understand the course and consequences of the American Revolution.
- 5.7 Students describe the people and events associated with the development of the U.S. Constitution and analyze the Constitution’s significance as the foundation of the American republic.
- 5.8 Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.

- 5.9 Students know the location of the current 50 states and the names of their capitals.

Content Standards for Grade Six, “World History and Geography: Ancient Civilizations”

In grade six students will learn about the history and geography of ancient civilizations. They will study the early societies of the Near East and Africa, the ancient Hebrew civilization, Greece, Rome, and the classical civilizations of India and China. Students will learn about everyday life, art and architecture, the tools that ancient peoples used, the myths they developed to explain the natural world, and the enduring ideas that ancient civilizations developed.

- 6.1 Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.
- 6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.
- 6.3 Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews.
- 6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.
- 6.5 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.
- 6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.
- 6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.

Content Standards for Grade Seven, “World History and Geography: Medieval and Early Modern Times”

In grade seven students will continue to study world history and geography from approximately A.D. 500 to 1789. This period will take them from the fall of Rome to the spread of Islam. They will learn about the Mayan, Incan, and Aztecan civilizations. They will examine life in China, Japan, Africa, and Europe, and they will take a close look at the Renaissance, Reformation, and Scientific Revolution in Europe.

- 7.1 Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.
- 7.2 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.
- 7.3 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages.
- 7.4 Students analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa.
- 7.5 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan.

- 7.6 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.
- 7.7 Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.
- 7.8 Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance.
- 7.9 Students analyze the historical developments of the Reformation.
- 7.10 Students analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political, and cultural institutions.
- 7.11 Students analyze political and economic change in the sixteenth, seventeenth, and eighteenth centuries (the Age of Exploration, the Enlightenment, and the Age of Reason).

Content Standards for Grade Eight, “United States History and Geography: Growth and Conflict”

In grade eight students will again study U.S. history and geography. Students will concentrate on the tumultuous years from the framing of the Constitution until the beginning of the Twentieth Century. Students will also learn about the special characteristics of the West, the South, and the Northeast; about the many reform movements that swept the nation, such as those for the abolition of slavery, for women’s rights, and for public education; and about the Civil War, Reconstruction, and the spread of the Industrial Revolution.

- 8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.
- 8.2 Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government.
- 8.3 Students understand the foundation of the American political system and the ways in which citizens participate in it.
- 8.4 Students analyze the aspirations and ideals of the people of the new nation.
- 8.5 Students analyze U.S. foreign policy in the early Republic.
- 8.6 Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast.
- 8.7 Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800s and the challenges they faced.
- 8.8 Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.
- 8.9 Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.
- 8.10 Students analyze the multiple causes, key events, and complex consequences of the Civil War.
- 8.11 Students analyze the character and lasting consequences of Reconstruction.
- 8.12 Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.

C. The Secondary Curriculum: Grades Nine Through Twelve

By the high school years, students are beginning to develop the ability to think abstractly about historical and political ideas. By the time students enter the ninth grade, most students can engage in analytical thought that is recognizably adult. The history–social science curriculum for the high school years helps students to develop analytical thinking. This type of thinking includes abstract understanding of historical causality (relationships between historical events, their multiple antecedents, and consequences over time) and higher levels of policy analysis and decision making.

The standards provide for advanced historical, political, and civic learnings and advanced critical thinking skills at grades nine through twelve.

Grade Nine: Elective Courses

There are no content standards for grade nine; however, the framework recommends elective courses be offered (one semester or one year) so students have an opportunity to explore in greater depth problems or issues that interest them. This year also allows for students to strengthen their knowledge and skills in areas that will bring them greater success in the three years of required courses at grades ten through twelve.

Recommended electives are:

- **Our State in the Twentieth and Twenty-First Centuries**
This can be a one or two semester course where students study contemporary California, its history and geography, its multicultural heritage, its government and economy, the major issues facing the state, and the ways in which students can become active participants in its future.
- **Physical Geography**
This one-semester course develops the basic themes of physical geography, including a systematic discussion of the physical landscape through geomorphology and topography; the patterns and processes of climate and weather; and water resources through hydrology.
- **World Regional Geography**
This course provides students with an understanding of the distribution, descriptions and characteristics of the world's major cultures and of the dynamics of human migration and cultural diffusion
- **The Humanities**
The purpose of this course is to stretch students' imagination, enrich their experience, and increase their distinctively human potential.
- **Survey of World Religions**
Students consider the principal religions of the world that are active today, influencing the lives of millions and impressing their image on the contemporary world.

- **Area Studies: Cultures**
Students investigate one or more cultures within a geographic region of the world today; for example, culture studies of the Middle East, Latin America, or Southeast Asia. This investigation might also compare characteristics of the culture(s) studied with those of similar and diverse cultures
- **Anthropology**
In this introduction to anthropology, students learn about human beings and their cultures. The two major divisions of anthropology, physical and cultural, are studied.
- **Psychology**
In this course students are introduced to psychology, with a focus on the scientific study of human development, learning, motivation, and personality. Students should develop some basic concepts of psychology and a historical perspective on psychology as the study of individual behavior.
- **Sociology**
In this course students are introduced to sociological concepts, theories, and procedures. Students should learn how sociologists analyze the basic structures and functions of societies and of groups within societies, discover how these societies became organized, identify the conditions under which they become disorganized, and predict the conditions for their reorganization.
- **Women in Our History**
In this course students study the history of American women, their roles in historical events, and the effects of historical events on women. This history of American women should demonstrate dramatic change as well as continuity.
- **Ethnic Studies**
In this course students engage in an in-depth study of ethnic groups, including their history, culture, contributions, and current status in the United States. They learn about the characteristics of America's ethnic groups and the similarities and differences of these groups in both their past and present experiences.
- **Law-Related Education**
In this course students should gain a practical understanding of the law and the legal system that have been developed under the United States Constitution and Bill of Rights. They should become aware of current issues and controversies relating to law and the legal system and be encouraged to participate as citizens in the legal system. Students should be given opportunities to consider their attitudes toward the roles that lawyers, law enforcement officers, and others in the legal system play in our society. In addition, students should be exposed to the many vocational opportunities that exist within the legal system.

Content Standards for Grade Ten, “World History, Culture, and Geography: The Modern World”

In grade ten, students of modern world history (from about 1789 to the present), students will learn about imperialism, colonialism, and decolonization in the developing world, the causes and consequences of World War I, totalitarianism in Nazi Germany and Stalinist Russia, and World War II. Students will analyze instances of contemporary nation building in at least two regions of the world; how countries are integrated into the world economy; and the impact of the information, technological, and communications revolutions throughout the world.

- 10.1 Students relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western political thought.
- 10.2 Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects worldwide on the political expectations for self-government and individual liberty.
- 10.3 Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.
- 10.4 Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America, and the Philippines.
- 10.5 Students analyze the causes and course of the First World War.
- 10.6 Students analyze the effects of the First World War.
- 10.7 Students analyze the rise of totalitarian governments after World War I.
- 10.8 Students analyze the causes and consequences of World War II.
- 10.9 Students analyze the international developments in the post–World War II world.
- 10.10 Students analyze instances of nation building in the contemporary world in at least two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, and China.
- 10.11 Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, and computers).

Content Standards for Grade Eleven, “United States History and Geography: Continuity and Change in the Twentieth Century”

In grade eleven students will focus on the United States in the Twentieth Century. They will learn about the Progressive Era, the Jazz Age, the Great Depression, World War I, World War II, the Cold War, the civil rights movement, and the wars in Korea, Vietnam and the Persian Gulf and the impact on U.S. foreign policy. They will learn how the principles of the Constitution have affected the development of American society and the development of federal civil rights and voting rights. Finally, students will analyze the major economic and social problems and the domestic policy issues in contemporary American society.

- 11.1 Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.
- 11.2 Students analyze the relationship among the rise of industrialization, large-scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe.
- 11.3 Students analyze the role religion played in the founding of America, its lasting moral, social, and political impacts, and issues regarding religious liberty.
- 11.4 Students trace the rise of the United States to its role as a world power in the twentieth century.
- 11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.
- 11.6 Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government.
- 11.7 Students analyze America's participation in World War II.
- 11.8 Students analyze the economic boom and social transformation of post-World War II America.
- 11.9 Students analyze U.S. foreign policy since World War II.
- 11.10 Students analyze the development of federal civil rights and voting rights.
- 11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.

Content Standards for Grade Twelve, “Principles of American Democracy” (Civics) (One Semester)

In the grade twelve students will spend one semester closely examining the institutions of American government and comparing them to other governmental institutions in the world today. They will discuss the principles of American democracy and the privileges and responsibilities of citizens in a democracy, including the importance of registering to vote at the age of 18 years. The study of the branches of government includes a discussion of landmark Supreme Court decisions. Students will formulate questions about important tensions in our constitutional democracy and defend their positions.

- 12.1 Students explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy.
- 12.2 Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.
- 12.3 Students evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society.
- 12.4 Students analyze the unique roles and responsibilities of the three branches of government as established by the U.S. Constitution.
- 12.5 Students summarize landmark U.S. Supreme Court interpretations of the Constitution and its amendments.

- 12.6 Students evaluate issues regarding campaigns for national, state, and local elective offices.
- 12.7 Students analyze and compare the powers and procedures of the national, state, tribal, and local governments.
- 12.8 Students evaluate and take and defend positions on the influence of the media on American political life.
- 12.9 Students analyze the origins, characteristics, and development of different political systems across time, with emphasis on the quest for political democracy, its advances, and its obstacles.
- 12.10 Students formulate questions about and defend their analyses of tensions within our constitutional democracy and the importance of maintaining a balance between the following concepts: majority rule and individual rights; liberty and equality; state and national authority in a federal system; civil disobedience and the rule of law; freedom of the press and the right to a fair trial; the relationship of religion and government.

Content Standards for Grade Twelve, “Principles of Economics” (One Semester)

In the other semester of grade twelve, students will study the basic concepts of economics and the elements of America’s market economy. This course will help them understand the economic problems and institutions of the United States and other countries and issues of international trade.

- 12.1 Students understand common economic terms and concepts and economic reasoning.
- 12.2 Students analyze the elements of America’s market economy in a global setting.
- 12.3 Students analyze the influence of the federal government on the American economy.
- 12.4 Students analyze the elements of the U.S. labor market in a global setting.
- 12.5 Students analyze the aggregate economic behavior of the U.S. economy.
- 12.6 Students analyze issues of international trade and explain how the U.S. economy affects, and is affected by, economic forces beyond the United States’s borders.

D. Content Standards for Historical and Social Sciences Analysis Skills, Kindergarten Through Grade Twelve

At every grade level and as appropriate to the age of the child, students learn historical and social sciences analysis skills. These intellectual skills are not to be learned in isolation from content. Instead, they are applied to the content standards during discussions and oral and written lessons and activities. The intellectual, reasoning, reflection, and research skills are in the areas of:

Chronological and Spatial Thinking:

1. Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.
2. 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.

3. 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.
4. Students relate current events to the physical and human characteristics of places and regions.

Historical Research, Evidence, and Point of View

1. Students distinguish valid arguments from fallacious arguments in historical interpretations.
2. Students identify bias and prejudice in historical interpretations.
3. 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.
4. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

Historical Interpretation

1. Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.
2. Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.
3. 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.
4. Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.
5. Students analyze human modifications of landscapes and examine the resulting environmental policy issues.
6. Students conduct cost-benefit analyses and apply basic economic indicators to analyze the aggregate economic behavior of the U.S. economy.

VI. District Decisions Regarding the History–Social Science Curriculum and Instruction

Although the content standards specify knowledge that all students should understand, it is the responsibility of the school district and imaginative teachers to create curricular activities to engage students in learning. For example, school librarians and teachers of different subject areas might cooperate to develop lessons that bring different subjects together (e.g., history and literature, geography and science, economics and math, history/cultures and art). This method is called curriculum integration. Teachers might draw on community resources such as museums, libraries, and archives, as well as from a wide variety of books, computer software, videotapes, and other visual materials. In addition to presenting subjects for class discussion, teachers might provide for students' active learning through civic participation or service-learning projects (see page 26 for a definition of service-learning), debates, mock trials, collaborative and individual projects, the preparation of local and oral histories, dramatizations, researching and writing about famous people and events, and the making of maps and historical time lines.

A. Instructional Materials

Instructional materials are broadly defined to include textbooks, technology-based materials, other educational materials, and tests. The impact of instructional materials on classroom learning is significant and has been shown to be an essential tool for teachers in today's classrooms.

The State Board of Education adopts instructional materials for kindergarten through grade eight that are aligned with the *History–Social Science Content Standards*. The adoption process takes place every six years. Publishers are encouraged to include varied student and teacher resources in their history–social science programs (e.g., textbooks, literature books, geography materials, software). Any program that meets the State Board's *Criteria for Evaluating Instructional Materials* can be adopted so that districts have choices when spending their textbook allocation. Ultimately, the choice of which textbooks your children use in their classrooms is determined by the school district, charter school, or county offices of education. These entities conduct their own evaluation of instructional materials adopted by the State Board of Education and then choose the materials that best meet the needs of their students.

All instructional materials used in California public schools must be balanced in their portrayals of people of different genders, ethnicities, ages, and disabilities, and may not be stereotypical, demeaning, or contain unnecessary advertising.

Districts selecting materials for kindergarten through grade eight must use materials from those adopted by the State Board of Education if they wish to use state instructional materials funds, unless they have secured a waiver from the State Board of Education. Materials for use in grades nine through twelve are selected by decision of the local governing board. The districts, charter school, county office of education or

other entity governing the adoption of materials for grades nine through twelve are encouraged to use the content standards, the curriculum frameworks, the State Board of Education adopted evaluation criteria, and the reports on each adoption as resources when making their own decisions. Although the state evaluation criteria are developed for kindergarten through grade eight state adoptions, these criteria may also be useful in the design of evaluation criteria for high schools.

B. Sufficiency of Instructional Materials

The governing board of every Local Education Agency (LEA) that receives state instructional material funds must have sufficient textbooks or instructional materials, or both, in reading/language arts, science, mathematics and history-social science for each student. These materials must be aligned to the state content standards and consistent with the curriculum frameworks. If there are insufficient instructional materials, the governing board must take action to insure that each student has sufficient instructional materials by the end of the second month of school year. More information on instructional materials sufficiency is available on the CDE Web site at: <http://www.cde.ca.gov/eo/ce/wc/index.asp>.

C. Literature

The *History–Social Science Framework* emphasizes the importance of enriching the study of history with the use of literature, both literature of the period and literature about the period. Teachers of history and teachers of language arts should collaborate to select appropriate works. Librarians or library/media teachers are helpful to both teachers and students in selecting literature to complement the history–social science curriculum. Poetry, novels, plays, historical documents, inaugural addresses, myths, legends, tall tales, biographies, essays, and religious literature help to shed light on the life and times of the people during an historical period. The California Department of Education (CDE) publishes a list of recommended literature to supplement and enhance the History-Social Science curriculum. This list will be available on CDE’s Web site (<http://www.cde.ca.gov/pd/ca/hs/>) in late 2008.

D. Elective Courses

Each school district determines the number of courses and the grade levels in which to offer high school elective courses. Decisions are likely to be based on the needs and interests of students in the district. Refer to Section IV of this handbook, “What Parents Should Expect Their Children to Know in a Standards-Based Curriculum,” for grade nine, for examples of elective courses recommended by the *History–Social Science Framework*.

E. Service-Learning

Many teachers are choosing to include service-learning as an instructional strategy to help students learn content standards. In service-learning assignments, students participate in organized service that addresses community needs and fosters civic responsibility. High-quality service-learning activities are closely linked to specific academic content standards and help students achieve to those standards. In history–social science, students can make use of the community to gather information regarding public issues and become familiar with individuals and organizations involved in public

affairs. Campus and community beautification activities and volunteer service in community facilities, such as hospitals and senior citizen or day care centers, can provide students with opportunities to develop a commitment to public service. Through such activities, students at any grade level are linked in a positive way to their schools and communities.

F. Character Education

Many districts and schools are reemphasizing the development of citizenship and focusing actively on the character traits that are needed in a democratic society: for example, caring, civic virtue, honesty, justice and fairness, respect, responsibility, and trustworthiness. In history–social science classes those character traits can come to life through:

- Biographies of men and women who have made a difference in history and government; for example, George Washington, Benjamin Franklin, Abraham Lincoln, Chief Joseph, Elizabeth Cady Stanton, Eleanor Roosevelt, Cesar Chavez, Rosa Parks, Martin Luther King, Jr., Nelson Mandela, Mother Teresa
- Folktales and hero stories; for example, Alikì's *The Story of Johnny Appleseed*, Ezra Jack Keats' *John Henry: An American Legend*, Aesop's *Fables*, D'Aulaires' *Book of Greek Myths*, Virginia Hamilton's *The People Could Fly*, folktales from diverse cultures, and American Indian tales
- Stories (nonfiction and fiction) of events in history; for example, Jean Fritz's *Shh, We're Writing the Constitution*, Ann N. Clark's *To Stand Against the Wind*, Francis Parkman's *Oregon Trail*, *The Diary of Anne Frank*, John Steinbeck's *Grapes of Wrath*, Mark Mathabane's *Kaffir Boy*, Richard Rodriguez's *The Hunger for Memory*
- Supreme Court cases (for example, *Plessy v. Ferguson*, and *Brown v. Board of Education*)

G. Examples of Integrated Curriculum

As district curriculum is developed and teachers make daily lesson plans, it is increasingly common to “integrate” the curriculum. This approach makes sense because there is a limit to the number of minutes that students are in school, and more and more subjects and topics are required to be covered. But most importantly, it just makes sense to combine standards for the outcomes of a classroom lesson because it reflects daily living in the real world. The following are examples of what one might see in “integrated lessons”—what your children might be doing in class or bringing home as homework:

- **Grade Two**
Students learn about the topic “People Who Supply Our Needs.” The class visits a local market and identifies the great variety of foods that workers in these markets make available to buyers on a daily basis. Who are the workers in the food industry from farm to the table, and why is specialization important (economics)? Students create three-dimensional maps that show where the foods were produced and the transportation systems that move these foods to market (geography). Students investigate (using analysis skills) how climate affects crops, why water is such an

important resource, and what happens if farmlands are overused (science). They read stories such as *Johnny Appleseed* or *The First Thanksgiving*, discussing the people who produced the food and the ways in which people enjoy the fruits of their labors (literature). The stories are then dramatized or “acted out” by the students (performing arts). Alternatively, the culminating activity could be a food drive where, over the course of the unit, students are investigating the history and causes of hunger and homelessness. Students then host a community forum on hunger and homelessness and present their ideas on how to better address these related issues in part by holding a food drive or adopting a homeless shelter.

- **Grade Four**

Students learn about the Gold Rush of 1848 and how it changed California (history). As a mapping activity (geography), the students trace the routes of those who came to California in search of “Gold Mountain”—across the country, by ship across Panama or around the “horn” of South American, or from Asia. Students cooperate in groups and research the various peoples that came to California in the 1840s and 1850s (research skills). A “push-pull” chart is created: What factors “pushed” people from their home to come to California? What factors “pulled” them to California (reading comprehension and analysis skills)? Once people arrived in California, what conditions did they find (geography) and what jobs did entrepreneurs create (economics)? What impact did the Gold Rush have on the environment (science)? What impact did the Gold Rush have on California’s government and statehood (civics)? Through biographies and stories (literature), students learn about the contributions of early Californians during this period—Mariano Vallejo, John C. Frémont, Bidy Mason, and others. Students create banners with sayings and images that support California statehood (visual arts).

- **Grade Eight**

During this year of United States history, the period from the framing of the U.S. Constitution through the beginning of the Twentieth Century is emphasized. Students learn about the foundation of the American political system (civics). They research and analyze (analysis skills) the ideas and writings of Thomas Jefferson and Alexander Hamilton to understand the conflicts that resulted in two political parties (reading comprehension). Students chart the differences in domestic and foreign policy positions of the Jeffersonian Democratic Republican Party and the Hamiltonian Federalist Party (history). How did each political party view the Constitution (analysis skills)? Students create an editorial cartoon that expresses a personal opinion about the political parties (visual arts). They evaluate, take, and defend positions on issues in which fundamental values and principles are in conflict (civics and analysis skills). Resources such as *The American Reader: Words That Moved A Nation*, compiled by Diane Ravitch; the Center for Civic Education’s *We the People: Level II*; and various Internet sites such as (http://www.history.ctaponline.org/center/hsscm/index.cfm?Page_Key=1553 or http://rims.k12.ca.us/score_lessons/political_party/index.html) aid the research (analysis skills):. Students write a research report (writing applications) that explains the importance of shared political values and principles to American society.

- **Grade Ten**

The course titled “World History, Culture, and Geography: The Modern World” includes the study of historical origins of basic constitutional concepts. The major ideas of philosophers (e.g., Plato, Aristotle, Locke, Rousseau) and their effects on democratic revolutions in England, the United States, France, and Latin America are compared (history and literature). Students generate relevant questions about the readings that can be researched (reading comprehension). They extend ideas presented in primary or secondary sources through analysis, explanation, discussion, and writing (reading comprehension). Potential resources include “Innovations in Law” and “Foundations of Freedom,” published by the Constitutional Rights Foundation; and *We the People: Level III*, published by the Center for Civic Education. Students list the principles of the Magna Carta, the English Bill of Rights, the American Declaration of Independence, the French Declaration of the Rights of Man and the Citizen, and the U.S. Bill of Rights (civics). What was the historical circumstance in which each of these documents appeared (history)? Identify their origins within the major ideas of philosophers (analysis skills)? Based on their findings, students write an essay (writing applications) that describes the evolving tradition of democratic ideals and a summation in the United States Constitution (civics and analysis skills).

VII. Planning for Your Child's Success

The text in this section provides parents with information about history–social science as it pertains to high school graduation requirements, state achievement testing, university entrance requirements, and citizenship responsibilities.

A. High School Graduation Requirements

State law requires three years of history–social science during the high school years in order to graduate:

One year of world history, geography, and cultures

One year of United States history and geography

One semester of American government and civics

One semester of economics

Although the law does not specify when these required courses should be taught, school districts typically offer these subjects at grades ten, eleven, and twelve. The framework and standards also recommend that the required courses be offered at those grade levels.

In its *History–Social Science Framework*, the State Board recommends an additional year of history–social science courses at the high school level and suggests several elective courses (one or two semesters) for grade nine: Our State in the Twentieth and Twenty-first Centuries (California history), Physical Geography, World Regional Geography, The Humanities, Survey of World Religions, Area Studies: Cultures, Anthropology, Psychology, Sociology, Women in Our History, Ethnic Studies, and Law-Related Education. Each of these electives provides opportunities to study a topic in depth and can be good preparation for the courses required for high school graduation.

B. State Achievement Testing

The California Legislature mandates statewide testing (the Standardized Testing and Reporting Program or STAR) of English-language arts, mathematics, science, and history-social science at specified grade levels. The main purpose is to determine the degree to which students are achieving California's content standards by district, by school, and by individual student. All STAR assessments are aligned to the state content standards.

For history–social science, STAR is given annually in the spring. The California History-Social Science Standardized Testes are given to students in grades eight through eleven. In **grade eight**, students are tested for their knowledge of the history–social science content standards for grade six Ancient Civilizations (16 questions), grade seven World History and Geography: Medieval and Early Modern Times (24 questions), and grade eight U.S. History and Geography: Growth and Conflict (35 questions).

Students in grades nine through eleven who complete a standards-based world history course are tested for their knowledge of the history–social science content standards (World History, Culture, and Geography: The Modern World) through 60 questions.

In **grade eleven** students are tested for their knowledge of the history–social science content standards (U.S. History and Geography) through 60 questions.

For helpful information about the content and format of the tests, parents may refer to the Parent/Guardian Guide to the STAR Program. This resource may be found online at <http://www.cde.ca.gov/ta/tg/sr/documents/ptgdstar.doc>.

C. University Entrance Requirements

The University of California system requires entering freshmen to have completed two years of history–social science at the high school level with a B or a better grade. One year of “elective” courses is also accepted, from various academic subjects, which could include history–social science.

The California State University system requires freshmen to have completed one year of United States history/government and one year of social science with a C or a better grade. One year of “elective” courses is also accepted, which could include history–social science.

By mastering the *History–Social Science Content Standards* for high school grades, students can be well prepared for university studies in this subject area.

D. Citizenship Responsibilities

From the earliest grades, students should learn the conduct that is necessary for the functioning of a democratic society. Such conduct includes sportsmanship, fair play, sharing, taking turns, leading and following, participation in the selection of leaders, rational solutions to disputes, the value of a fair process for dealing with misbehavior, and the rights of the minority even if these is only one dissenting voice.

As a part of history–social science studies, students should have frequent opportunities to participate in activities that will support knowledge, skills, and disposition necessary for their participation in their democracy. Additionally, students should engage in activities and to reflect on the responsibilities of citizens in a free society. Students should be encouraged to identify public issues and become familiar with individuals and organizations that influence or potentially resolve these issues. Students might take part in activities not directly related to democratic citizenship and be provided with opportunities to develop a commitment to public service and civic responsibilities and are linked in a positive way to their schools and communities.

Even in the primary grades, but particularly at grades four, five, eight, eleven, and twelve, students frequently study, discuss, and actively engage in the fundamental principles embodied in the United States Constitution and the Bill of Rights. Throughout the grades there is a continuing emphasis on democratic values in the relations between citizens and the state. Students should be aware of the presence or absence of the rights of the individual, the rights of minorities, the right of the citizen to participate

in government, the right to speak or publish freely without governmental force or bullying, the right to freedom of religion, the right to trial by jury, the right to form trade unions, and other basic democratic rights. When students become 18, they should know how to complete a voter registration form and be encouraged to register and informatively vote.

VIII. Sample Resources for Parents and Students

Whether in school or at home, the reading of good books can help students to enjoy and understand history–social science. Numerous novels, stories, biographies, autobiographies, poems, plays, and histories tell us about people and events in different times and places. Many such materials are available from school and public libraries. Parents are encouraged to join their children on trips to the library to investigate the many resources that make history and the social sciences powerful.

Classroom teachers and library/media teachers can advise interested parents and students regarding a range of appropriate books and stories. Some school districts and county offices have sponsored activities that provide young persons with service-learning opportunities and others have developed lists of literature that align with the history–social science content studied at different grade levels. The California Department of Education (CDE) publishes a list of recommended literature to supplement and enhance the History-Social Science curriculum. This list will be available on CDE’s Web site (<http://www.cde.ca.gov/pd/ca/hs/>) in late 2008.

Beyond books and stories, magazines are an appealing resource that can awaken students’ interest in history–social science. Shorter in length than multi-chapter books, magazine articles are frequently illustrated with historical photographs, maps, and other visual aids. Here again, librarians and other teachers can be helpful in locating age-appropriate magazines that support history–social science at particular grade levels. Examples of such resources include:

American Heritage (grades eight, eleven, and twelve)
American History (grades eight, eleven, and twelve)
AppleSeeds (grades two through five)
California Chronicles (grade four)
Calliope: Exploring World History (grades six and seven)
Cobblestone: Discover American History (grades five and eight)
Faces: People, Places, and Cultures (grades four and up)
Footsteps: African American History (grades five and eight)
National Geographic (middle grades through adult)

History museums and art museums help make history “come alive” for students. California has numerous museums that appeal to adults and young people alike. Among them are:

- Museum of African-American History, Los Angeles
- The California Museum for History, Women, and the Arts
- The Asian-Pacific Museum, San Francisco
- The Gene Autry Museum of Western History, Los Angeles
- The Getty Center Museum, Los Angeles
- The Oakland Museum of California History, Oakland

Many state historic parks provide tours and resources about fascinating people and events that have made California what it is today. Parents interested in identifying state historic parks near them— or near a vacation spot that the family intends to visit—may access www.parks.ca.gov or call 800-777-0369. National parks located either within or outside of California provide additional opportunities to explore history, geography, and science.

Libraries, archives, and historical societies have records (both pictures and documents) that are useful for students' research projects. It is advisable to contact such institutions in advance of a visit so that staff members can prepare the materials to be examined.

Each county has a registrar of voters that can provide interested persons with voting materials and voter education materials http://www.ss.ca.gov/elections/elections_d.htm.

Finally, CDE's CalServe Initiative can help parents connect with community resources to support service-learning. Information about these services and opportunities can be found at <http://www.cde.ca.gov/ci/cr/sl/>.

IX. To Find Out More

For additional information regarding the *History–Social Science Content Standards for California Public Schools*, the *History–Social Science Framework*, or the process for the state adoption of history–social science materials, readers may contact Thomas Adams, Director, Curriculum Frameworks and Instructional Resources Division, 916-319-0881 or by e-mail at tadams@cde.ca.gov. For information regarding statewide testing in history–social science, please contact the Standardized Testing and Reporting (STAR) Office at 916-445-8765 or by e-mail at star@cde.ca.gov. For any other questions or concerns regarding the history-social science curriculum, readers may contact Kristen Cruz, Professional Development and Curriculum Support Division, 916-323-6207 or by e-mail at kcruz@cde.ca.gov.

Questions regarding Service Learning can be directed to the California Department of Education's CalServe Initiative in the Youth Education Partnerships Office at 916-319-0917. The CalServe Web site is <http://www.cde.ca.gov/ci/cr/sl/overview.asp>.

Questions regarding the California Department of Education's *Recommended Literature for Reading and Language Arts: Kindergarten Through Grade Twelve* may contact Kristen Cruz, Professional Development and Curriculum Support Division, 916-323-6207 or by e-mail at kcruz@cde.ca.gov.

All other questions may be directed to the Title I Policy and Partnerships Office, 916-319-0854, under whose guidance this handbook was prepared.