



Rocklin Unified School District's History Social Studies Adoption Process & Materials Preview

February 26th and March 5th 2019

Agenda



1. Welcome & objectives of presentation
2. Review of the process of piloting and adoption of instructional materials
3. The CA History Social Studies Framework
4. The CA Education Code & Social Content
5. The FAIR Act
6. Relevant District policies
7. RUSD's Sensitive Topic Guidance resource
8. Next Steps
9. Materials review and feedback

Objectives of Presentation



- To provide background about the District's History Social Science adoption process including information about relevant Board Policies, Ed Code and District documents related to instruction around sensitive topics
- To provide families an opportunity to review and give input about History Social Studies materials being considered for adoption

Alignment to RUSD's Strategic and Local Control Accountability Plans



Strategic Plan Strategy 1:

We will facilitate learning experiences that ignite passion, develop enduring skills, and feature relevance, choice, and purpose for each student.

LCAP Goal 1:

Rocklin Unified School District (RUSD) will ensure that all students will achieve to their highest potential and make continuous progress toward increasingly challenging academic goals consistent with college and career readiness standards and expectations.

Strategic Plan Strategy 4:

We will ensure vital engagement between schools and their stakeholders, including families, community, higher education, and media to support student success.

The Process of Piloting and Adoption of Instructional Materials



- **CA Ed Code 60200** states that “The State Board of Education (SBE) shall adopt instructional materials for use in K-8 at least once every 8 years ...”
- Instructional materials must meet requirements in the *Standards for Evaluating Instructional Materials for Social Content*.
- **For grades K-8** RUSD selects from programs from the current SBE adopted list of recommended materials. At 9-12, the District conducts its own independent review using State criteria.
- RUSD teachers follow best practice, piloting instructional materials using a representative sample of classrooms for a specified period of time during a school year.
- RUSD's process includes roles for teachers, administrators, representatives of English learner and of students with special needs programs -- and parents!

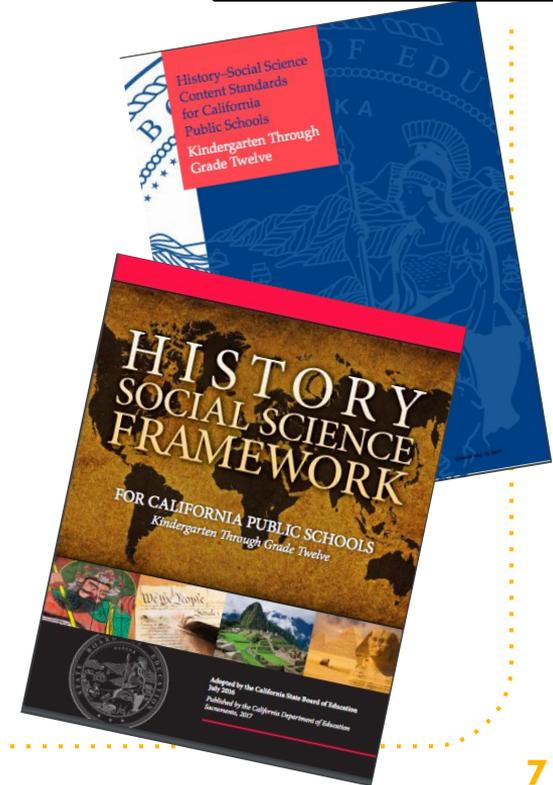
Why We Need New HSS Instructional Materials



- The current adopted instructional materials are not in alignment with the California State Framework for History/Social Science (2016) and do not support instruction in content that is required by legislative action.
- The current materials were adopted in 2007 and there is wear and tear overtime, warranting replacement of materials.
- Lack of access to digital resources as the current materials were designed 10 years ago to align to the existing materials.

CA History/Social Science Standards and Framework

- Standards adopted in 1998 and Framework in 2016
- Both provide guidance to teachers and administrators about curricula, instruction and assessing student learning.
- Reflects the inclusionary objectives of the State Board of Education (SBE) and the California Department of Education (CDE).
- Designed to help teachers and administrators create a curriculum where students ask questions, develop and support arguments, conduct independent research, evaluate interpretations and evidence, and present findings in a cogent and persuasive manner.



Standards for Evaluating Instructional Materials for Social Content



According to California Department of Education,

"These statutes and Board policies have been enacted so that instructional materials used in California:

- Portray accurately and equitably the cultural and racial diversity of American society;
- Demonstrate the contribution of minority groups and males and females to the development of California and the United States;
- Emphasize people in varied, positive, and contributing roles in order to influence students' school experiences constructively; and
- Do not contain inappropriate references to commercial brand names, products, and corporate or company logos."

History-Social Science

Education Code Requirements



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| <ul style="list-style-type: none">● FAIR Education Act/SB48● 21st Century Skills● Financial Literacy● Filipino American contributions to the farm labor movement● Armenian Genocide● Filipino American Contributions to WWII | <ul style="list-style-type: none">● Bracero Program● Presidency of Barack Obama● Civic Learning and Voter Education● College, Career, Civic Life Framework for Social Studies State Standards● Cesar Chavez | <ul style="list-style-type: none">● Nondiscrimination and teaching about Religion● Environmental Principles and Concepts● The Great Irish Famine● Martin Luther King Jr.● American Life and Patriotism |
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California's FAIR Act 2012



- SB 48 added language to Education Code Section 51204.5, which **prescribes the inclusion of the contributions of various groups in the history of California and the United States.**
- This section already included men and women and numerous ethnic groups.
- The expanded language now includes **"...a study of the role and contributions of both men and women, 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 economic, political, and social development of California and the United States of America, with particular emphasis on portraying the role of these groups in contemporary society."**



Rocklin Unified Relevant Policies

- According to **Board Policy 6144**, regarding sensitive topics, in leading or guiding class discussions about issues that may be sensitive, a teacher may not advocate his/her personal opinion or viewpoint. When necessary, the Superintendent or designee may instruct teachers to refrain from sharing personal views.
- According to **RTPA Contract, Article XV**, teachers may express their own opinions or points of view, so long as they indicate clearly that it is a personal opinion and, while being valid for the teacher, may not be valid for others. All discussion and presentations shall be balanced, all viewpoints will be addressed.

California and Rocklin Unified's Materials Piloting & Adoption Processes



- 20 Elementary and 20 Secondary teachers piloted materials from August - December 2018.
- Teachers trained in HSS framework and California Adoption Toolkit criteria to screen materials in spring 2018. Criteria included:
 - Program organization and alignment with the standards
 - Key shifts in HSS including 21st century inquiry and research
 - Universal Access
 - Use of digital resources and Assessment
 - Instructional planning & teacher support
- Teachers were trained on specific selected materials in August and October 2018
- Teachers and students completed curriculum surveys.
- Teacher work and parent input on HSS Sensitive Topics - Jan. & Feb. 2019.

The District's Sensitive Topics Resource Document



This document was developed in response to the request for implementation support from the History Social Science (HSS) Pilot Committee.

The intent is to provide families, students, teachers, administrators, and staff with a resource for addressing sensitive topics in HSS as a proactive measure to support the implementation of the new HSS curriculum.



General Recommendations for Staff

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

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

Suggestions for Family Communication



- Since families are the primary provider of education regarding sensitive topics, two way communication is imperative.
- It is encouraged that families contact teachers for clarification and further information.
- RUSD is committed to providing families with unit overviews for each grade level of the adopted HSS curriculum. These overviews will be shared with families using a variety of communication pathways.

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



Next Steps

- Family preview of curricula February 26th & March 5th
- Present recommendations for HSS curricula adoption to Board of Education March 20, 2019
- Public preview of curricula from March 21st - May 1st
- Trustees will take action on final recommendations May 1st, 2019.
- Finalize the HSS Sensitive Topics Resource and recommendations from families and staff
- Staff will receive training on adopted materials and resources in spring and fall of 2019

This Evening's Materials Review Opportunity



Two Publishers for K-9

- McGraw Hill and Studies Weekly - K-5
- McGraw Hill and National Geographic - 6-9

High School Materials

- 9-12 includes content specific topics: **Geography** - 9th; **World History** - 10th; **US History** - 11th; **US Government/Economics** - 12th
- McGraw Hill - 10-12

Opportunity for Parent Input

Feedback Survey: bit.ly/HSSparent (Open until March 14th)