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ABSTRACT

This revised history/social science framework for grades K-12 is designed to be used as the basis for curriculum development at the local level in California. It can be used by teachers, curriculum specialists, school administrators, and local boards in other states as well. According to the framework, the central purpose of history/social science education is to prepare students to be humane, rational, understanding, and participating citizens in a diverse society and an increasingly interdependent world. The first two sections describe the philosophy and major emphases of the framework. Section three includes knowledge, skills, values, and social participation goals. The fourth section indicates the content or areas of study recommended for each grade level. In the fifth section, the basic concepts are defined for anthropology, economics, geography, history, political science, psychology, sociology, and the humanities. There are three appendices. Appendix A contains the criteria for evaluating instructional materials in history and the social sciences. In Appendix B, sections of the Education Code requiring the observance of special events are described. The antidogmatism policy of the California State Board of Education is contained in the third appendix. The framework concludes with a list of references. (Author/RM)

History–Social Science Framework

for California Public Schools Kindergarten Through Grade Twelve

Adopted by the
California State Board of Education

Prepared by the
History-Social Science Framework Committee

Under the direction of the
California State Board of Education
Curriculum Development and Supplemental Materials Commission

Publishing Information

When the *History-Social Science Framework for California Public Schools* was adopted by the California State Board of Education on January 8, 1981, the members of the Board were Ann Leavenworth, President; Lewis P. Bohler, Jr., Vice-President; Marion W. Drinker; William L. Gilbert; Louis Honig, Jr.; Michael W. Kirst; Mary McLuhan; Lorenza C. Schmidt; Allan Seid; and Lenore Wax.

The framework, which was developed by the History-Social Science Framework Committee (see page ix), was edited by Theodore Smith and prepared for photo-offset production by the staff of the Bureau of Publications, California State Department of Education. The artwork was prepared by Paul Lee.

This final edition of the framework was published by the Curriculum Frameworks and Instructional Materials Unit, California State Department of Education, 721 Capitol Mall, Sacramento, CA 95814

Ordering Information

Copies of the *History-Social Science Framework* are available for $2.25 each, plus sales tax for California residents (6 percent in most counties; 6½ percent in four Bay Area counties), from Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802

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A new framework entitled *Visual and Performing Arts Framework for California Public Schools* was adopted by the California State Board of Education on June 10, 1981, and will be available from Publications Sales in the fall, 1981. This new document will cover art, the dance, drama/theater, and music.

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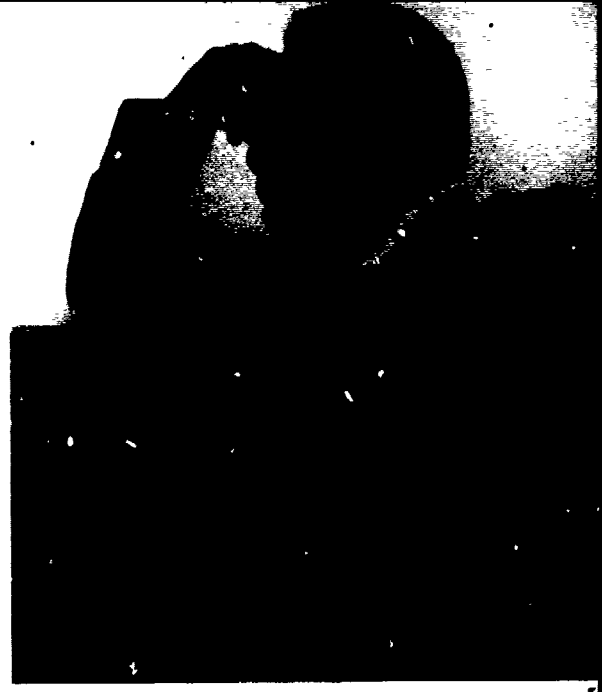
Contents

The central purpose of history–social science education is to prepare students to be humane, rational, understanding, and participating citizens in a diverse society and in an increasingly interdependent world.

It is my hope and belief that through education we can help our children understand the importance of developing responsible values for their lives. And I believe history–social science education should assume a major role in this effort.

WILSON RILES

Foreword



We share a world that each day becomes smaller than it was the day before. It becomes smaller because it must house more people, feed more people, share with them its wealth. It becomes smaller because its resources become fewer in number and because the waste from its inhabitants becomes a greater burden than it has ever been. And the world becomes smaller because distances continue to be reduced by scientific and technological developments that outrun our comprehension of their consequences on our very lives.

Within our "smaller" world, we set values each day—you and I—for the air we breathe, the water we drink, the food—and the oil—we buy in the marketplace, and we set values for a generation to come. Today, in fact, we are deciding by our very actions or our failure to act whether another generation will come or not. And it will matter little to teach our children how to extract the last bit of oil from shale if we then use the oil to feed voracious engines that burn dry in the race for a faster life-style.

It is my hope and belief that through education we can help our children understand the importance of developing responsible values for their lives. It is also important to help them understand what options are available to them in the world's marketplace and in its political arena. I am equally concerned that our children understand what the consequences of their actions may be—not only in personal terms but also in terms of their effect on the larger world society. I believe history—social science education should assume a major role in this effort. And I believe the authors of this new framework agree with me, for they have written:

> Preparing people to become humane, rational, participating citizens is an awesome task, a grave responsibility. It is one which is shared necessarily by many institutions in a democratic society. Acting alone, no single institution and no single program of studies is sufficient. Even so, schools and the history—social science program, kindergarten through grade twelve, must bear a major portion of that responsibility. Schools are the institutions created by society for the express purpose of directing students toward acquiring the knowledge, skills, and values essential for effective citizenship.

As we look at the problems in our "smaller" world, as we try to give meaning to the changes that abound around us, and as we attempt to understand and control our emotions, prejudices, and fears, we open doors of thinking, use tools of thought, and touch emotional levels that earlier generations neither needed nor would have understood. Yet, it seems to me we must be willing to walk these avenues to a human frontier that will help us uncover for ourselves and our children the mysteries of the social sciences just as we uncovered the mysteries of the atom and the moon. Our success or failure in solving the social problems will ultimately determine our survival as a human race.

I am therefore pleased at what I find in this new framework for history—social science education in California, and I congratulate

I am pleased at what I find in this new framework for history–social science education in California, and I congratulate all of those responsible for its development. The focus is on an education that helps students act with responsibility as participating memb of a democratic society.

all of those responsible for its development. The focus is on people and their needs as they relate to the larger society. The focus is on thought and action geared to preserving that which is good and progressing toward that which is better. The focus is on an education that helps students act with responsibility as participating members of a democratic society. I commend this document to you who have responsibility for reshaping a history—social science education that will, in the words of the framework itself, "prepare students to be humane, rational, understanding, and participating citizens in a diverse society and in an increasingly interdependent world—students who will preserve and continue to advance progress toward a just society."

Superintendent of Public Instruction

We must be willing to walk these avenues to a human frontier that will help us uncover for ourselves and our children the mysteries of the social sciences just as we uncovered the mysteries of the atom and the moon.

Preface

The *History-Social Science Framework for California's Public Schools, Kindergarten Through Grade Twelve,* is designed to be used as the basis for curriculum development at the local level. The framework will be a useful resource for teachers, curriculum specialists, school administrators, and local boards when (1) planning courses of study, including instructional objectives, concepts, suggested learning activities, instructional materials, evaluation, and follow-up for history-social science instruction; and (2) evaluating instructional materials for the history-social science program.

This framework is the State Board of Education's means of communicating its recommendations concerning curriculum to local school districts. The *History-Social Science Framework* was produced under the direction of the Curriculum Development and Supplemental Materials Commission, which provided guidance to the committee that wrote the document (see page ix for a list of the committee's members). The State Department of Education was involved in all phases of writing, editing, and publishng the framework. Special mention should be made of the contributions of Department Consultants Richard E. Contreras and Jack Parks, who coordinated all phases of the development of the document, and Francie Alexander, who was involved in the production and distribution of the framework. Also, Ted Smith, Editor in Chief, Bureau of Publications, made a major contribution by bringing clarity and organization to the framework.

The framework contains the philosophical premise for history-social science education; a statement of goals appropriate to the history-social science program; a definition of the basic concepts of history, the social science disciplines, and the humanities; criteria for selection of history-social science education instructional materials; and relevant Education Code requirements.

All who were involved in the production of the framework believe that it will be meaningful and useful in presenting the "state of the art" in history-social science education, identifying trends in history-social science education, and, most importantly, in providing a sound rationale for history-social science education in school programs which have demands for time from many content areas and in a climate that stresses the "back to the basics" movement.

History-social science education is basic to the development of an informed and effective citizenry. The framework contains the philosophical premise for history-social science education; a statement of goals appropriate to the history-social science program; a definition of the basic concepts of history, the social science disciplines, and the humanities; criteria for selection of history-social science education instructional materials; and relevant Education Code requirements. A significant departure from the previous *Social Sciences Education Framework,* which was published in 1975, is the inclusion of settings for history-social science instruction that will provide recommendations for content to be covered at each grade level.

Framework production is just the first step in the curriculum development process. The users of this framework become an integral part of the next phases in the framework process: implementation and evaluation. We urge school personnel to become involved in disseminating the framework and providing comments on the

framework. If you are interested in working with us or have comments or suggestions about the framework, please contact the Curriculum Frameworks and Instructional Materials Unit, California State Department of Education, 721 Capitol Mall, Sacramento, CA 95814.

DONALD R. McKINLEY
Chief Deputy Superintendent of Public Instruction

DAVIS W. CAMPBELL
Deputy Superintendent for Programs

ROBERT L. HOWE
Chief, Curriculum Frameworks and Instructional Materials Unit

The users of this framework become an integral part of the next phases in the framework process: implementation and evaluation.

Acknowledgments

History–Social Science Framework Committee

Nobuo Bob Watanabe, Chairperson; Director of Curriculum, Office of the Contra Costa County Superintendent of Schools

Marlowe J. Berg, Vice-Chairperson and Secretary; Professor of Education, San Diego State University

Theresa J. Brock, Elementary Teacher, Oakland Unified School District

John D. Carlyle, Area Director, Ontario-Montclair Elementary School District

Jeannette A. Haseyama, Elementary Teacher, San Diego City Unified School District

A. Eight Heinz, Consultant, Education About Asia, San Francisco

Sherry Keith, Director, Project REAL, Stanford University

Erika Mahoney, Director, Title I Reading Program, San Francisco Unified School District

Robin J. McKown, Professor, University of California, Riverside

Edward A. Mestre, High School Teacher, Oakland Unified School District

Lucile T. Robinson, Curriculum Consultant, Ontario-Montclair Elementary School District

Mario Segalla, Project Manager, Bilingual-ESL Program, Parlier Unified School District (resigned from the Committee on February 20, 1980)

Sharon D. Shannahan, Education Consultant, Office of the Stanislaus County Superintendent of Schools

Bessie H. Toney, Secondary Adviser in Reading and Social Studies, Los Angeles Unified School District

Randi Trents, Elementary Principal, Fountain Valley Elementary School District

Marty Turner, Middle School Teacher Marysville Joint Unified School District

Department of Education Consultants

Richard E. Contreras, Curriculum Frameworks and Instructional Materials Selection Unit

Mae Gundlach, Instructional Services

Berry Kelly, Instructional Services

Jose Martinez, Office of Program Evaluation and Research

Jack A. Parks, Instructional Services

Robert Tardif, Instructional Services

Special Consultant to the Committee

Margaret Branson, Editorial Review; Professor, Holy Names and Mills College, Oakland

All who were involved in the production of the framework believe that it will be useful in providing a sound rationale for history–social science education in school programs.

Commissioners

Janice Gulley, Chairperson, Social Science Committee, California Curriculum Development and Supplemental Materials Commission; Bolinas-Stinson Union Elementary School District and Berkeley Unified School District

John Sanford, Vice-Chairperson, Social Science Committee, California Curriculum Development and Supplemental Materials Commission; Acalanes Union High School District

Contributors

Jack Blumenkrantz, Ph.D., Private Practice; Past President, San Francisco Bay Area Psychological Association

R. Freeman Butts, Professor Emeritus, Teachers College, Columbia University; Palo Alto

Jean Claugus, Past President, National Council for Social Studies, Sacramento

John Rossi, Teacher, Social Science, El Cerrito High School

Staff to the Committee

Karen Artero, Secretary, Curriculum Frameworks and Instructional Materials Selection Unit

Denise Hershman, Secretary, Instructional Services

Colleen Keating, Secretary to the Director of Curriculum, Office of the Contra Costa County Superintendent of Schools.

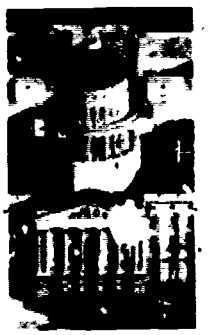
To function effectively as citizens of the world, the United States, and California, students need to appreciate their common human historical and cultural background.

Credits for Photos

The California State Department of Education gratefully acknowledges the following individuals and organizations for the use of the photos that appear in this framework:

American National Red Cross (photo on page vi); California State Division of Highways (p. 28); California State Library (p. 17); Leo Cohen (p. 41); Kimberly Hester (cover); Paul Lee (p. 14); Long Beach Unified School District (p. 35); Los Angeles City Unified School District (p. 38); Los Angeles County Sheriff's Department (p. 15); Los Nietos School District (p. 5); National Aeronautics and Space Administration (cover and p. 30); Office of State Printing (pp. 1, 6, 16, 24, 26, 31, 39); Sylvia Olds (p. 50); Jonna Ramey (pp. 2, 4, 9, 21, 23, 33, 34, 36, 43, 44); *Sacramento Bee* photo by Michael Williamson (p. 20); Sacramento City College (cover and p. 26); *Sacramento Union* (p. 32); Sacramento Voter Registration and Election Office (pp. vii, 10, 13); *School Improvement Exchange* photo by Jackie Berman (p. iv); Stockton Unified School District (p. 12); Glenn Thomas (pp. x, 33); and Kazuhiro Tsuruta (p. iii).

Introduction



People

Because history and the social sciences are at the heart of a general or liberal education, they should be studied by students at each level of maturity.

Some words, although written in the past, seem to speak directly and eloquently to us and the problems with which we are wrestling in the present. The words of James Conant, which follow, are a case in point. In the early 1940s, Dr Conant asked his fellow Americans to join with him in rethinking the fundamental purposes which education ought to serve and the directions which it ought to take. Then he said:

> . . . But, today, we are concerned with a general education—a liberal education—not for the relatively few, but for a multitude.
>
> The heart of the problem of a general education is the continuance of the liberal and humane tradition. Neither the mere acquisition of information nor the development of special skills and talents can give the broad basis of understanding which is essential if our civilization is to be preserved. No one wishes to disparage the importance of being "well informed." But even a good grounding in mathematics and the physical and biological sciences, combined with an ability to read and write several foreign languages, does not provide a sufficient educational background for citizens of a free nation. For such a [person] lacks contact with both man's emotional experience as an individual and his practical experience as a gregarious animal. It includes little of what was once known as 'the wisdom of the ages' . . . It includes no history, no art, no literature, no philosophy. Unless the educational process includes *at each level of maturity* some continuing contact with those fields in which value judgments are of prime importance, it must fall far short of the ideal. Student[s] . . . must be concerned, in part at least, with the words "right" and "wrong" in both the ethical and the mathematical sense. Unless [they] feel the importance of those general ideas and aspirations which have been a deep moving force in the lives of men, [they] run the risk of partial blindness.[1]

Because history and the social sciences are major components of a general or liberal education for students at *all levels of maturity*, and because history and the social sciences are areas of study *required of all students* or the "multitude," Dr. Conant's observations are particularly pertinent to this framework.

This framework represents the efforts of many citizens—educators and noneducators—to see that the liberal and humane traditions are continued in history-social science education in California. It also represents their efforts to point toward new directions that will enable students to become humane, rational, understanding, and participating citizens in our diverse society and in an increasingly interdependent world.

The *History-Social Science Framework for California Public Schools* provides guidelines and recommendations for teachers, curriculum developers, publishers of instructional materials, teacher trainers, and the general public, but it is not a course of study.

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[1] *General Education in a Free Society* Cambridge, Mass.: Harvard University Press, 1945, pp. viii and ix. (Used by permission of the publisher.) (The History-Social Science Framework Committee recognizes that in his introduction to this book, Dr. Conant used the nouns "man" and "men" in the generic sense, as was the practice in the 1940s. Those nouns, therefore, refer to both women and men.)

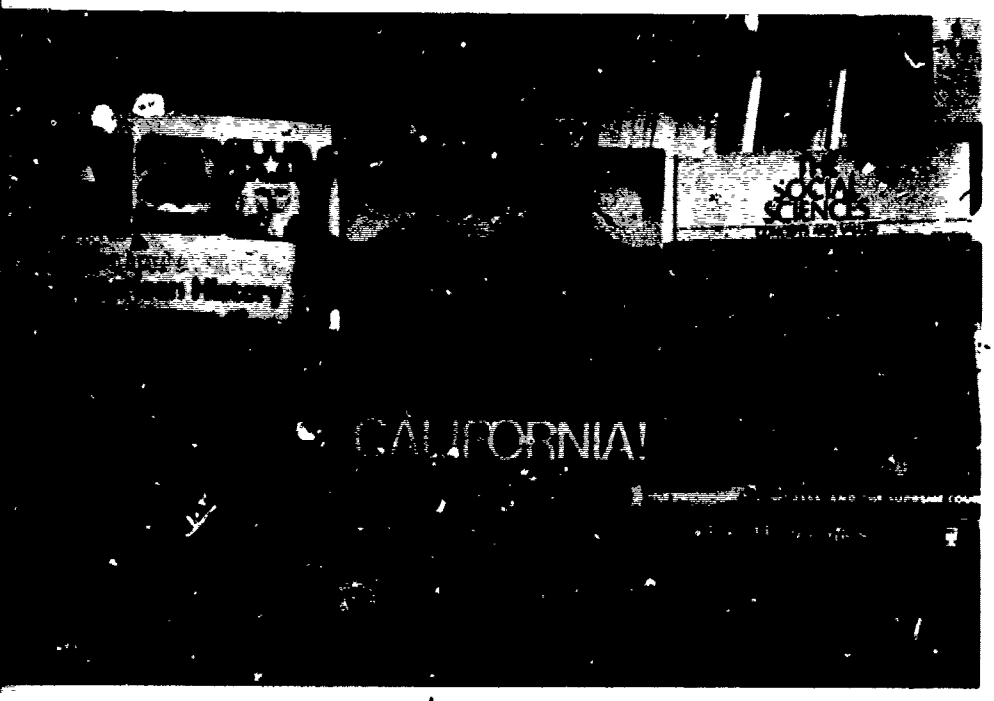
Implementation materials will be prepared under the guidance of the State Department of Education so that courses of study appropriate to the students and the community can be developed at the school district level.

In addition to the recommendations set forth in the framework, requirements for instruction in the history-social science program, kindergarten through grade twelve, are contained in the Education Code. The specific code sections that apply to history and social science instruction are listed in the appendix to this framework.

In summary this framework is:

- A policy statement of the California State Board of Education for history-social science education in the California public schools, kindergarten through grade twelve
- A guide for use by those designing curricula and developing courses of study
- A base upon which criteria for the adoption of instructional materials may be written

This framework is a policy statement of the California State Board of Education, a guide for use in designing curricula and developing courses of study, and the basis for criteria for the adoption of instructional materials.



Philosophy

of History—Social Science Education in California

The central purpose of history social science education is to prepare students to be humane, rational, understanding, and participating citizens in a diverse society and in an increasingly interdependent world—students who will preserve and continue to advance progress toward a just society. Therefore:

- To function effectively as citizens of the world, the United States, and California, students need to appreciate their common human historical and cultural background, as well as to esteem their own and others' individual and group heritages.
- To function effectively in society, the individual needs a breadth of knowledge about human social situations—knowledge that exceeds immediate experience. The individual needs an awareness of the ways in which other men and women have derived answers to the crucial questions of human existence. The individual needs the skills of acquiring and validating knowledge. The individual also needs the ability to take the perspectives of others and the capacity for understanding multiple perspectives on historical and social phenomena. And the individual must understand that the crucial questions of human existence are ethical as well as emotional and intellectual.
- As participating members of a democratic society, men and women must know how to cope with social problems and to use reason, evidence, and judgment. They must be able to act with responsibility and to accept and to respect the rights and dignity of others. The individual must have a well-developed value system and be willing to act upon it, either independently or as a member of a group. Social science instruction designed for use in the public schools in California should help young people to grow into such men and women.
- Each student is entitled to receive a broad, balanced, well planned, and well integrated series of learning experiences in history and the social sciences throughout the educational program, kindergarten through grade twelve. Instruction in history and the social sciences must be compatible with the developmental characteristics of children and young people.
- Social science programs should take full advantage of the school and community as learning environments. Students and teachers should be encouraged to draw upon the many resources available to them, such as parents, community leaders, elected officials, labor, business and government, cultural organizations, the mass media, libraries, and persons who are knowledgeable about and sensitive to the great ethnic diversity of America.

Preparing students to be humane, rational, understanding, and participating citizens in a diverse society and in an increasingly interdependent world is the central purpose of history–social science education.

Major Emphases

of the History—Social Science Education Program in California

Preparing people to become humane, rational, participating citizens is an awesome task, a grave responsibility. It is one which is shared necessarily by many institutions in a democratic society. Acting alone, no single institution and no single program of studies is sufficient. Even so, schools and the history-social science program, kindergarten through grade twelve, must bear a major portion of that responsibility. Schools are the institutions created by society for the express purpose of directing students toward acquiring the knowledge, skills, and values essential for effective citizenship. Schools also are laboratories in which all of the children of all of the people have regular and required opportunities to interact, to learn in a social setting, and to appreciate diversity. Yet, within schools, history-social science education provides the only direct, structured, continuing program that is focused specifically on the most fundamental concern of schools: the preparation of effective citizens imbued with a commitment to human and democratic civic values.

Knowledge, skills, values, and social participation—these are the four goals of history-social science education.

In history-social science education, there are four major components. These components also serve as goals toward which all history-social science education is directed: (1) knowledge; (2) skills; (3) values; and (4) social participation.

While the goals of history—social science education are four in number, they cannot be addressed separately or seriatium. The achievement of one is inextricably bound to the achievement of the other. Knowledge about the real world, past and present, and the many peoples in it and about the worthiness of social judgments are basic objectives of social science instruction. Knowledge in and of itself, however, is inert. Only when knowledge is put to use, wedded to action, or employed to enhance one's participation in society does it become potent. Still, who would counsel action without knowledge? Action without knowledge is irresponsible. Action without regard for and commitment to human and democratic civic values is reprehensible. Finally, without the requisite skills, knowledge cannot be acquired, social participation cannot be effected, and values cannot be attended. Skills, therefore, represent the critical bonding among knowledge, values, and social participation. Thus, the four goals of social science education are joined in a seamless web; they must be pursued simultaneously.

Throughout the framework, special attention is given to the importance of diversity. Its centrality is recognized in the definitions of each of the four major goals: knowledge, skills, values, and social participation. Diversity as a concept also is addressed specifically and repeatedly at each grade level, kindergarten through grade twelve. (See "Selected Settings, by Grade Level," pages 11—20.)

Goals Defined

Goal 1: Knowledge

The traditional and obvious sources of knowledge for history-social science education are the social science disciplines, including anthropology, economics, geography, political science or government, psychology, and sociology. Equally important are the humanistic disciplines. History is foremost among them. Literature, languages, law, ethics, and the arts are also essential components of a balanced curriculum—one that is concerned with knowledge, skills, social participation, and value choices in the social, economic, political, and personal realms.

An effective social science program, kindergarten through grade twelve, is one which is more than the sum of the data, concepts, and generalizations to be derived from the study of the social science disciplines. An effective history and social science program, kindergarten through grade twelve, requires equal attention to and a skillful blending of the humanistic disciplines. The humanities are potent vehicles for promoting self-awareness and self-esteem; eliciting empathy for others; encouraging respect for the dignity of all human beings, regardless of race, sex, religion, or belief; and fostering the development of humane and efficacious citizens.

In addition to the social sciences and the humanities, appropriate sources of knowledge also are rooted in the needs of the students themselves and in the needs of society. Students need knowledge of the world at large and the world at hand; the world's past and the world's present. The knowledge component, in sum, should represent a balance between the immediate social environment of the students and the larger social world; between small group and public issues; among local, state, national, international, and global affairs; among past, present, and future directions; and among Western and non-Western cultures. Knowledge should foster an in-depth understanding of the diversity and the commonality of human experience as manifest in the history and culture of the many racial, ethnic, and social groups which form our society and which comprise the global community.

Knowledge is drawn from history, the social science disciplines, and the humanities. It is rooted in the needs of the students and of society.

Goal II: Skills

Skills are a major component of the history and social science program in kindergarten through grade twelve because they represent the critical bond among knowledge, values, and social participation. Skills are tools essential for learning and for effective participation. They cannot be developed quickly, however, or from isolated drills. Instead, skills are acquired and honed from oppor-

Skills are tools for learning and for effective participation, but they cannot be developed quickly or learned from isolate drills.

tunities for constant practice and use that are systematically planned for in kindergarten through grade twelve.

Although many skills are essential to history–social science education, they can be grouped into three major categories for convenience:

1. Study or Basic Skills
2. Intellectual or Critical/Creative Thinking Skills
3. Interpersonal or Social Participation Skills

Study or Basic Skills

Students need opportunities to develop and use study or basic skills. The skills include knowing how to:

- Acquire information through listening, observing, reading, and utilizing community resources.
- Locate information in textbooks, encyclopedias, specialized dictionaries, almanacs, and other reference materials.
- Compile, organize, and evaluate information presented in books, periodicals, and other media.
- Extract and interpret information from maps, models, graphs, charts, tables, pictures, and cartoons.
- Communicate orally and in writing.

Intellectual or Critical/Creative Thinking Skills

Students need opportunities to develop and practice intellectual or critical/creative thinking skills. They need opportunities to develop and practice both convergent and divergent thinking skills. Such skills consist in part of the abilities to:

- Compare similarities and differences among two or more objects, living things, ideas, events, or situations at the same or different points in time.
- Classify or group items according to rational criteria.
- Formulate appropriate and searching questions.
- Draw probable conclusions or inferences from evidence.
- Make warrantable predictions or formulate hypotheses which can be verified.
- Evaluate or make informed judgments based on rational criteria about the worth, equality, significance, amount, degree, or condition of given phenomena.
- Detect ethnocentricity and/or other biases in presentations.

Interpersonal or Social Participation Skills

Students need opportunities to develop and use interpersonal, valuing, or social participation skills. The interpersonal, human relations, and group process skills with which the K—12 history—social science program is most concerned consist of the ability to: relations, and group process skills with which the history–social science program in kindergarten through grade twelve is most concerned consist of the ability to:

- Feel for others; empathize with them; be sensitive to their needs, problems, and aspirations; see things as others see them; and take the perspectives of others.
- Understand multiple perspectives of societal phenomena.
- Examine one's own feelings, values, capabilities, and shortcomings with an eye to developing a healthy, mature, and realistic concept of self.

- Recognize one's own biases and prejudices on historical and societal phenomena.
- See people as individuals rather than applying stereotypes to them or classifying them arbitrarily as members of particular groups.
- Balance facts and feelings, the intellectual and the emotional.
- Work effectively with others as members of groups.
- Give and receive constructive criticism.
- Accept responsibility and demonstrate respect for the rights, opinions, and property of others in the classroom, the school, and in the larger community.

Goal III: Values

Value orientations are enmeshed in all social institutions and in all matters of public policy. Democracy must have a personal ethic to succeed. Restraints on individual behavior are necessary in a free society. People want both order and freedom. However, if the state establishes order, some freedom is lost. The exploration of values, therefore, is intimately connected with the development of a personal ethic, the examination of freedom and order, and with the exploration of diversity.

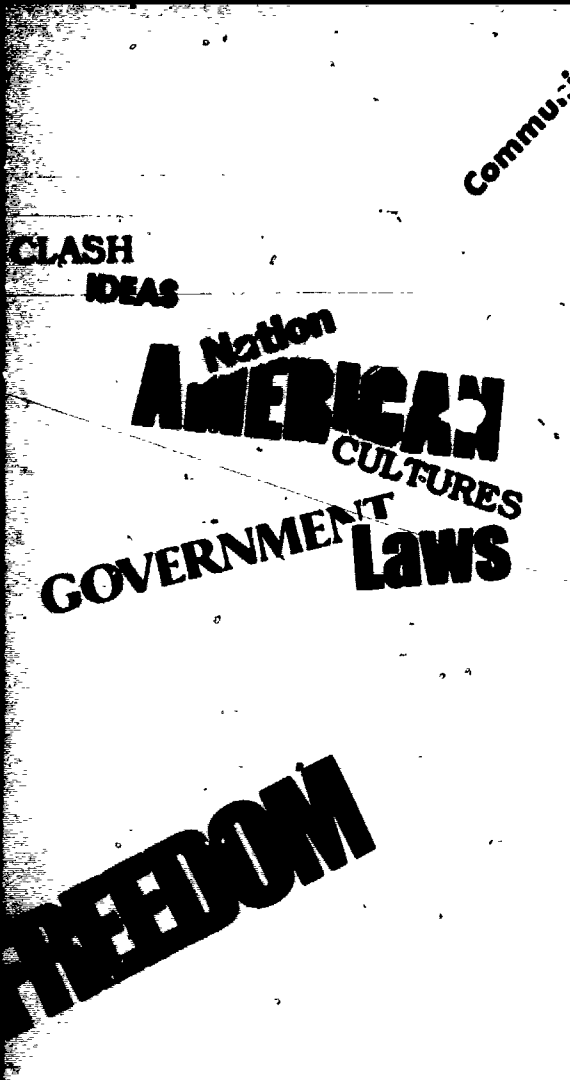
To understand and accept others, one must first understand and accept oneself. Conversely, one can only understand oneself by viewing and understanding others in diverse settings. In that sense, a basic part of any values goal must be an understanding of the similarities and differences that exist among peoples of the world. Value orientations also are determinants in matters of social participation. History-social science education, kindergarten through grade twelve, therefore, cannot and should not try to evade questions of value.

The history-social science curriculum; kindergarten through grade twelve, should be most particularly and most explicitly concerned with those substantive values which form the common core of American citizenship. At all grade levels and subjects, and in accordance with the developmental capabilities of students, the curriculum should focus on the basic civic values and principles which undergird our democratic, constitutional order.

History-social science curriculum should focus on the basic civic values and principles which undergird our democratic, constitutional order.

Drawing on ideas suggested by the motto, *e pluribus unum*, one of America's respected scholars, R. Freeman Butts, has classified those values or principles into two general types. The authors of this framework adopted his conceptualization of those values as follows:

1. Those which seem primarily to promote desirable cohesive and unifying elements in a democratic political community, or the *unum* values. Among them are these:
   - Justice
   - Equality
   - Truth
   - Authority
   - Responsibility
   - Participation
   - Respect for persons and property
   - Personal obligation for the public good



2. Those which seem primarily to promote desirable pluralistic and individualistic elements in a democratic political community, or the *pluribus* values. Among them are these:
   - Diversity
   - Privacy
   - Freedom
   - Due process
   - Human rights

There is a continuing tension, sometimes overt conflict, between the values of *unum* and the values of *pluribus*. Even so, American democracy historically and presently is committed to honoring and promoting both. Balancing those competing but complementary value claims is essential to the health and vitality of our democracy in society. Balancing those value claims, however, has not proved to be an easy task. The values of *unum* sometimes are distorted or corrupted into such things as: "majoritarianism" chauvinism, insistence on sameness or conformity, cries of "law and order" without sufficient regard for justice and due process. The values of *pluribus* sometimes are distorted or corrupted into such things as: anarchy, privatism, self-centeredness, special interest groups which disregard the interests of others or the good of the whole, cultural imperialism, and allegations of being "soft on criminals."

It is essential that students at all grade levels have opportunities to encounter both the cohesive, unifying *unum* values and the pluralistic, individualistic *pluribus* values to which our democratic constitutional society is committed. It also is important that students have opportunities to learn about the distortions or corruptions to which those values or principles sometimes have been subjected so that as citizens they will have the knowledge, the will, and skills with which to prevent such recurrences.[1]

In addition to concern with basic civic values and principles, the history-social science program should provide students with opportunities to understand the value positions taken by individuals, both others and themselves.

In addition to explicit concern with the basic civic values and principles, the history-social science education program, kindergarten through grade twelve, should provide students with opportunities to understand value positions taken by individuals, both others and themselves. Students need, therefore, to have opportunities to:

- Appreciate our American heritage and the rights and privileges guaranteed by the U.S. Constitution.
- Recognize individuals, groups, societies, and nations as interdependent members of large social environments.
- Understand their similarities and differences in order to respect the rights of individuals with varying abilities from all social classes, races, religions, age groups, and both sexes.
- Appreciate the various ways and means used by people to resolve problems and issues.
- Examine controversial public issues openly in the classroom, using the most rigorous intellectual standards in investigating, presenting, interpreting, and discussing facts and ideas relevant to the issue under study.
- Examine critically their own value positions and the value positions held by others.

Finally, the history-social science education program must be concerned with views and attitudes toward human origin. Part of

[1]For a more complete discussion, see R. Freeman Butts. *The Revival of Civic Learning*. Bloomington, Ind.: Phi Delta Kappa Educational Foundation, 1980; © by R. Freeman Butts.

humankind's long intellectual history has been the grappling with the question of human origins. In many cultures, whether ancient or modern, accounts of human origin have been part of the system of beliefs held by the people of that culture. In other cultures, such as those based on Buddhism, the existential quality of life is more important than the question of human origin. .

In the Judeo-Christian tradition, which has been an influential religious factor in Western civilization, human origin has been explained as an act of divine creation as described in the book of Genesis. The development of scientifc theories of origin in the nineteenth century both added to the variety of explanations of human origin and encouraged a reevaluation of earlier explanations. For some, the conflict of beliefs caused by the scientific theories has been sharp enough to force them to choose between their system of belief and the evolutionary explanations offered by science. Others have found it possible to accept scientific accounts of human evolutionary development while still holding to a belief in divine creation. Still others belive that the concept of divine creation is scientifically valid.

These various views of human origin, together with various approaches to the relationship between religious belief and scientific theory, must be seen as part of the intellectual and cultural diversity of our society. These representative views of origin are studied in the social sciences because they make significant contributions to human systems of belief, and values.

In the study of such systems of belief, the teacher must be knowledgeable and respectful of the commitments of students. Skills essential to the analysis of the ways in which theories are developed and tested should be taught only to the degree to which students are mature enough to handle them.

Goal IV: Social Participation

The successful citizen of the nation and the world is one who can and does choose to participate actively in a variety of social situations. Social participation necessitates a recognition and an appreciation of the diversity of groups as basic to effective interaction among individuals and groups in our nation and the world. The commitment to action and constructive social change necessarily contains a commitment to the betterment of the human condition for all.

Both civic participation and reflection on social experience are essential at all levels of history-social science education. Classroom consideration of the human experiences in family, peer group, school, community, and national and global settings provides students with opportunities to develop interpersonal skills, sensitivity to the viewpoints and values of others, and the ability to function more effectively in their immediate environment, in other social groups, and in economic systems and political organizations. If democratic processes are regarded as an object of study in kindergarten through grade twelve and as an underlying principle of instruction, then students are more likely to value social and civic responsibilities and rights. They are more likely to see themselves

Both civic participation and reflection on social experience are essential at all levels of history-social science education.

as efficacious persons possessed of both the skills and the will to discharge their responsibilities and to claim their rights. They also are more likely to be concerned about the responsibilities and the rights of others.

Just as skills are acquired and honed from opportunities for constant practice and use that are systematically planned for in kindergarten through grade twelve, so too is civic competence. Acquiring civic competence is a goal worth striving for, because its attainment in school and other social settings bodes well for the future. It can contribute to the development of participatory skills in larger realms—national, international, and global imperatives for citizenship in our increasingly technical and interdependent world.

Opportunities for students, kindergarten through grade twelve, to participate in the classroom, school, and community enable them to become increasingly proficient in making observations, seeking information, interacting politically, and doing community service. Consistent and persistent stress on social participation in kindergarten through grade twelve increases the likelihood of students functioning as responsible, autonomous citizens in a democratic society. Students need, therefore, to have opportunities to:

- Become aware of and practice the acquisition and use of knowledges and skills that enable people to participate effectively in a democratic society.
- Become aware of and participate in activities that benefit many people.
- Become aware of how social changes have occurred in the past, how to identify current needs for social change, and participate in activities that will make desired social changes.
- Participate in cross-generational and cross-cultural activities.
- Utilize their communities as learning environments.

Consistent and persistent stress on social participation in kindergarten through grade twelve increases the likelihood of students functioning as responsible, autonomous citizens in a democratic society.

Selected Settings, by Grade Level

The term *setting*, as used in this framework, refers to the content or area of study recommended for each grade level. The settings recommended in this framework have been chosen with regard for these considerations:

- The level of student maturity which can be expected, generally, at particular grades
- The relative importance of the topics suggested
- The need to include topics that are concerned with the student's immediate environments—classroom, playground, home, neighborhood, and community—as well as with the wider state, national, and world environments of which they also are a part
- The desire to provide breadth, depth, and balance in the kindergarten through grade twelve history–social science program

Settings are the content or areas of study recommended for each grade level. They should provide breadth, depth, and balance in the history–social science program.

Users of this framework may wish to add to or enrich the content suggested for particular grade levels. Indeed, they are encouraged to do so, bearing in mind the considerations that have governed the selection of the recommended content.

Kindergarten Through Grade Six

Research documents the importance of the elementary school years in helping children develop positive self-images and prosocial attitudes. For those reasons the time and attention to history–social science should be increased significantly in the common core of the elementary school curriculum. At every level, kindergarten through grade six, history–social science should be an integral part of the curriculum and related to reading, language arts, mathematics, science, art, music, and physical education.

History–social science should be an integral part of the curriculum, kindergarten through grade six, and related to reading, language arts, mathematics, music, art, science, and physical education.

This framework emphasizes the importance of people in the study of history–social science in kindergarten through grade six. Students begin their study of people in kindergarten by learning about themselves and others in their immediate world. They continue their study of people in ever-widening circles: people at home and at school, as members of groups, as members of communities, people in the region known as California, people of the American nation, and finally, at grade six, the diverse peoples of the world and the societies in which they live.

In the course of their study of history–social science, students in the elementary grades need to engage in active learning experiences that foster oral language development and encourage social participation. Children need not only to learn to contribute and to participate actively, but they also need to learn to listen and to reflect. They need opportunities to present their own feelings, ideas, and

concerns to others; conversely, they need opportunities to learn to respect viewpoints which differ from their own. Such opportunities enhance children's abilities to conceptualize and to communicate.

Grades Seven and Eight

History–social science in grades seven and eight should be viewed as a two-year, interrelated sequence of instruction which builds on the foundations laid in kindergarten through grade six. In these grades, students learn how the unique present in which they live came to be. In grade seven the focus is on the ever-changing world and the major epochs in the history of humankind. In grade eight the focus is on the American experience. Students learn about the significant events, major happenings, and critical turning points in our nation's history, and they learn about the men and women who have made contributions to political, economic, social, and aesthetic dimensions of American life.

Students in grades nine and ten should acquire basic civic literacy and begin to formulate a wider world view.

Grades Nine and Ten

Just as grades seven and eight should be regarded as a two-year sequence, so, too, should grades nine and ten. Heretofore in California, indeed throughout the nation, those grades have lacked a clearly defined identity in the history–social science curriculum. At the same time two serious shortcomings in many history–social science programs become ever more apparent. Students, by and large, have not been provided with sufficient opportunities to develop civic literacy or to develop a world view. This framework, therefore, is concerned with the provision of organized, accountable instruction in grades nine and ten which will remedy those lacks.

In recent years concern about civic literacy has been increasing. Several prestigious national task forces, scholars, and citizens and professional groups have conducted studies. Without exception, they have concluded that there is a "crisis in citizenship education" in the United States. They recommend the institution, reinstitution, or redesign—whichever is appropriate in a given school situation—of a required course in "civics." Most often they have suggested that it be taught at the ninth grade. Such a course, however, is intended to be far different from a static, "dry bones," structural approach to the study of government. It should focus on the real, vital, challenging roles which people play as citizens, workers, and consumers. A course in civics should provide each student with basic knowledge about how governments—local, state, and national—are organized and should function; it should allow students to acquire and practice citizenship skills and to encounter and examine the values to which our democratic society is dedicated; and it should help students examine and seek solutions to the problems and frustrations with which we as a people are wrestling as we strive to achieve our goals while adhering to our values.

In some school districts, organized accountable instruction, such as that just described, has been deferred to grade twelve and regarded as *the crown* of the social science program. Given the realities of life today and the earlier age at which students are maturing and coming into contact with the legal system, making

consumer decisions, going to work, leaving school, and even becoming parents, it no longer seems prudent to delay or to limit such instruction to grade twelve. Such instruction then is too late for some students. It also is too little instruction for all students, given the increasingly complex problems with which our society, its subgroups, and individuals currently must deal.

Broadly conceived, civic literacy is not limited to the acquisition of that knowledge and those skills essential to participation in American society. Today's citizen must be knowledgeable about and capable of functioning in an increasingly interdependent world. It is recommended, indeed it is essential, therefore, that one year of history-social science instruction in grades nine and ten be devoted to the development of a world view.

Finally, if any further justification for giving express attention to organized, accountable instruction in citizenship is needed, it would be well to reread the central purpose of history-social science instruction set forth at the outset of this document:

> The central purpose of history-social science education is to prepare students to be humane, rational, understanding, and participating citizens in a diverse society and in an increasingly interdependent world—students who will preserve and continue to advance progress toward a just society.

Grades Eleven and Twelve

In grades eleven and twelve, the emphasis on citizenship is continued in a two-year sequence of interrelated courses. Grade eleven provides for the historical study of the ideals, traditions, and institutions that are uniquely American. It is concerned with the development of a realistic perspective on the nature of American society and on an understanding of the American experience in a world context. Studies in grade eleven furnish background essential for students who soon will be assuming roles as fully enfranchised citizens.

In grade twelve students take a more penetrating look at American government, and they study the economic, social, political, and legal systems of which they are a part. They then engage in comparative studies of other political, economic, social, and legal systems and of the roles which individuals and groups play in those systems.

Grade twelve can and should be considered a laboratory in which students synthesize their previous learning and develop into informed citizens who are capable of acting effectively and responsibly on issues that are of concern to them at the school, community, state, national, and global levels.

Summary of Recommendations for the Kindergarten Through Grade Twelve Sequence

It is recommended that:

- The amount of time and attention given to history-social science instruction be increased significantly in kindergarten through grade six.
- Grades seven and eight be regarded as a two-year, required sequence in the history-social science curriculum.

An historical study of the ideals, traditions, and institutions that are uniquely American is provided for in grade eleven. In grade twelve students take a more penetrating look at American government and engage in comparative studies of other political, economic, social, and legal systems.

Learning about the physical, social, and emotional dimensions of self and others is an appropriate entry into the history-social science program.

- In grades nine and ten, one year be devoted to organized instruction that will promote civic literacy and one year to the development of a world view.
- History-social science be required in grades eleven and twelve and that the required instruction be supplemented by a variety of electives.
- At every grade level teaching and learning in history-social science be concerned with knowledge, skills, values, and social participation.

Specific Grade Level Recommendations

Kindergarten—Myself and Others in My World

Learning about the physical, social, and emotional dimensions of self and others is critical to the development of a positive self-concept and an appropriate entry into the history-social science program. Comparisons with other living things may also help students to understand their uniqueness as human beings.

Some suggested topics suitable for kindergarten are:

1. The uniqueness of me; my similarities and differences
2. Finding my way in my world (map skills)
3. My needs and the needs of others and how people, including me, grow and change
4. Self-awareness and the employment of my five senses
5. My parents—their jobs and jobs that I can do
6. Special occasions in my life
7. Rules and why we need them
8. Cooperation and conflict between friends and classmates through work and play
9. Songs, stories, games, and dances my friends and I like
10. Learning to listen and listening to learn

Grade One—People at Home and at School

Exploring relationships of people in students' own homes and schools, as well as homes and schools in other cultures and societies, provides many opportunities to develop understandings and appreciations of how roles, ethnic heritages, traditions, the physical environment, and social and economic factors influence people's daily lives.

Some suggested topics suitable for grade one follow:

1. Getting from home to school safely
2. Time and my life (times for work; times for play; minutes, hours; days of week; months of the year; seasons)
3. Roles people play in my family and at my school
4. Relationships of home to school (space; time; people; rules; responsibilities; learning at home and at school; my rules at home and at school)
5. Families—my own and others in the community and in the world
6. Meeting needs at home and at school
7. Cooperation, conflict, and communication at home and in school

8. People who have made my world better and more beautiful
9. Who is an American?

Grade Two—People as Members of Groups

Exploring relationships among people in groups, as well as among groups, provides opportunities for students to further understand and appreciate themselves as social beings. Concepts such as norms, roles and responsibilities, communication, group problem solving, and decision-making are included in this setting.

Some suggested topics suitable for grade two are:

1. Groups to which I belong
2. American ethnic groups; their roles and contributions
3. People and the groups they form/join
4. Roles within groups (e.g., leaders; followers; innovators; isolates)
5. How groups use resources
6. Rules, responsibilities, and group norms
7. Communication, problem solving, and decision making in groups
8. Cooperation and conflict within/between groups
9. How and why groups change with time
10. How art, music, and dance influence and enrich group life
11. People who have contributed to the groups to which I belong

To understand and appreciate themselves as social beings, students need to explore the relationships of people in groups, as well as how one group interacts with another.

Grade Three—People as Members of Communities

Communities—locally, nationally, and worldwide—are dynamic living and changing phenomena. Within every community people act in both their individual and group capacities. They rely upon and influence one another. Within communities there is a great diversity. Understanding the nature of different communities and how people make communities function is the major focus of this setting.

Some suggested topics suitable for grade three are:

1. What is a community?
2. My community—where is it?
3. Our community—its past, present, and future
4. How community groups rely upon and influence one another
5. The diverse cultures and peoples who make up and contribute to our community
6. How is our community governed?
7. Cooperation, conflict, and communication within our community
8. Appreciating and preserving the beauty of our community and improving the quality of life in it
9. How does our community compare/contrast to other communities in the United States and in the world?

Communities—locally, nationally, and worldwide—are dynamic, living, and changing phenomena to which children are introduced in grade three.

Grade Four—The People of a Region: California

The great diversity of California's geography, people, and social environments and its rich history offer excellent opportunities for students to explore important aspects of a significant region and their interrelationships. Comparing and contrasting California with other regions in the world provide an introduction to system-

Peoples who have helped our nation meet its major challenges, respond to changes, and grow politically, economically, socially, and culturally are the object of study in grade five.

atic learning experiences in a comparative study of people and their environments in the social sciences.

Some suggested topics suitable for grade four are:

1. The peoples of California today: who we are; where we live; the work we do; the way we participate as citizens
2. California: its land and its environment (e.g., regional setting; major physical features; economic and cultural geography; current environmental concerns)
3. California in prehistoric times
4. The history of California and the diverse peoples who made that history (the major historical periods)
5. Californians all: men and women who have made significant contributions to our social, political, economic, and cultural life
6. California's government: past and present
7. California: its place/role in the United States and in the world
8. Looking toward the future in California

Grade Five—The People of a Nation: The United States of America

In grade five, students learn about the geography of the United States, and they are introduced to its rich history. The emphasis should be on people, focusing on the many and diverse individuals and groups who have helped shape our nation. The contributions which men, women, and groups of various kinds have made to the political, economic, social, and cultural life of the United States should be highlighted.

Some suggested topics suitable for grade five are:

1. The land we call the United States
   Where is it? How is it divided into regions, states, communities? What are its major landforms, physical features, natural resources, major industries, current environmental concerns?
2. We, the people of the United States, today
   Who are we? Where do we live? What kinds of work do we do? How do we communicate with one another? What are some important ideas/values in which we as a people believe? How do we participate as citizens of our nation, state, communities?
3. The first Americans: peoples of yesterday
   When/how did the first Americans come to this continent? Into what groups were they divided? Where/how did those groups live? Who were their leaders? What were the major accomplishments/contributions of the various groups? When/how did the first Americans come into contact with the Europeans and Africans who came to explore/settle in America?
4. Explorers and settlers in America: north, south, east, and west
5. Founders of our nation
6. Peoples who have helped our nation meet its major challenges, respond to changes, and grow politically, economically, socially, and culturally over the years

7. The United States and its people: their place/roles in the world today

Grade Six—Our World, Its Diverse Peoples, and Their Societies

In grade six, students learn more about the geography of earth and the many diverse peoples who inhabit our world. They learn about both the similarities and the differences among individuals and societies. They consider those needs and life experiences which are common to all human beings. They also learn about the reasons for variations in human appearance and behavior.

In this grade students are introduced to the important concept of culture. They then explore its four basic elements in greater depth. The four basic and universal elements of culture are defined as language, technology, institutions, and beliefs.

Finally, students study some of the ways in which peoples of the world can and do work together on common, current technological and ecological concerns or through various economic, political, and cultural institutions.

Some suggested topics suitable for grade six are:

1. Earth as home for human beings—the world's water, land, climate, and natural resources and how they affect where and how peoples live
2. The world's diverse peoples and the reasons for differences in appearance and behavior
3. Human needs and life experiences common to all peoples
4. Why human societies develop different "ways of life" or diverse cultures
5. The role and importance of language in all human societies
6. Technology: tools, toolmakers, tool users, and technological change yesterday and today
7. Five basic institutions on which peoples in all societies depend: government, economic institutions, education, the family, and religion
8. The importance of human beliefs about the nature of the world, about beauty, and about right and wrong
9. Earth's people working together

Not only do students learn more about the geography of earth and the diverse peoples who inhabit it in grade six, but they also explore four basic and universal elements of culture: language, technology, institutions, and beliefs.

Grade Seven—The Changing World

The setting in grade seven is intended to extend students' understanding of geography and to provide them with a broad chronological overview of the major epochs in the history of humankind. Important ideas, inventions, institutions, movements of people, and great civilizations should be emphasized. Attention should be focused on both the Western and the non-Western worlds.

During the course of their study, students will have many opportunities to widen their acquaintance with and deepen their appreciation for the humanities. Music, painting, sculpture, architecture, archeology, law, philosophy, and ethics can be incorporated in a course of study designed for this grade level. The study of literature in its various forms from folklore to biography to drama also can be encompassed. So, too, can be the history of science and technology.

Some suggested topics suitable for grade seven are:

1. Knowledge about the geography of the world and how it has changed over the centuries

To function effectively as citizens of a democratic society, students not only need to acquire essential political and economic knowledge, but they also need regular opportunities to practice the skills essential for effective citizenship.

2. The transition from prehistoric to historic times
3. Selected case studies of great civilizations in the Western and non-Western worlds
4. When peoples meet: conflict, controversies, cooperation, and cultural change
5. Men and women who have made significant contributions to the social, political, economic, intellectual, and cultural life of the world or to its ethical thought
6. Great ideas and inventions that have transcended time and place: their origins, functions, and importance
7. Facing change in the world today and tomorrow

Grade Eight—The American Experience

During the course of this study, students should develop a better, deeper understanding of how the unique present in which they live came to be. To do that, students need to learn about those significant events, major happenings, and critical turning points in the American experience that have generated emotions, ideals, institutions, and values. They should become acquainted with peoples who lived during those critical times and get a sense of their feelings, values, and motivations. Students also should become more knowledgeable about the contributions which men and women have made to the political, economic, social, and aesthetic dimensions of American life.

Some suggested topics suitable for grade eight are:

1. Old World/New World: continuity and change
2. The Colonial experience viewed from a variety of perspectives
3. Founding a new nation: ideas, events, persons, values, and basic documents
4. Critical episodes, major happenings, and great turning points in the American experience from the days of the early Republic to the present time
5. Contributions of men, women, and groups to the political, economic, social, and cultural development of the United States
6. The unique present viewed in light of its historical antecedents

Grades Nine and Ten—Citizens and Civics

The emphasis in grades nine and ten is on preparing students to function effectively as citizens of a democratic society. To do that, students need to become both politically and economically literate. They need to develop a basic understanding of what it means to be a citizen of a democratic society. They need to know what government is, why and how governments are organized, how they function, and the basic values which undergird a free society.

Important as that knowledge is, it cannot be acquired in a vacuum. Students also need regular organized opportunities to practice the skills essential to effective citizenship so that they can assume the many roles as individuals and members of groups which are incumbent upon members of a democratic society.

Some suggested topics suitable for grades nine and ten are:

1. You, your life, and government
2. Why government?
3. What governments are; how they are organized and function at national, state, and local levels
4. Individual rights and responsibilities in a democratic society

5. Law and justice in a free society
6. Functioning effectively as an individual and as a member of groups in a democratic society by:
   a. Becoming informed about public issues
   b. Voting
   c. Knowing the law and respecting it
   d. Serving on juries
   e. Working for volunteer groups
   f. Paying taxes
   g. Serving the community, state, and nation in a variety of ways
   h. Demonstrating concern for the environment
   i. Respecting property and persons
   j. Behaving as responsible consumers
   k. Participating in political parties
   l. Advocating positions on public policy questions
   m. Influencing decision-makers
   n. Monitoring the work of public officials and agencies
   o. Holding public office
7. Selected case studies of current public policy issues

Grades Nine and Ten—World Cultures

An in-depth study of selected cultures or culture areas chosen from both the Western and non-Western world should give students both an historical outlook on and a more contemporary view of the world. In the course of such study, students should have opportunities to compare and contrast philosophies, language, literature, religions, the arts, and drama of different cultures, as well as to become more knowledgeable about the historical events which are of significance.

Some suggested cultures or cultural areas suitable for this setting are the following:

Australia
Canada
China
Eastern Europe*
India
Japan
Korea
Latin America*
The Middle East*
Philippines
Polynesia
Southeast Asia*
Sub-Saharan Africa*
USSR
Western Europe*

Some suggested topics suitable for in-depth studies of cultures follow:

1. The land and the peoples
2. Political and economic developments across time
3. Social and family life, traditional and modern
4. Language, literature, and law
5. Religion and ethics
6. Philosophies and ideologies
7. The arts—visual, performing, and applied
8. Science, medicine, mathematics, and technology
9. Status and roles of women in varying cultures

*Within each of the culture areas, the study of a particular country could be elected For example, Mexico or Brazil might be selected from the Latin American areas

10. Important men and women who influenced the culture
11. Cultural perspectives: How the people see themselves and how others see them
12. Cultural change and exchange

Grades Eleven and Twelve—The United States: Ideals, Traditions, and Institutions

The development of the ideals, traditions, and institutions that are uniquely American form the focus for the setting in grades eleven and twelve. To understand the role of the United States in the world requires an historical study of how and why those ideals, traditions, and institutions have been formed and reformed. Such study contributes to the formulation of a realistic perspective on the nature of American society, its achievements, its problems, and the direction in which it is headed. It facilitates an understanding of what experiences and values Americans share with other peoples of other times and places and in what respect Americans are different.

Some suggested topics suitable for grades eleven and twelve are:

1. The genesis of American ideals, traditions, and institutions
2. Unity and diversity among the American people
3. Americans shaping and reshaping their environment
4. Forming and reforming American political, economic, and social institutions
5. Americans expressing their beliefs and values in action and through the arts
6. Viewing the American experience in a world context
7. Shaping a positive future

From an historical study of how and why American ideals, traditions, and institutions have been formed and reformed, students will come to understand better the role of the United States in the world, its achievements, and its problems.

Grades Eleven and Twelve—The Individual in Political, Economic, and Social Systems

As students mature and prepare to claim additional rights and to assume additional responsibilities as citizens, it is essential that they engage in a more penetrating study of American government. Students also need to acquire a better understanding of other economic, political, and social systems in the world and to examine the role of the individual in those systems. Such study should enable students to develop understandings and skills essential to them for making wise decisions regarding their own lives and for dealing with critical issues in their local communities, in their state and nation, and in the larger global society of which they are a part.

Some suggested topics suitable for grades eleven and twelve are:

1. The socialization of the individual
2. Foundations of American government: Majority rule/minority rights; representative and limited government; separation of church and state; individual rights and responsibilities; interest groups and influence channels; power shared and power checked; due process and equal protection; equality of opportunity; consent and consensus
3. The individual and comparative political systems
4. The individual and comparative economic systems
5. The individual and comparative social systems
6. The individual and comparative legal systems
7. The individual and international and global economic, social, and political systems
8. Selected case studies

Their Basic Concepts Defined

- History
- The Social Science Disciplines
- The Humanities

The History-Social Science Framework neither espouses nor anticipates a discipline-by-discipline approach to teaching or learning. At every grade level there should be a skillful blending of history, the social science disciplines, and the humanities, because those are the sources for content.

The primary sources for content for the social science program in the state of California are:

- *History,* which occupies a unique position. It was not only the first and at one time the all-encompassing social study, but currently it is also regarded as both a social science discipline and one of the central fields of the humanities. It is an "umbrella" under which all of the social science disciplines and the humanities find shelter.
- *The social science disciplines* of anthropology, economics, geography, history, political science, psychology, and sociology.
- *The humanities,* which traditionally have encompassed languages and literature, history, and philosophy. To these fields "the Commission on the Humanities of 1963-64 added the arts, the history and comparison of religion and law, and those aspects of the social sciences which have humanistic content and employ humanistic methods." More recently the humanities have been concerned with the human or social aspects of technology and science. Linguistics, archeology, and ethics also are included in the legislation authorizing the National Endowment for the Humanities.[1]

It is important to point out that the *History-Social Science Framework for California Public Schools* neither espouses nor anticipates a discipline-by-discipline approach to history and the social sciences, kindergarten through grade twelve. The writers of the framework envision and advocate the integration or orchestration of all of these disciplines. There should be a skillful blending of history, the social science disciplines, and the humanities in the required courses at each grade level so that students may benefit from the rich and diverse sources of knowledge that are available. It may be that certain school districts will elect to offer, as electives, one or more of the disciplines *qua* disciplines at the senior high school level. But, in the required courses in kindergarten through grade twelve, courses of study should reflect a careful, judicious, rich blending of the various components of this social science program. To that end, it is hoped that those who develop curriculum will find this section helpful. It is a concise, ready, and up-to-date reference to which curriculum planners may turn. It also can provide them

[1] *The Humanities in American Life.* Berkeley: ©University of California Press, 1980, p. 2 (Used by permission of the publisher.)

with some yardsticks by which they can measure the adequacies of their offerings.

I. Anthropology

Anthropology is the study of humans and their cultures. It is a social science with close ties to history and the other humanities. Also, it is related to other social science disciplines, such as sociology, archeology, geography, linguistics, and biology.

There are two major divisions of anthropology: physical and cultural. Physical anthropology treats the biological characteristics of human beings, viewing them in context with other forms of animal life. Cultural anthropology is the second major division, and it is the one on which this framework draws more heavily. Cultural anthropology is especially concerned with those components of culture found universally among human societies. Those components may be grouped broadly into four major categories:

1. *Technology* or tools and the ability to use them
2. *Language*
3. *Institutions* or organized long-lasting ways of doing things
4. *Beliefs* or belief systems

Attention may be focused on many subtopics within each of those broad categories. For example, more particular study might be devoted to:

- One or more of the five basic institutions: family, education, government, economic systems, or religions
- One or more human groupings, such as peer, play, minority or ethnic groups, age grades, political parties, labor unions, business associations, or community organizations
- Customs, holidays, art forms, folklore, methods of curing illness, markets, mythology, conflict resolution, and disputing processes
- Continuity and change in both contemporary and past societies
- Life-styles in Western and non-Western cultures
- Cultural patterns of the diverse peoples of the world

Cultural anthropology, on which this framework draws most heavily, is concerned with those components of culture found universally among human societies: technology, language, institutions, and beliefs.

Basic Concepts in Anthropology

1. Human beings occupy a unique place among living things. This can be demonstrated by a study of human culture, which is unique among all animal life.
2. The family is the basic unit of society in the transmission of culture, but other institutions—such as schools, religious groups, government, economic organizations, and social groups—also are involved in the transmission of culture.
3. The concept of *culture* is the most fundamental concept in anthropology. In its broadest sense culture may be defined as all of the learned characteristics of a people which, when combined, make up their way of life.

4. Culture includes:
   a. The existence of tools and the ability to use them
   b. The existence of language and the ability to use it to communicate with others
   c. Attitudes, values, and belief systems
   d. Social, political, and religious organizations
   e. Economic and legal systems
   f. Methods for resolving conflict
   g. Aesthetic preferences
   h. Modes of artistic expression
   i. Methods of curing illness
   j. The ability to seek and acquire food, shelter, clothing, and other items deemed essential to the life of a people
   k. Methods of quieting fears of the unknown
   l. Methods of adjusting to and changing the environment
   m. Methods of enculturating the young so that they may perpetuate the way of life

II. Economics

Economics is the study of how individuals and groups use their limited resources to satisfy their unlimited wants. Economists study the behavior of individuals to identify decisions and rules that assist individuals to use their personal resources to achieve their objectives in their roles as:

- Consumers
- Producers
- Savers
- Investors
- Citizens

Economics is the study of how individuals and groups use their limited resources to satisfy their unlimited wants.

Economists study, as well, the nature of the economic decisions made by individuals and groups, as expressed in economic institutions called *markets*. They also study the nature of economic systems established by societies past and present to answer fundamental questions of the following types:

1. Which products and services should be produced?
2. How should the production processes be organized?
3. How much should be produced?
4. How should goods and services be distributed?
5. How should ownership of productive resources be organized?
6. What are the economic and social consequences of different types of economic organization?
7. How rapidly can and should an economy grow?

The understandings and relationships discovered through the study of these questions can then be used by students to analyze various personal and societal economic problems and come to an informed conclusion as to the appropriate personal or group action.

Basic Concepts in Economics

1. Scarcity, the situation in which total economic wants exceed available resources, is the basic economic problem of all societies. Scarcity necessitates choices about how to distribute and

Individuals play varied economic roles; they are consumers, producers, savers, investors, and citizens. The study of economics should assist them in making decisions that will help them achieve their objectives.

use limited resources. Every choice results in an opportunity cost—the cost of that which is given up or not produced—when the decision is made to produce a given good or service. How a society organizes to handle problems of choice created by scarcity mandates the need for some type of economic system.

2. Every society in history has developed an economic system to respond to the scarcity problem. Economic systems exist to provide answers to the three basic questions in economics: (1) what should be produced; (2) how should it be produced; and (3) for whom should it be produced; i.e., how should it be distributed? Economists classify three *pure* economic systems—traditional, command, and market. Traditional societies answer the three basic economic questions by means of tradition and custom; command systems answer the questions by the use of planning and authority; the market economies answer them through the interactions of consumers, producers, and, to some extent, government. Modern economic systems are "mixed" economies in that they contain elements of each of the three pure systems, although one type of system usually dominates decision making. The ability of any economic system to meet the demands of society depends ultimately on the availability of productive resources.
3. Productive resources are necessary before production can occur. These resources include natural resources, human resources in the form of labor and management, and capital goods. Capital goods are materials and machines created to produce goods and services. In addition, time, which cannot be recaptured or stored, and space, which affects ease of communication and transportation, are important dimensions affecting the productivity of resources.
4. Occupational and regional specialization increases the productivity of existing resources and increases interdependence. Thus, formerly independent individuals must now depend on others to produce goods and services they need and want. This interdependence creates a need for a mechanism of exchange to facilitate the transfer of resources and goods between individuals, regions, and nations (international trade).
5. Money, in various forms, serves as a medium to facilitate the exchange of goods and services. Money's value is determined by the number of goods and services it commands in exchange. The dollar is the monetary unit used in the United States as a medium of exchange in the world market. By studying the dollar as it fluctuates in value periodically, the student can understand better the economies of other nations and the world.
6. A market economy operates via a network of markets and prices that reflect shifting supply and demand conditions as well as governmental policies. This market network serves as the main regulator of the distribution of scarce resources in the production of the most desired goods and services. In a command economy, distribution decisions are made by a set of planning institutions supplemented by markets.
7. Students need to know how to explain or describe the performance of their economy. They must understand income distri-

bution or that portion of society's wealth returned to the contributors: wages and salaries to labor, interest to capital, rent to owners of land and resources, and profits to investors and entrepreneurs. These make up the per capita income and income distribution, the most commonly used measures of society's standard of living. They also must understand the meaning of the gross national product, defined as the sum of the value of all goods and services produced for final sale, and index numbers, such as the consumer price index. A suggested method of facilitating a conceptual understanding of the development and performance of our economy is to study the historical development of the corporate structure from its inception to the present.

8. Since economic measuring most often uses charts, graphs, and tables, students need to acquire the skills to understand this graphic language.

Understanding the graphic language used in economic measuring requires students to learn to read and interpret charts, graphs, and tables.

9. The student should understand the concept of interdependence. When any society industrializes, such as the United States has done, it must specialize. This means that once independent individuals now need many others to produce the everyday household goods and services that formerly most individuals either provided for themselves or did without.
10. The student should begin to grasp the more subtle implications of the dialogue between organized capital in the corporate form and organized labor in the free trade union form, in collective bargaining: an original American invention theoretically designed to bring maximum benefits to both sides in the procedure, a loyal and productive labor force in exchange for good wages and humanistic benefits.
11. Students need opportunities to examine the local, national, and global problems of our particular mixed economy. Among these problems are:
    a. The inflationary pressures and the decrease of workers' real earnings
    b. The persistence of poverty in a generally productive economy
    c. Discriminatory labor market practices
    d. Successes and failures of governmental manpower programs
    e. Environmental problems of health and safety in the workplace and in the community at large
    f. The expanding oligopolistic nature of the American economy (the existence of a market situation in which each of a few producers affects but does not control the market)
    g. The perceived needs of contemporary society balanced against future generations' essential requirements
12. Students need to be able to analyze the basic economic goals of their society; i.e., freedom of choice, efficiency, equity, full employment, price stability, growth, and security in light of their personal value systems. They should also recognize the existence of trade-offs among these goals. They need to develop, as well, the analytical skills to assess economic issues and proposed governmental policies in light of these goals.
13. Students need to understand the organization and importance of the international economic system; the distribution of

TRADE Incomes Consumer American Pie Foreign JOB SERVICE Economy & Business MONEY PRICES ECONOMIC INDUSTRY Business TRADE Inflation

wealth and resources on a global scale; the struggle of the "developing" nations to attain economic independence and a better standard of living for their citizens; and the role of the transnational corporation in the international economic order.

Geography is a discipline in which the concepts, generalizations, and facts derived from both the social and physical sciences converge in the study of specific places and the peoples who inhabit them.

III. Geography

Geography is a discipline in which the concepts, generalizations, and facts derived from both the social and physical sciences converge in the study of specific places and the peoples who inhabit them. Geography, therefore, functions as a kind of bridge linking the social and physical sciences. Geographers study:

- The interrelations of humans and their environments
- Patterns of location of human activities
- Patterns of human variation: regional, national, and global, as well as variations among cultures
- Human beings themselves and their cultures

Even more important than what geographers study are their viewpoints or approaches to problems. Geographers contend that most problems become more understandable when seen in their spatial contexts and in terms of the relationships between humans and their environments. For those reasons, the two most fundamental questions to which geography is addressed are:

1. Where?
2. Why here rather than somewhere else?

In recent years, geographers have become increasingly concerned with refining their understanding of spatial patterns of society. They have broadened the discipline to include the study of problems of human welfare, such as urbanization, hunger, pollution, disease, population, discrimination, conflict and conflict resolution, poverty, aging, resource depletion, industrialization, and global interdependence. Because the discipline has been broadened, Robert S. Weiner offered this newer definition of geography in the *Academic American Encylopedia,* published in 1980:

> Geography is the study of spatial variation on the Earth's surface and of humankind's relation to its environment. Of essential concern to the geographer are spatial patterns and the interrelations of climate, landforms, vegetation, soils, population, economic activities, and political units, either on a global scale or in a more limited area. Geography is thus an exceedingly complex discipline that can be subdivided into numerous specialized areas. The geographer seeks to explain the location of various elements in the environment and to describe and establish the spatial patterns of these elements. The processes that form and change these patterns are also analyzed. One principal means to this end is the map, which for the geographer is an indispensable research tool as well as a visual representation.[2]

[2]*Academic American Encyclopedia.* Princeton, N.J.: ©Arete Publishing Co., Inc., 1980. Vol. 9, 100. (Reprinted by permission of the publisher.)

Basic Approaches to Geography

Two principal approaches to geography have been developed. One is called the *regional* approach; the other is called the *topical*, or systematic, approach:

- *Regional.* In his article in the *Academic American Encyclopedia*, Mr. Weiner wrote, "Regional geography concerns all aspects of a relatively small area and compares that area with other areas." However, regions do not exist in reality; they are mental constructs. A region is a part of the Earth that is similar in terms of specific criteria chosen to delimit it from other regions. "Regions can be defined," said Mr. Weiner, "by physical criteria or by sociopolitical criteria. For example, a region may be an area receiving 100 mm (4 inches) or less of rainfall annually, or an area where more than 50 percent of the population is under the age of fifteen."

  Geographers distinguish between two different types of regions:

  1. The *formal region.* A formal region is one whose limits are fixed, at least temporarily, in a particular place on Earth. Examples are the wheat producing region of the United States, the prairie region of Canada, or the oil producing region of the Middle East.
  2. The *functional* (or nodal). Functional regions are those delimited by spatial interaction. A sovereign state (e.g., the United States, Mexico, the Soviet Union) is a functional region. Functional regions also may be delimited by spatial action in the form of exchange of goods and services. For example, the trade area of a supermarket, the distribution area of a daily newspaper, or the area served by a mass transit system are functional regions.

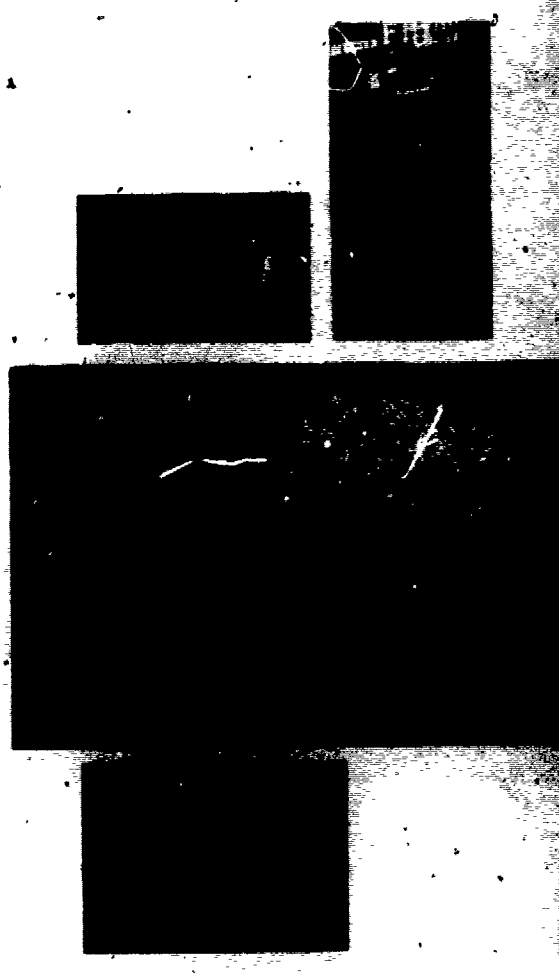
- *Topical* (or systematic). "Topical geography," Mr. Weiner wrote, "is the study of the spatial organization or locational distribution of a specific phenomenon and its relation to human presence. Medical geography is an example of topical geography. It is concerned with the distribution of disease-causing organisms and their relation to local populations." Urban geography is another example of topical geography. It is concerned with the distribution of cities and with spatial interactions of people in urban centers.

Branches of Geography

There are two major branches of geography: *physical* and *human*.

- *Physical geography.* "Physical geography," Mr. Weiner wrote, "studies the natural conditions or process on the Earth's surface and the resulting spatial structures." For example, physical geography is concerned with the study of plant and animal distribution and the relationships of plants and animals to their habitats. Physical geography studies the distribution of climate and weather patterns, their seasonal changes, and the processes that shape the patterns. Physical geography also studies landforms; it examines their origins and changes over time.

Two principal approaches to geography have been developed. One is the regional approach in which all aspects of a relatively small area are studied. The other is the topical approach which is concerned with the distribution of specific phenomena.



- *Human geography*. "Human geography," according to Mr. Weiner, "is the study of the changing spatial distributions of people, their activities, and their interaction with the natural environment." Human geographers, however, do not study people, industries, cities, or climates for their own sake, but because they "perceive them as parts of a whole that give character to a place. In this holistic position, geography resembles history. . . . Both history and geography take a comprehensive view of [hu]mankind and earth, one stressing time bonds, the other place bonds."[3]

  Human geography, as a discipline, has broadened so much over the past two decades that it now is divided into subdisciplines. These are the major subdisciplines in human geography, as outlined by Mr. Weiner:

  1. Cultural geography is the examination of the distribution of cultural groups or of specific cultural traits such as religions, languages, architecture, place names, or burial rites.
  2. Population geography studies the numbers and distribution of people and the changing patterns of distribution.
  3. Economic geography deals with the location of economic activities and analyzes the reasons for location. Included in economic geography are such subdivisions as agricultural geography, manufacturing geography, and transportation geography.
  4. Historical geography is concerned with the local or regional environments of humankind as they existed in the past. This involves assessing both historical events and the role of the natural environment.
  5. Political geography is the study of governmental units as observed on the landscape. This can involve the regional study of a specific political unit or the effect of political phenomena on an area.
  6. Urban geography analyzes the origin and growth of cities as well as the spatial arrangement within cities. Many of the new statistical methods used in modern geography were introduced by urban geographers.[4]

Human geography is akin to history in that it takes a comprehensive view of humankind and earth, but where history stresses time bonds, geography stresses place bonds.

Basic Concepts in Geography

1. All events occur in specific places, and all places derive their character from changes through time. Concern with process—that is, the interaction of forces through time—has particular relevance to human geography. Observing where peoples and things are leads to questions about their places of origin, their routes of dispersal, and their transformation within the present location.
2. The map is the basic tool of the geographer, a graphic shorthand for what otherwise would require long verbal discriptions of location and arrangement.
3. Geography is a meaningful way of looking at Earth, not a mere inventory of its contents.
4. A region is a part of the Earth that is similar in terms of specific criteria chosen to delimit it from other regions. Regions do not exist in reality; they are mental constructs.

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[3] Jan O. M Broek and John Webb, *A Geography of Mankind*. New York: ©McGraw-Hill, Inc., 1968, pp. 17 and 18

[4] *Academic American Encyclopedia*. Princeton, N J ©Arete Publishing Co., Inc , 1980, Vol. 9, p. 103. (Reprinted by permission of the publisher.)

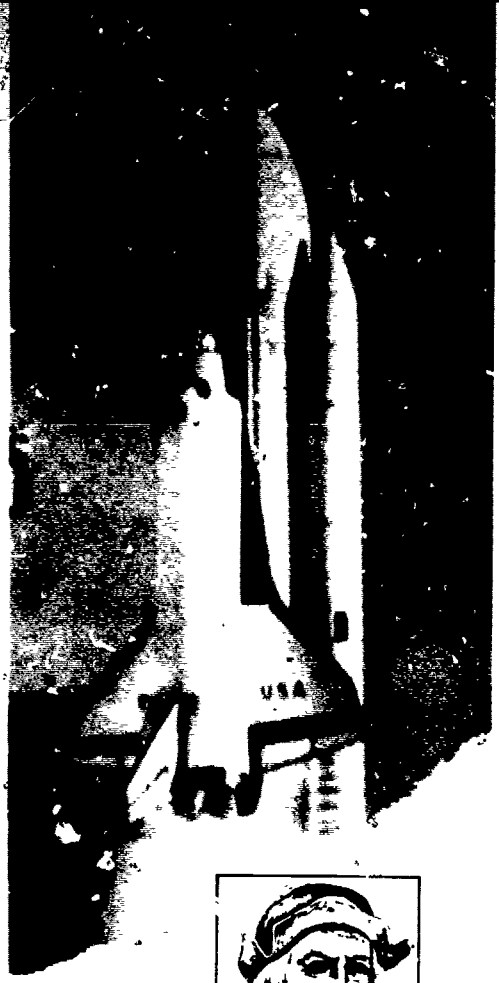
5. Each region has an interplay of forces, an interdependence and arrangement of elements, and a common imprint which permits rational inspection and comprehension. This internal consistency or coherence unites the particles into a whole.
6. Each society molds the forces and features of its biophysical environment to its singular purpose. In this way it organizes space into a coherent entity, such as a country, a region, or, in short, to a place.
7. The situation of a place, its position in the web of circulation, is of great importance in determining its character. Central location means high degree of accessibility; marginal location signifies isolation. However, to be in the center of things or events is not always an advantage; that depends on the phenomenon (e.g., war, hurricane, tornado). Innovations may be more successful on the frontier than in the center, because the former is less burdened by traditions or vested interests.
8. A habitat is an ecosystem that has been modified by human action. Habitats are significant not only because they have, in part, been created by human action but also because they provide the natural surroundings of humankind's occupancy of the Earth.
9. Any human society, if it is to survive for long, must form a workable connection with the Earth's resources. The habitat is the resource base of human societies.
10. The significance to humans of the physical and biotic features of their habitats is a function of the attitudes, objectives, and technical skills of humans themselves. With every change in human attitudes and objectives and with every advance in technical skills, the habitat must be reappraised. This kind of reappraisal is known as *sequent occupance*. The concept of sequent occupance is an operational definition of the changing significance of habitat.
11. The old notion of "the abiding Earth" has given way to that of a world in flux. Nonetheless, humans could not live rational lives if they did not assume some permanence and persistence in nature and society.
12. Accepting change as a general principle, the rate and direction of change become the cardinal issues. Events must be viewed in time scales appropriate to the nature of their processes.

IV. History

History is both an art and a science. It is one of the humanities as well as one of the social science disciplines.

History is a very broad and dichotomous discipline. It is at once:

- Both an art and a science. History is one of the humanities, as well as one of the social science disciplines.
- Both particularistic or selective and general or integrative.
- Both a body of knowledge about the past and the creative process of making sense or reinterpreting the evidences of the past.



History is concerned with unique events, eras, movements, nations, institutions, groups, or individuals. At the same time, history seeks to integrate information and ideas so that a particular person or group of people, living in a particular place, at a unique time in the past may be understood in the proper context. To study history, therefore, is to study thoughtfully human affairs of the past. Such study enables students to:

- Perceive the elements of order in what otherwise would be a chaotic jumble of past events.
- Become privy to an understanding of past events which generated emotions, values, and ideals for which human beings have lived, struggled, and died.
- Develop a realistic perspective on the nature of their society, its problems, and the direction in which it is headed.
- Understand what experiences and values they share with other peoples of other times and places and in what respects they are different.
- Seek answers to three of life's most important questions: "Who am I?" "Who are we?" and "How did the unique present in which I live come to be?"

Basic Concepts in History

1. What separates history from every other kind of inquiry about human affairs is its fundamental concern with time—one before and after, cause and effect relationship of events. History is the study of a unique sequence of unique individuals, events, situations, ideas, and institutions occurring in the one-dimensional and irreversible stream of time.
2. History is the study of the record of people's behavior, usually in relationship to other individuals, groups, and the environment. History is a written interpretation of these events.
3. History is a means whereby societies seek to maintain their identities, establish continuity in their developments, and maintain their ideals and traditions. Since the dawn of civilization, in almost every society, history has been regarded as a vehicle for teaching the private citizen the public virtues of loyalty and responsibility.
4. "How" and "why" are inseparable questions for the historian. The historian's prime quest is for human motives; the historian seeks to understand the reasons for which individuals and groups did what they did. The historian strives for a precise, detailed reconstruction of the circumstances surrounding an action and then for an understanding of why it occurred and what its significance is.
5. History deals with people both humanistically, because of its attention to the individual person and the unique event, and scientifically, because it also deals with people in groups and as the focus of long-term trends.
6. Each situation and event is distinct, but each is connected to all the foregoing and succeeding ones by a complex web of cause and effect, probability and accident. The unique present, just as each unique point in the past, is unintelligible unless it is understood in terms of its history or how it came to be.

7. All thinking is based, consciously or unconsciously, upon recollections of past experience. Human beings have the unique ability to incorporate into their personal experiences not only the experiences of other men and women of their own time but also those of all previous generations. In other words, human beings have a true second sight that sets them above other species and enable them to understand better the present by studying the past and, thus, to prepare themselves to face the future..
8. No two events in the life of a human being, a nation, or in the course of history are ever exactly alike, but recurring patterns of resemblance often make it possible for individuals and groups to act with the confidence that comes from the recognition of the familiar.
9. Human values are not based on a single standard, but are inherently diverse from time to time and from place to place and from group to group. People who live in different periods of time often have different ideas of what is right or wrong, correct or incorrect, of what good and poor government means. As time moves forward, all kinds of conditions change, including many attitudes and beliefs which people hold. These different attitudes and ways of looking at and interpreting life may be summarized as being different frames of reference. At the same time, people in different periods of history have some beliefs and attitudes which remain the same through succeeding generations.
10. Historical sources should have both external validity or authenticity and internal validity or be derived from reliable sources of information.
11. Because historical accounts are prepared by human beings, they reflect, to some degree at least, the biases and perspectives of the human beings who have prepared them.
12. Ideally, history brings together and synthesizes all the other realms of knowledge and their various analyses. History as a discipline has that broad compass that enables it to see the true, complex interplay of motive, cause, chance, and circumstance in human life.

Political science is the study of fundamental processes and relationships rather than of isolated facts; students should learn to analyze decision making in a political system as a function of process and interaction rather than simply as a static relationship among bodies of government.

V. Political Science

Political science is a discipline whose philosophical roots can be traced back more than 2,000 years to the time of Plato, Aristotle, Confucius, and Kautilya.[5] Through the ages it has continued to

[5]Kautilya was a great Hindu philosopher and statesman (300 B.C.) And Kautilya is believed to be the pen name for Canakya, under which he wrote the classic work on politics, *Artha-sastra*. This work is ranked with those of Aristotle and Plato. Sometime his critics compare him with Machiavelli. He was a counselor and adviser to the great Maurya king, Candragupta. His book became Candragupta's guide, and it was also the guide for ruling to which the great King Asoka of India also subscribed.

Kautilya is credited with being "the father" of political knowledge and a source of sound knowledge in Hindu society. Kautilya's classic work has been translated into English.

Source: *Encyclopaedia Britannica*. Chicago: Encyclopaedia Britannica, Inc., 1980, Vol. V, pp. 733-734.

Political science is a very broad discipline. Among other facets it is concerned with the functioning of both formal and informal political groups, with decision-making, and with the transmission of values and attitudes.

excite the interest of both scholars and practical men and women of affairs in societies on every continent.

Political science is a very broad discipline encompassing these major facets:

- Abstract theories of government and law
- The study of comparative political, legal, and economic systems
- The transmission of values and attitudes or the study of how individuals and groups are socialized politically
- The functioning of both formal and informal political groups and governmental and legal institutions
- Decision-making processes, particularly on the process whereby decisions are made that are binding on all members of a political community
- Both the "is" and the "ought to be" of government and political processes and how the two can be reconciled
- The behavior of individuals and groups in the many political arenas in which they live
- Transnational and global politics, organizations, and relationships

Like many of the other disciplines, political science has been subdivided into a number of component parts. Among the more important of them are these:

- Political theory, including the history of political thought and analysis of the writings of political theorists
- Governmental institutions, with particular focus on American government and politics
- Citizenship education
- Constitutional law and the study of comparative constitutions
- Comparative government and law
- Public administrations
- Politics, political processes, and political parties
- Political behavior
- International or transnational relations, including international and global politics, law, organizations, and human rights

Basic Concepts in Political Science

1. Politics is the struggle for power. Political activity is found wherever there are power relationships or conflicts. Students need to understand that conflict resolution requires decision making, which involves compromise, and in a democracy encourages citizen and interest-group participation.
2. A political system is the pattern of interaction between individuals and institutions that makes binding decisions for the society as a whole. Students should understand that the media, interest groups, and political parties, for example, all influence decisions made by the executive, legislative, and judicial branches of government.
3. Political science is the study of fundamental processes and relationships rather than of isolated facts. Students should be able to analyze decision making in a political system as a function of process and interaction rather than simply as a static relationship among bodies of government.

4. The principles of American government include Constitutional government, a democratic republic, shared powers (separation of powers), federalism, a check and balance system, and the Bill of Rights. Students should understand that the purpose of limiting government in America is to protect the rights of the individual from abusive authoritarian power. The student needs also to be aware that the corollary to individual rights is the responsibility the individual has to society as a whole.
5. Public officials assume certain roles in carrying out their assigned functions. Students should know what roles are characteristic of executives, legislators, judges, bureaucrats, and other government officials.
6. The viability of democracy in America has come under question in recent years. Recent trends have included an increased presidential governance, an increasing number of noncompetitive congressional districts (the vanishing marginal), decline in the percent of voting among the electorate, an increase in the feeling of individual ineffectiveness, increase in the influence of single issue interest groups, and an increase in the size, activities, and influence of congressional staffs. Students should recognize that democracy in America is threatened by a lack of citizen participation.
7. America is becoming increasingly interdependent in its relationships with the political systems in the world, necessitating a study of other societies and their political processes and problems. Emphasis should be placed on the role of nationalism in international affairs.

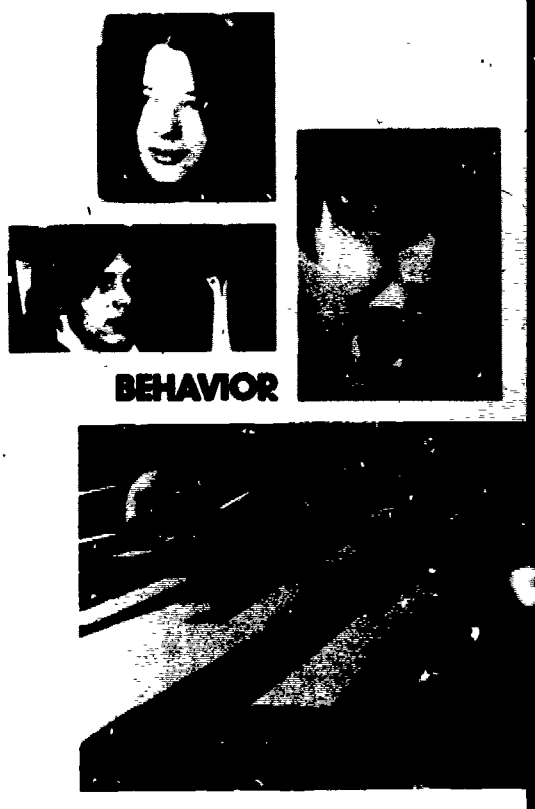
VI. Psychology

Psychology is the systematic study of individual behavior and human mental processes. It studies both the cognitive aspects of the mind or how humans think about the world around them and the affective aspect or how humans feel about their experiences.

How individuals perceive, learn, are motivated, and relate to each other and to themselves are major aspects of psychology. Psychological knowledge has enhanced the ability of humans to modify and organize behavior. Psychology also has demonstrated the importance of attitudes, feelings, and values in determining human behavior.

Basic Concepts in Psychology

1. Motivation and drive describe the biological, social, and internal factors which activate the individual to strive for goals and satisfactions.
2. Cognition is the knowing, thinking aspect of the individual. It is enhanced by both the inborn and acquired perceptual abilities, functional persistence (attention), and motivation.
3. Intelligence is a component of cognition which describes the effectiveness with which the person successfully achieves goals and acquires useful information.



To study psychology is to study how humans think about the world around them and how they feel about their experiences.

Sociology is the scientific study of human society; it is concerned with the behavior of human beings in group situations.

4. Growth and development are concepts which relate to the orderly sequence in which the individual attempts and accomplishes various goals and tasks. It depends upon both internal physiological factors and societal definitions.
5. The self is the concept which describes those actions, opinions, skills, and attitudes the person identifies as the essential, consistent, long enduring definition of that individual.
6. Adjustment is a measure of the competency and adequacy with which the person succeeds in accomplishing goals and developing adequately.
7. Anxiety is a subjective fear of failure or threat which interferes with adjustment.
8. Abnormal reactions are a multitude of inadequate, nonfunctional behaviors which interfere with growth and adjustment.

VII. Sociology

Sociology is the scientific study of human society. It is concerned with the behavior of human beings in group situations. The study of sociology, therefore, consists of trying to understand:

- The basic units and institutions of social life, such as the family, schools, neighborhoods, rural and urban communities, and the many other kinds of groups with which humans identify, be they occupational, political, religious, ethnic, or based on sex, status, or ideology.
- The social relationships which humans develop in their interactions with one another. The sociological perspective focuses on how those social relationships arise, why they persist, why antagonisms develop, and how they maintain social order to contribute to social change.

Like other disciplines, sociology is divided into many subdivisions. Some of the more important of them are:

- Socialization of the individual
- Collective behavior
- Social institutions
- Race and culture
- Human ecology
- Demography and population
- Social problems or applied sociology
- Social psychology
- Political sociology

Basic Concepts in Sociology

1. People learn human behavior characteristics through group interaction.
2. Since human beings are gregarious creatures, any understanding of humans must include an understanding of human groups.
3. Each society has a culture distinct from any other, although specific components of a given culture may also be found in different cultures.

4. Cultures provide distinct social norms which all members of that culture are expected to follow.
5. Individuals are affected by the population in which they live; population characteristics vary over time and space.
6. Societies are composed of social classes which are defined by their economic, political, and social power and their prestige within the society.
7. Human social relationships and interactions are affected by aspects of human ecology.
8. All human societies are constantly in a state of change.
9. All societies have institutions defined by their cultural traditions and priorities.
10. Every society contains aspects of social disorganization.

VIII. The Humanities

Traditionally, the humanities were considered to be languages and literature, history, and philosophy. More recently the humanities have enlarged their domain in three significant ways.

First, the fields of study in the humanities have been expanded. Linguistics, archeology, ethics, the arts, architecture, the history and comparison of religions and of the law, and the human and social aspects of science and technology have been added.*

Secondly, the humanities have broadened their coverage. In the past, the humanities concentrated almost exclusively on the study of classics or "great works" drawn from the Western cultural tradition. Today the humanities devote attention to non-Western cultural traditions as well. The humanities also are concerned with American racial and ethnic groups and their cultural contributions.

Third, the humanities have become concerned with a broader range of modes of expression. In the past the humanities devoted attention to written expression and standard works of art. Today the humanities embrace oral history, literature, and biography, as well as film, television, computers, and various forms of "pop" art.

Despite the fact that the humanities have enlarged their circle, they remain dedicated to the disciplined development of verbal, perceptual, and imaginative skills needed to understand human experience at all times and in all places.

Particular methods of expression and inquiry are used for the humanities. They are language, dialogue, reflection, imagination, and metaphor. Those methods of study, of course, do not yield geometric proofs or quantifiable gains. Neither are they meant to promote the acquisition of facts per se. Nonetheless, facts are important. As the report of the Commission on the Humanities makes clear:

> Education in the humanities requires factual knowledge of ideas, values, and tastes. Without such knowledge, the world's cultural traditions cannot be understood; without it, attempts at critical discussion

Through the humanities we develop the verbal, perceptual, and imaginative skills needed to understand human experience at all times and in all places.

**The Humanities in American Life* ...ort of the Commission on the Humanities. Berkeley: University of California Press, 1980, p. 2.

become pointless. To many people an insistence on facts smacks of rote learning. Nothing could be farther from our aim. Effective instruction in the humanities encourages a creative interplay of fact and imagination.[7]

The California program for history and the social sciences urges incorporation of the fields of study and the methods of expression and inquiry of the humanities for courses of study at all grade levels, kindergarten through grade twelve. The humanities are important for students of all ages. Their essence is a spirit or an attitude toward humanity. The humanities help students discover that individuals are at once autonomous and capable of actualizing themselves. At the same time, individuals are products of their own culture and bound to all humankind across time and throughout the world.

As students of all ages within the limits of their own developmental capabilities encounter the humanities, they develop conceptual skills and acquire knowledge of traditions that will encourage a more critical examination of human values. They will have opportunities to learn how to discriminate between good and bad in matters of human action. That does not mean that the humanities attempt to impose any single set of normative values, be they political, social, moral, or aesthetic. But it does mean that the humanities provide a record of the ideals that have guided men and women of the past. The humanities make vivid the ideal of appreciating diversity or cultural pluralism by expanding the number of perspectives from which events and questions of value can be viewed.

The humanities provide a record of the ideals that have guided men and women of the past. The humanities make vivid the ideal of appreciating diversity or cultural pluralism by expanding the number of perspectives from which events and questions of value can be viewed.

The humanities, in sum, enlarge one's experience. They link one to the others of the world, past and present. They provide opportunities to live life in a more social and historically conscious manner and in a more imaginative, critical spirit. They provide alternative visions of the future. The humanities are an indispensable part of a social science program, which aims at producing citizens eager and equipped to search for humane solutions to perennial and unprecedented problems.

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[7] *The Humanities in American Life.* Berkeley: © University of California Press, 1980. p. 29. (Reprinted by permission of the publisher.)

Appendix A

Criteria for Evaluating Instructional Materials in History—Social Science

Kindergarten Through Grade Eight

The major criteria for evaluating textbooks and related instructional materials in history–social science should reflect a philosophy consistent with that of the *History–Social Science Framework for California Public Schools*, adopted by the California State Board of Education in January, 1981.

The major criteria for evaluating textbooks and related instructional materials in history–social science should reflect a philosophy consistent with that of the History–Social Science Framework.

I. The History—Social Science Program

History–social science education provides for a systematic study of what people do and why they do it. The understanding of history of the environment and of social, political, and economic systems should lead to thoughtful, rational, and objective participation in this country's and the world's political and social processes.

Knowledge derived from anthropology, economics, ethnic studies, geography, history, humanities, philosophy, political science, psychology, religion, sociology, and the arts are woven into the designated grade level content. The grade level content and the history and social science concepts are used by students in critical and creative thinking and in developing values and multicultural perspectives. The learning process includes the use of cognitive skills that prepare students for the responsibilities of citizenship in the United States and the world.

II. Goals of the History—Social Science Framework

The goals of history–social science education should be reflected in both pupil and teacher materials. History–social science education shall:

History–social science education provides for a systematic study of what people do and why they do it.

1. Enable students to acquire knowledge drawn from the social sciences, the humanities, and the history of humankind.
   a. Material, including illustrations, shall present a variety of views on major topics—past, present, and future—expressed by different authorities. Primary and secondary sources should be included.
   b. Materials shall reflect the interrelationships that exist among curriculum areas. The materials should lead the student to a recognition that the social sciences draw from the arts, literature, reading, and virtually all other academic disciplines.
   c. Material shall include the significance of both secular and religious belief systems in shaping the moral and ethnical precepts in literature, art, music, law, and mortality. No single belief system should be imposed upon the student or held up to ridicule.
   d. Instructional materials shall be presented in many ways: expository, argumentative, biographical, autobiographical, graphic, and geographic, using case studies, stories, dramatic presentation, music, art, recordings, film, filmstrips, video tapes, transparencies, simulated games, manipulative materials, simulated artifacts, globes, and other appropriate materials.
   e. Economic concepts, terminology, institutions, methodology, relationships, and explanatory systems (models) should be intro-

Enable students to participate in activities in the society as individuals and as members of groups.

duced and related to social and political life and the wise use of the environment.

2. Enable students to develop and practice a variety of intellectual and work-study skills appropriate to history-social science.
   a. To develop and use a variety of critical and creative thinking skills to solve problems, including valuing, synthesis, analysis, and comparisons.
   b. To develop and use study, map, and globe skills, which are necessary tools for learning.
   c. To develop skills to clarify personal values in relation to society's values.
   d. To develop and use personal, group interaction, and social participation skills in a variety of social science learning situations.
3. Enable students to understand and appreciate the important common values of our human and national heritage and develop their own value positions.
   a. Understand the similarities and differences of individuals and respect their rights, regardless of culture, social class, sex, religion, age, disability, nationality, or race.
   b. Become aware of and appreciate their own value positions and the value positions held by others, and learn that controversies are often related to differing values.
   c. Learn the various ways and means used by people to resolve problems and issues.
   d. Appreciate our American heritage and rights and privileges guaranteed by the U.S. Constitution and the difficulty in maintaining those ideals, past and present.
   e. Recognize individuals, groups, societies, and nations as interdependent members of large social environments.
   f. Assist students to identify with and value the best aspects of our culture and heritage within our multicultural society.
   g. Present our society as a tapestry—not only portraying the diversity of racial/ethnic groups but also the finer qualities of interaction.
4. Enable students to participate in activities in the society as individuals and as members of groups.
   a. Analyze past and present social situations, determine issues, and prepare appropriate solutions upon which to act.
   b. Use knowledge and intellectual skills effectively in participating in civic and other social settings and in preparing students as citizens, consumers, and producers in the world of work and technology.
   c. Develop and use positive interpersonal relationship skills.
   d. Provide opportunities to initiate and to participate in societal activities.

III. Education Code Requirements Affecting History and Social Science Instruction

NOTE: See Appendix B in this framework for a list of the Education Code sections that require the observance of special events and special people in American history.

Duty Concerning Instruction of Pupils Concerning Morals, Manners, and Citizenship

44806. Each teacher shall endeavor 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, including kindness toward domestic pets and the humane treatment of

living creatures, to train them to avoid idleness, profanity, and falsehood, and to instruct them in manners and morals and the principles of a free government.

Areas of Study: Grades One Through Six

51210. The adopted course of study for grades 1 through 6 shall include instruction, beginning in grade 1 and continuing through grade 6, in the following areas of study:

. . . . . .

(c) Social sciences, drawing upon the disciplines of anthropology, economics, geography, history, political science, psychology, and sociology, designed to fit the maturity of the pupils. Instruction shall provide a foundation for understanding the history, resources, development, and government of California and the United States of America; the development of the American economic system including the role of the entrepreneur and labor; man's relations to his human and natural environment; eastern and western cultures and civilizations; and contemporary issues.

. . . . . .

(h) Such other studies as may be prescribed by the governing board.

Instruction in Social Sciences

51211. Instruction required by subdivision (c) of Section 51210 in the area of study of social sciences shall also provide a foundation for understanding the wise use of natural resources.

Instruction in Social Sciences: Grades One Through Six

51213. Instruction in social sciences shall include the early history of California and a study of the role and contributions of both men and women, black Americans, American Indians, Mexicans, Asians, Pacific Island people, and other ethnic groups to the economic, political, and social development of California and the United States of America, with particular emphasis on portraying the roles of these groups in contemporary society.

Instruction in social sciences shall also provide a foundation for understanding the wise use of natural resources.

Areas of Study: Grades Seven Through Twelve

51220. The adopted course of study for grades 7 through 12 shall offer courses in the following areas of study:

. . . . . .

(b) Social sciences, drawing upon the disciplines of anthropology, economics, geography, history, political science, psychology, and sociology, designed to fit the maturity of the pupils. Instruction shall provide a foundation for understanding the history, resources, development, and government of California and the United States of America; instruction in our American legal system, the operation of the juvenile and adult criminal justice systems, and the rights and duties of citizens under the criminal and civil law and the State and Federal Constitutions; the development of the American economic system including the role of the entrepreneur and labor; man's relations to his human and natural environment; eastern and western cultures and civilizations; and contemporary issues.

. . . . . .

(k) Such other studies as may be prescribed by the governing board.

Instruction in Social Sciences

51221. Instruction required by subdivision (b) of Section 51220 in the area of study of social sciences shall also provide a foundation for understanding the wise use of natural resources.

Requirements for Graduation

51225. No pupil shall receive a diploma of graduation from high school who has not completed the course of study prescribed by the governing board. Requirements for graduation shall include:

. . . . . .

(b) American history.
(c) American government.

. . . . . .

(g) Such other subjects as may be prescribed.

Instruction in Social Sciences: Grades Seven Through Twelve

51227. Instruction in social sciences shall include the early history of California and a study of the role and contributions of both men and women, black Americans, American Indians, Mexicans, Asians, Pacific Island people, and other ethnic groups to the economic, political, and social development of California and the United States of America, with particular emphasis on portraying the roles of these groups in contemporary society.

Religious Matters Properly Included in Courses of Study

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, art, or music 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.

Instruction in social sciences shall include the early history of California and a study of the role and contributions of both men and women, black Americans, American Indians, Mexicans, Asians, Pacific Island people, and other ethnic groups.

"Supplemental Instructional Materials"

60013. "Supplementary instructional materials" means instructional materials designed to serve, but not limited to, one or more of the following purposes, for a given subject, at a given grade level:

. . . . . .

(4) To provide for meeting the diverse educational needs of pupils reflective of a condition of cultural pluralism.

Portrayal of Cultural and Racial Diversity

60040. When adopting instructional materials for use in the school 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 American Indians, American Negroes, Mexican Americans, Asian Americans, European Americans, and members of other ethnic and cultural groups to the total development of California and the United States.
(c) The role and contributions of the entrepreneur and labor in the total development of California and the United States.

Ecological Systems; Use of Tobacco, Alcohol, Drugs, and Other Dangerous Substances

60041. When adopting instructional materials for use in the schools, governing boards shall include only instructional materials which accurately portray, whenever appropriate:

(a) Man's place in ecological systems and the necessity for the protection of our environment.

h) The effects on the human system of the use of tobacco, alcohol, otics and restricted dangerous drugs as defined in Section 11032 of Health and Safety Code, and other dangerous substances.

laration of Independence and Constitution of the United States

0043. When adopting instructional materials for use in the schools, governing br rd shall require, when appropriate to the comprehen- of pupils, that textbooks for social science, history or civics classes tain the Declaration of Independence and the Constitution of the ited States.

hibited Instructional Materials

0044. No instructional materials shall be adopted by any governing rd for use in the schools which, in its determination, contains:

a) Any matter reflecting adversely upon persons because of their race, or, creed, national origin, ancestry, sex or occupation.

b) Any sectarian or denominational doctrine or propaganda contrary law.

No instructional materials shall be adopted by any governing board for use in the schools which, in its determination, contains any matter reflecting adversely upon persons because of their race, color, creed, national origin, ancestry, sex, or occupation.

quired to be Accurate, Objective, Current, and Suited to Needs and mprehension of Pupils at Respective Grade Levels

0045. All instructional materials adopted by any governing board for in the schools shall be, to the satisfaction of the governing board, urate, objective, and current and suited to the needs and comprehen- of pupils at their respective grade levels.

estigation of Compliance with Article Requirements

0046. Any governing board may conduct an investigation of the com- nce of any instructional materials which it adopts with the require- nts of this article.

ited Use of Instructional Materials Found in Violation of Article

0047. In the event that after the good faith acquisition of instructional terials by a governing board, the instructional materials are found to in violation of this article and the governing board is unable to acquire er instructional materials which meet the requirements of this article in e for them to be used when the acquired materials were planned to be d, the governing board may use the acquired materials but only for t academic year.

Grade Level Settings

The following grade level settings should be used in kindergarten ough grade twelve to develop the four goals specified in the *History- ial Science Framework for California Public Schools*. Please refer to text of the *History-Social Science Framework* for more specific tent at each grade level. (NOTE: The specific content, as cited earlier this framework, will be included in those drafts of the criteria not luded in the framework itself.)

Kindergarten	—Myself and Others in My World (See page 14 of this framework.)
Grade One	—People at Home and at School (See page 14.)
Grade Two	—People as Members of Groups (See page 15.)
Grade Three	—People as Members of Communities (See page 15.)
Grade Four	—The People of a Region: California (See page 15.)
Grade Five	—The People of a Nation: The United States of America (See page 16.)

Grade Six	—Our World, Its Diverse Peoples, and Their Societies (See page 17.)
Grade Seven	—The Changing World (See page 17.)
Grade Eight	—The American Experience (See page 18.)
Grades Nine and Ten	—Citizens and Civics (See page 18.)
Grades Nine and Ten	—World Cultures (See page 19.)
Grades Eleven and Twelve	—The United States: Ideals, Traditions, and Institutions (See page 20.)
Grades Eleven and Twelve	—The Individual in Political, Economic, and Social Systems (See page 20.)

V. Teacher Materials

Teacher materials shall include:

1. Student activities to increase interest and participation, including but not limited to:
   a. Locating and gathering information from a variety of sources
   b. Getting together and arranging information from a variety of sources
   c. Communicating ideas using a variety of strategies
2. Outline of learning experiences for each level in a series, showing the relationship of the learning experience to content development, concept development, and the social science disciplines.
3. Suggestions for various teaching strategies to aid in knowledge, skill, valuing, and social participation development.
4. Supplementary background information and an annotated list of additional references for both students and teachers.
5. Teaching and questioning strategies to help students discuss and determine how the scenes or artifacts pictured in books illustrate the life-style and values of a culture. To stimulate discussion, textbook illustrations should not be captioned.
6. Supporting materials adaptable to a variety of teaching strategies for students of high, medium, and low abilities in the same classroom.
7. Suggested methods of evaluating pupil progress and teaching effectiveness but not limited to:
   a. Formal devices, such as tests
   b. Informal devices, such as:
      (1) Rating scales
      (2) Nonsystematic observation (This may include descriptive behavior during simulated games or role playing activities.)
      (3) Systematic observation (This may include the use of a checklist during simulated games or role playing activities.)
      (4) Questionnaire

VI. Noncontent Criteria

Materials shall be durable, aesthetic, and appropriate for the intended use. Auditory materials shall be high fidelity. When languages other than English are used, authentic native or near-native speakers should be used and should represent male and female adults as well as children's voices. An appropriate rate of speech and accurate information should be used. Illustrations shall be adequate, appropriate, authentic, current, and related to content as expressing various points of view.

VII. California Board of Education Guidelines

Materials should, where appropriate:

1. Use brand names only for technical purposes.
2. Emphasize foods of nutritive value rather than junk food.
3. Treat age and the aging process with respect, and include older people contributing to society.

Materials should, where appropriate, (1) use brand names only for technical purposes; (2) emphasize foods of nutritive value rather than junk food; and (3) treat age and the aging process with respect, and include older people contributing to society.

Each member of an instructional materials evaluating panel (IMEP) is urged to make considered judgments concerning such subjective criteria as originality, student appeal, and (high) literary quality of the materials they review.

Printed material must be aesthetically pleasing and durable, with clear, readable print appropriate to content and grade level. Nonprint material must be aesthetically pleasing, relevant to the student's learning experience, and perform functions suitable to the medium. Auditory materials must be clean and well-modulated, appropriate to the material, and be presented in standard English, except when illustrating dialect or native speakers of a foreign language when the language should be realistically presented.

Consider cost when appropriate.

When appropriate, metric measures shall be used in visual materials.

Appendix B
Education Code Sections Requiring the Observance of Special Events

NOTE: See Appendix A for the Education Code sections that outline specific course requirements affecting history and social science instruction in the public schools of California.

Lincoln's and Washington's Birthday Exercises

37223. All public schools and educational institutions throughout the state shall hold exercises in memory of Abraham Lincoln and George Washington on February 12th and February 22nd, respectively, or on the day in which school is in session next preceding, if the specified day is a holiday.

Anniversary of Adoption of Constitution

37224. All public schools and educational institutions shall include in the schoolwork on or near the anniversary of the adoption of the Constitution of the United Staes exercises and instruction for pupils suitable to their ages in the purpose, meaning, and importance of the Constitution of the United States, including the Bill of Rights.

Conservation, Bird, and Arbor Day

37225. March 7th of each year, the anniversary of the birthday of Luther Burbank, is set apart and designated Conservation, Bird and Arbor Day.

All public schools and educational institutions shall observe Conservation, Bird, and Arbor Day not as a holiday, but by including in the schoolwork of the day, suitable exercises having for their object instruction as to the economic value of birds and trees, and the promotion of a spirit of protection toward them, and as to the economic value of natural resources, and the desirability of their conservation.

Susan B. Anthony Day

37226. February 15th of each year, the anniversary of the birthday of Susan B. Anthony, is designated and set apart as Susan B. Anthony Day.

All public schools and educational institutions shall observe this day with suitable exercises, directing attention to the development of the political and economic status of women in the United States, through the efforts of Susan B. Anthony.

Black American Day

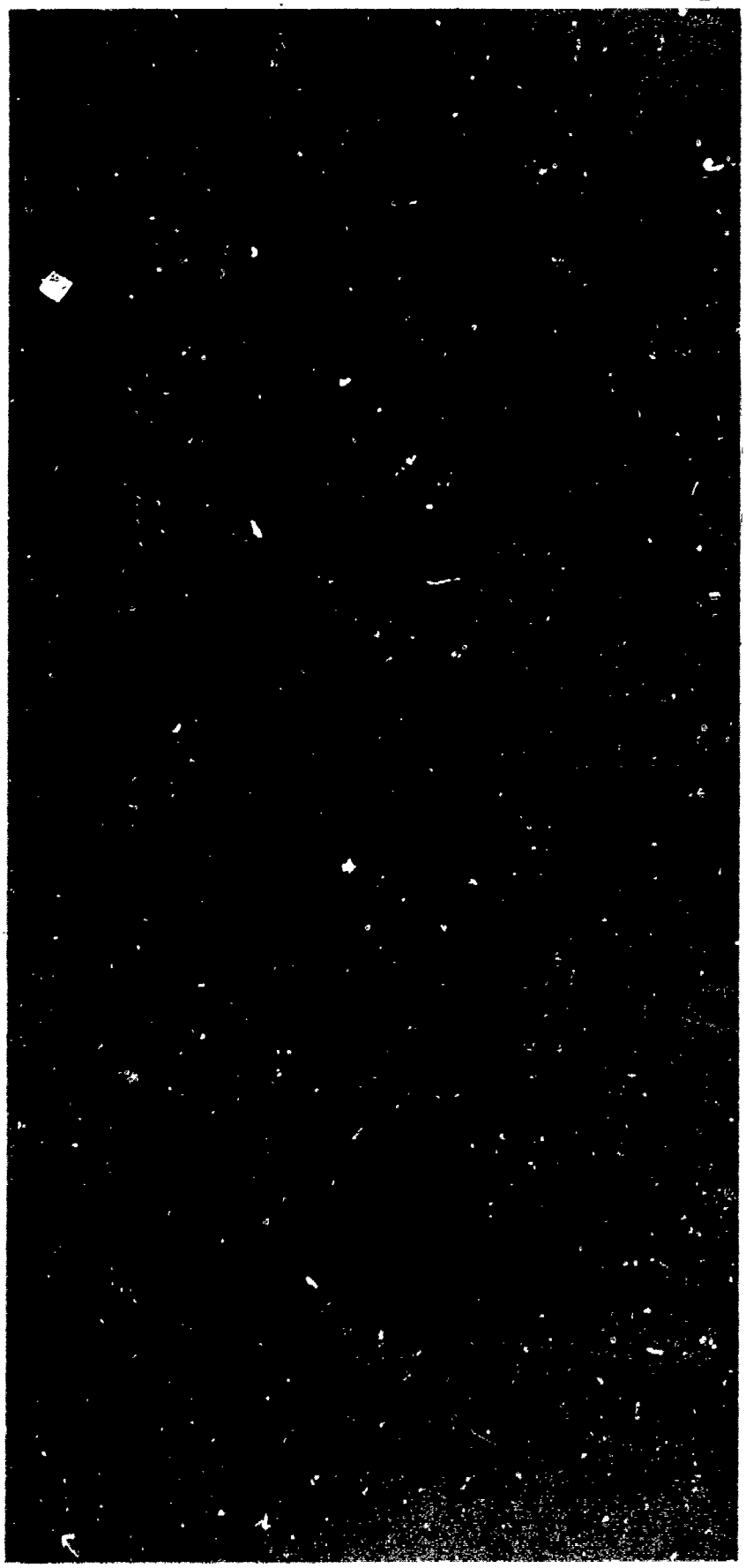
37227. March 5th of each year, the anniversary of the death of Crispus Attucks, the first black American martyr of the Boston Massacre, is designated and set apart as Black American Day to direct attention to the development of black people in the United States of America.

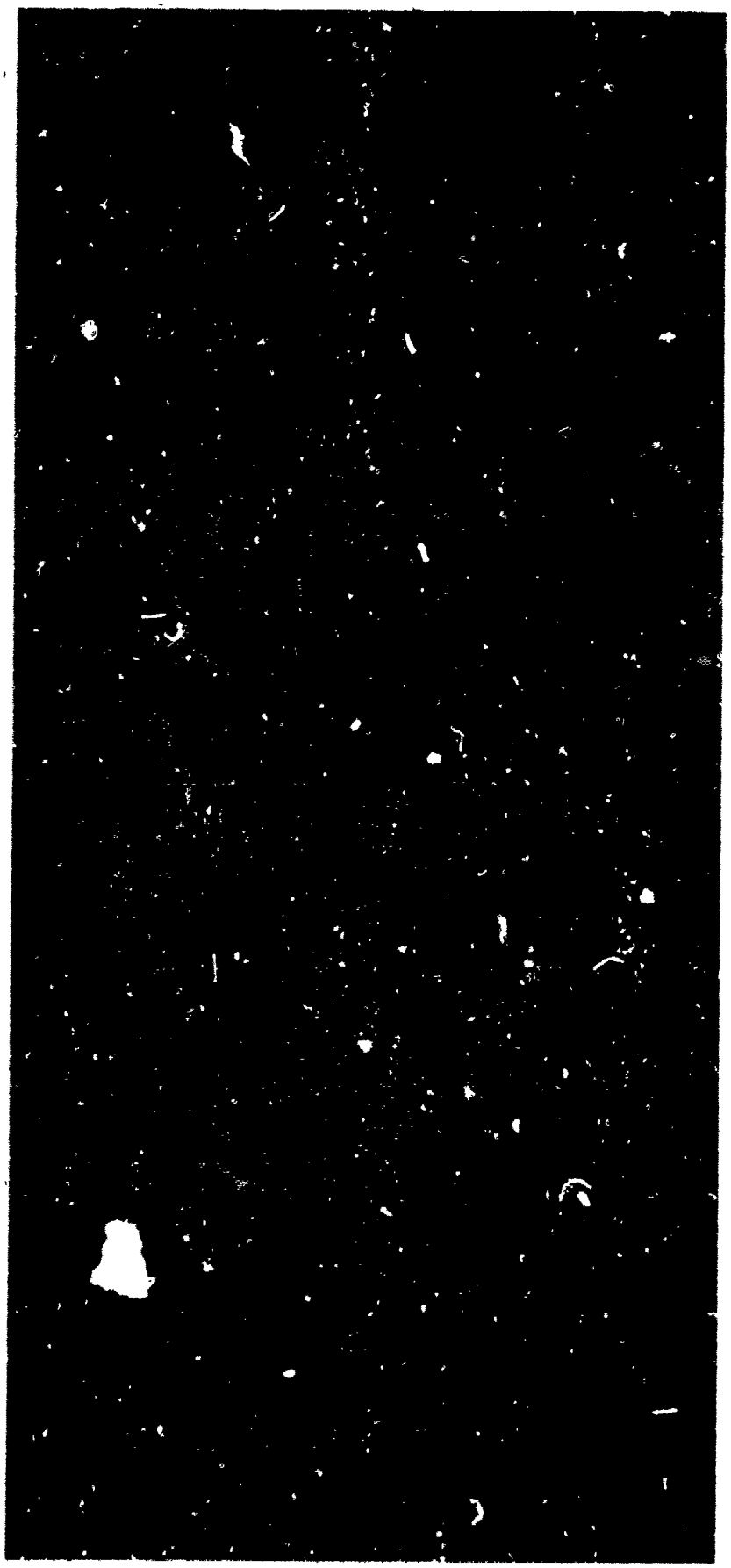
All public schools and educational institutions shall observe this day with suitable exercises.

Dr. Martin Luther King, Jr. Day

37227.5 All public schools and educational institutions throughout the state shall, on January 15th of each year, the anniversary of the birth of Dr. Martin Luther King, Jr., hold suitable exercises commemorating, and directing attention to the history of, the civil rights movement in the United States, and particularly the role therein of Dr. Martin Luther King, Jr.

Appendix C
Antidogmatism Policy of the State Board of Education





When adopting instructional materials for use in the schools, governing boards shall include only instructional materials which, in their determination, accurately portr the cultural and racial diversity of ou society.

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Other Publications Available from the Department of Education

The *History-Social Science Framework* is one of approximately 450 publications that are available from the California State Department of Education. Some of the more recent publications or those most widely used are the following:

Accounting Procedures for Student Organizations (1979)	$1 50
Bilingual Program, Policy, and Assessment Issues (1980)	3 25
California Private School Directory	5 00
California Public School Directory	11 00
California Public Schools Selected Statistics	1 50
California School Accounting Manual (1981)	2 50
Cal ornia Schools Beyond Serrano (1979)	85
California's Demonstration Programs in Reading and Mathematics (1980)	2 00
Discussion Guide for the California School Improvement Program (1978)	1 50*†
District Master Plan for School Improvement (1979)	1.50*
Education of Gifted and Talented Pupils (1979)	2 50
Establishing School Site Councils. The California School Improvement Program (1977)	1 50*†
Foreign Language Framework for California Public Schools (1980)	2 50
Guide to California Private Postsecondary Career Education (1980)	5.00
Guide to School and Community Action (1981)	1 75
Guidelines and Procedures for Meeting the Specialized Health Care Needs of Students (1980)	2 50
Guidelines for School-Based Alcohol and Drug Abuse Programs (1981)	1 00
Handbook for Planning an Effective Reading Program (1979)	1 50*
History- Social Science Framework for California Public Schools (1981)	2 25
Improving the Human Environment of Schools (1979)	2.50
Instructional Materials Approved for Legal Compliance (1981)	3 50
Interim Guidelines for Evaluation of Instructional Materials with Respect to Social Content (1981)	1.50
Manual of First Aid Practices for School Bus Drivers (1980)	1 25
Monograph on Staff Development (1980)	1 50
New Era in Special Education California's Master Plan in Action (1980)	2 00
Pedestrian Rules of the Road in California Primary Edition (1980)	1 50
Physical Performance Test for California, Revised Edition (1981)	1.50
Planning for Multicultural Education as a Part of School Improvement (1979)	1 25*
Planning Handbook (1978)	1 50*
Proficiency Assessment in California A Status Report (1980)	2.00
Proficiency Skill Development Kit (1980)	7 50
Putting It Together with Parents (1979)	85†
Reading Framework for California Public Schools (1980)	1 75
Relationship Between Nutrition and Student Achievement, Behavior, and Health (1980)	4 00
Science Framework for California Public Schools (1978)	1 65
School Improvement Making California Education Better (brochure) (1981)	NC*
Student Achievement in California Schools	1 25
Students' Rights and Responsibilities Handbook (1980)	1 50†
Teaching About Sexually Transmitted Diseases (1980)	1 65
Toward More Human Schools (1981)	1 75

Orders should be directed to:

California State Department of Education
P.O. Box 271
Sacramento, CA 95802

Remittance or purchase order must accompany order. Purchase orders without checks are accepted only from government agencies in California. Sales tax should be added to all orders from California puchasers.

A complete list of publications available from the Department may be obtained by writing to the address listed above.

†Also available in Spanish, at the price indicated
*Developed for implementation of School Improvement