

INSTRUCTION

SUBJECT: Social Science Instruction

The Governing Board believes that the world of the future will be characterized by both continuity and change. The study of continuity and change should be the main focus of the history - social science curriculum. The knowledge provided by these disciplines will enable students to appreciate how ideas, events, and individuals have interacted to produce change over time as well as to recognize the conditions and forces that maintain continuity within human societies.

The board desires that students in every grade develop ethical understanding - that they see the connection between ideas and behavior, between value and ideals that people hold, and the ethical consequences of those beliefs.

Social science is centered on the chronological study of history, but should be integrated and correlated with all disciplines within and outside the field, including the use of literature, both of the period and about the period.

The Board recognizes that our country has always been a multicultural society composed of diverse peoples who came here, willingly or not, from all parts of the globe. Public schools are the most common shared experience for most Americans, and it is the job of the schools to preserve and perpetuate our common pluralistic culture and to accurately reflect the contributions of all ethnic groups to the common culture.

Students must learn to respect and work cooperatively with persons of all backgrounds, recognizing that we all have equal claim to the American culture which we have collectively created and which we share. Instruction should help students realize the value of individual differences as well as the human dignity and worth common to all people. Education that emphasizes what we have in common can draw the country together and provide the basis for understanding, trust, and effective communication.

The goal of attaining knowledge and cultural understanding is pursued by developing students' literacy in history and other humanities (including ethics), geography, economics, sociology, and political science. The board believes that there are certain essential learnings integral to the development of each of these literacy strands which must be achieved by all students in the District.

The Board affirms that the goal of democratic understanding and civic values is centered on our essential understanding of our nation's identity and constitutional heritage; the civic values that undergird the nation's constitutional order; promotion of cohesion across all groups in a pluralistic society; and the rights and responsibilities of all citizens.

The curricular goal of skills attainment and social participation must be pursued by developing students' participation skills, critical thinking, and basic study skills.

Legal Reference

EDUCATION CODE

44560

60040

CODE OF REGULATIONS, TITLE 5

3935