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Protecting Our Most Vulnerable Students

Recent moves from the federal administration against undocumented immigrants have caused fear, uncertainty, and anxiety in our students. The principles of Social Emotional Learning (SEL) guide us toward having safe, inclusive schools and communities where children and adults feel protected and respected.

However, these immigration policies have undermined much of these SEL principles. Students in your classroom might have trouble learning and being engaged if they are worried that they might lose parents, friends, or be forced to move to a country that they have never known.

It is critical that we support all of our students, regardless of their immigration status. The CDE states that “today’s politically perilous environment makes it especially important to maintain welcoming and supportive schools that provide a [Safe Haven](#) to all California students and their families, including the 300,000 undocumented students and 1 million with an undocumented parent.”

What is a Safe Haven School?

The CDE’s Web page on Safe Haven schools states that “Safe Havens are local educational agencies (LEA), which include school districts, county offices of education, and direct-funded charter schools that have committed themselves to reassuring students, parents, and educators that everyone is welcome on school sites,

regardless of immigration status.” A school that is designated as a Safe Haven will also “provide helpful resources, such as information about immigration laws, and ways to be prepared in case a student or family member is deported.”

The CDE encourages LEAs to adopt a Safe Haven status. There are [116 districts and county offices of education](#) throughout California that have declared themselves Safe Havens. Remember that there are several legal protections that cover student records and immigration status, including:

- The 1984 Supreme Court decision [Plyler v. Doe](#), requires schools to enroll all eligible children regardless of their citizenship or immigration status.
- State and federal laws prohibit educational agencies from disclosing personally identifiable student information to law enforcement, without the consent of a parent or guardian, a court order or lawful subpoena, or in the case of a health emergency.
- Districts must verify a student’s age and residency, but have flexibility in what documents or supporting papers they use. They do not have to use documents pertaining to immigration status.
- To determine age, for example, LEAs can rely on a statement from a local registrar, baptismal records, or an affidavit from a parent guardian or custodian.
- To determine residency, an LEA can rely on property tax receipts, pay stubs, or correspondence from a government agency.

California Dashboard: Education and Legislative Issues

Tomo-Kahni State Park



Protected at the top of a ridge in the Tehachapi Mountains, overlooking Sand Canyon to the east and the Tehachapi valley to the west, Tomo-Kahni, or "Winter Village," was the site of a Kawaiisu (Nuwa) village.

Due to the extremely sensitive nature of the site, Tomo-Kahni is available to the public by tour only. These tours are led by trained State Park Volunteers on weekends during the spring and fall months.

The Kawaiisu migrated from the Great Basin and made the Tehachapi their home for two to three thousand years. The Kawaiisu are noted for their finely woven baskets of intricate and colorful design. The Kawaiisu spoke a Uto-Aztecan language and were a peaceful, gentle people that lived and worked in small family units.

More information on visiting this California State Park can be found at https://www.parks.ca.gov/?page_id=610.

Protecting Our Most Vulnerable Students, continued.

What Can I Do to Help?

Consider contacting your local school board to have them draft a resolution to make your LEA a safe haven. Sacramento City Unified School District has an [example of one such resolution](#) that you can use to think about how it can apply to your district as well.

You can also look at the resources available at the American Federation of Teacher's Web page on [Immigration](#). They have published a guide for educators and school support staff on [Immigrant and Refugee Children](#) as well as a list of [15 things](#) that educators, school support staff, and communities can do to help support undocumented students and their families.

There are also a lot of lesson plans out there that will allow you to facilitate discussions about the rights of undocumented immigrants and civic engagement.

- [Legal Rights of Undocumented Immigrants](#)
- [U.S. Immigration Policy Analysis](#)
- [Blogging, Civic Engagement, and the DREAM Act](#)
- [Understanding Immigration Reform](#)
- [PBS News Hour Extra](#) – the immigration tag can be filtered by daily videos, lesson plans, student voices, and more.

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Assembly Bill (AB) 24: State Seal of Civic Engagement (SSCE)

[AB 24](#) was signed by Governor Brown on October 9, 2017. It is time to start studying up on how to support high school students so that they can be civically engaged! Reading the [Revitalizing K-12 Civic Learning In California](#) report is a great place to start. In your classroom, you can concentrate on the [The Six Proven Practices of Well-Rounded Civic Learning](#). You can also apply for the [Civic Learning Award](#) for California Public Schools. There are many other supports for civic instruction including, but not limited to:

- A Civic Learning Project from [The Constitutional Rights Foundation](#)
- [Legischool](#) Essay and Photo Contests
- [Voter Education Weeks](#) support from the Secretary of State
- [California Courts](#) lesson plans and resources
- California Department of Education [Civics, Government, and Service-Learning Resources](#)

In 2018, the process will begin to define the criteria to earn the SSCE. Stay tuned for your opportunity to be involved in the process.

Assembly Bill AB 738: Native American studies model curriculum

[AB 738](#) was also signed by Governor Brown on October 9, 2017. This legislation mandates that a model curriculum be written and submitted by the Instructional Quality Commission to the State Board of Education (SBE) by December 31, 2021. The legislation states that the SBE will adopt, modify, or revise the model curriculum on or before March 31, 2022.

The process for this project is just beginning, so stay tuned for more information, as there will be an opportunity for public comment for this project.

In the Zone: Professional Development and Instructional Resources

The Alliance for Young Artists & Writers, in partnership with the Campaign for the Civic Mission of Schools, presents a new award for students whose original art or writing demonstrates civic knowledge and skills: the Civic Expression Award (CEA).

The award recognizes students whose art or writing expresses a vision of the society they are working to build, one that exemplifies democratic values, and allows all voices and viewpoints to be heard and respected.

Recipients will be artists or writers whose work highlights and demonstrates awareness of American civic rights and responsibilities. Six students whose work best promotes responsible civic life will each be awarded a \$1,000 scholarship.

Read more about the CEA [here](#).

The deadline for entries from California is Thursday, December 7, 2017.

The Choices Program

Choices has recently released two new “Teaching with the News” lessons with Asia-related content:

- “*North Korea Nuclear Crisis*,” a lesson that employs political cartoons to help students understand the issues surrounding the North Korean nuclear program
- “*Myanmar and the Rohingya*,” a lesson that uses personal narratives from Rohingya people as well as government documents to develop knowledge of the current crisis

The lessons are available on the Choices [Web site](#).

GeoInquiries

GeoInquiry collections are available for AP Human Geography, US History, American Literature, World History, and elementary classrooms.

GeoInquiries are designed to be fast and easy-to-use K–12 instructional resources that incorporate ArcGIS Online Web mapping and are closely tied to College, Career, and Civic Life Framework (C3) from the National Council for the Social Studies.

Check out lesson on [The Reformation](#), [Hiroshima](#), [African Independence](#), [Migration](#), the [Dust Bowl](#), and even [Weather Forecasting](#) for Upper Elementary.

For more information and access to all the lessons, please go to the Esri GIS Education Community at [ArcGIS Online](#).

United States (US) Courts

Financial Literacy: Financial Firsts Can Be Financial Pitfalls

Millennials are one of the fastest-growing demographics filing for bankruptcy protection.

The four realistic scenarios from the US Courts set the stage for discussions of the life skills needed to navigate personal finances successfully.

The materials are suitable for high school and vocational education students.

You can find the resources [here](#).



Five College Center for East Asian Studies (FCCEAS) National Consortium for Teaching about Asia 2017 Japan Study Tour

The FCCEAS has released a collection of lesson plans written by participants in their 2017 study tour. *Peace Education: Voices from Japan on War and Peace*, which includes lessons suitable for elementary, middle, and high school students, can be found and downloaded from the [FCCEAS Web site](#).

Peace education has a long history in Japan. Schools, museums, Non-Governmental Organizations, and individuals all contribute to the basic goals of peace education—learning from the past and cultivating mutual understanding between cultures so that citizens will make rational future choices regarding violence and nonviolence.

The teachers who traveled to Japan during the summer of 2017 and heard stories from witnesses of the Tokyo fire bombing and the atomic bombings at Nagasaki and Hiroshima, created lesson plans for classroom use. These are the lessons shared on the link above.

In the Zone: Professional Development and Instructional Resources, continued

Teaching the HSS Framework—Launch Conferences

Conferences will include instructional resources and programs for educators to support implementation of California's new HSS Framework. Locations and dates follow:

Four remaining conferences hosted by the History Project:

- December 13, 2017 at CSU East Bay
- January 30, 2018 at CSU Fresno
- April 24, 2018 at the Riverside Convention Center
- May 22, 2018 at Sonoma State

Register [here](#) for History Project conferences.

Four remaining conferences hosted by California County Superintendents Educational Services Association (CCSESA):

- March 22, 2018 California Council for the Social Studies Pre-Conference Event at the Town and Country Hotel, San Diego.
- April 16, 2018 at San Joaquin County Office of Education
- May 24, 2018 at Humboldt County Office of Education
- August 2, 2018 at Shasta County Office of Education

Register [here](#) for CCSESA conferences.

Protecting Our Most Vulnerable Students, continued from page 2.

The Parent Teacher Association has also put out [national standards for family-school partnerships](#). Using these standards at your LEA can help foster a sense of community and signal to families that your district welcomes them and is a safe location for them to ask questions and obtain resources. The standards include:

1. Welcoming all families into the school community
2. Communicating effectively
3. Supporting student success
4. Speaking up for every child
5. Sharing power
6. Collaborating with community

Finally, check out this free online workshop on [Immigrant Student Success: Models and Tools for K-12 and Adult Educators](#). It occurs every July, but they have previous recordings and PDFs of the slides posted online. It's perfect for teachers, administrators, librarians, counselors and others that want to encourage the progress of immigrant and refugee students in their classrooms.

(Reprinted with permission from the CDE SEL October Newsletter)

57th Annual California Council for the Social Studies Conference presents:

Tearing Down Walls: Building Connections, Collaboration and Civil Discourse

March 23–25, 2018
San Diego Town and County Convention Center

[Register Now!](#)

Civic Learning Award Application

The 2017–2018 Civic Learning Award [application](#) is now available on the CDE Web site.

The Letter of Invitation to Superintendents, Administrators, and Principals can be found [here](#).

A quick guide to the Six Proven Practices of Civic Learning and an Inquiry Based Approach can be found [here](#).

Applications are due on January 19, 2018.

A diverse collection of lesson plans to engage K–12 youth in civic learning can be found [here](#).



California Indian History Curriculum Coalition held a one-day conference on October 9, 2017.

Read about the conference [here](#), as well as additional information about the work of the Coalition, including work to rewrite the Grade Four Mission Project and the movement to make El Camino Real a UNESCO Cultural Corridor.

In the Zone: Professional Development and Instructional Resources, continued

Social Welfare History Image Portal (SWHIP)

Explore the history of American social reform and social services.

The SWHIP brings together photographs, pamphlets, artifacts and documents chronicling the history of the nation's response to human need. This history includes the work of volunteer organizations, reform movements, social workers, and government legislation and systems.

In addition to single items, the SWHIP contains Discovery Sets—groups of items that serve as a starting place for research with primary sources. Sets focus on suffrage, temperance, the kindergarten movement and more.

The history of social welfare encompasses many volunteer and professional activities that have sought to improve the common good. Social welfare history is interdisciplinary, looking at many, often conflicting, ideas of community and community responsibility, as well as ongoing discussions of our national identity.

For more information, go to the [SWHIP Web site](#).

Fulbright Distinguished Awards (DA) In Teaching Program

[The DA Program](#) provides funding for highly accomplished U.S. primary and secondary level educators to take part in an intensive professional development program for three to six months abroad.

The DA Program is sponsored by the U.S. Department of State, Bureau of Educational and Cultural Affairs and is administered by the Institute of International Education.

As part of the program, Fulbright Distinguished Teachers:

- Study and observe international best practices in education
- Share professional expertise with educators and students in the host country
- Develop leadership skills and understanding of educational policy
- Enhance their ability to work in diverse and multicultural environments

For more information, please read the [Program Overview for 2018-2019 U.S. Grantees](#).

National Humanities Center (NHC)

NHC offers [Humanities in Class Webinars](#). These are live, interactive professional development Webinars on compelling topics by leading scholars for humanities educators and advocates of all levels.

The Webinar on November 7, 2017, is titled, *The Supreme Court and Civil Rights*.

The Webinar on November 30, 2017, is titled, *Five Myths About North Korea: History and (Mis)Perception since the 1950s*.

All Webinars are free of charge and begin at 4 p.m. PST.

Global Oneness Project

Flamenco is a cross cultural art form and, using the video *Solea*, students can explore the elements of the art form of flamenco as well as the themes of creative exploration, dedication and commitment, and music history. A lesson and the video can be found [here](#).

50 Ways to Teach With Current Events

[This New York Times Article](#) from 2016 supports the teaching of current events, which is one of the Six Proven Practices of Civic Learning.

In the article, you will find resources grouped by

- Reading and Writing
- Speaking and Listening
- Games and Quizzes
- Photographs, Illustrations, Videos and Infographics
- Design and Creativity
- Making Connections
- Building Skills

These resources are intended to help students be armed with the tools to be able to distinguish between opinion and fact; between evidence-based statements and empty rhetoric; and between sensationalism and solid journalism.

Additionally, using this resource can help support students in building their Information Literacy skills. More information on Information Literacy can be found in the [Model School Library Standards for California Public Schools](#).

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Disclaimer:

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History-Social Science: Fall 2017 Calendar

November 2017

Sun	M	T	W	Th	F	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

December 2017

Sun	M	T	W	Th	F	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

November:

National American Indian
Heritage Month
Sikh Awareness & Appreciation Month

- **November 1:** Dia de los Muertos
- **November 10:** Veterans Day (observed)
- **November 23:** Thanksgiving Day

December:

- **December 7:** National Pearl Harbor Remembrance Day
- **December 10:** Human Rights Day
- **December 15:** Bill of Rights Day

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CDE's History-Social Science Professional Learning & Curriculum Resources

We would love to hear from you! Please let us know of any events and/or resources you would like to see included in the next edition of the newsletter. To contribute ideas and/or resources, e-mail Janet Mann at jmann@cde.ca.gov.