

## Introduction to the Curricular Map

The curricular maps were created to assist teachers with instructional planning as well as to develop a unified yet flexible instructional approach to History/Social Science within the Los Angeles Unified School District.

The maps are divided into two instructional components consisting of the standard sets to be taught, each component comprising roughly 1/2 of the time in a year-long course. Periodic assessments are calendared at the end of each instructional component. In order for students to be prepared for the assessment, the standard sets in each component must be completed. Students should be prepared to write to the Common Core Writing Standard indicated on the curricular map.

All instructional materials utilized in the classroom must specifically address the discipline-specific language and literacy demands required in a Secondary History/Social Science classroom as outlined in Common Core State Standards. [Click here](#) for additional information and support.

### Common Core State Standards

The Common Core State Standards for Literacy in History/Social Science address the language demands specific to the content.

The curricular maps have an indicated writing emphasis of expository in the first instructional component and argument in the second. [Click here](#) for the reading emphasis per semester. Please note that those standards called out for emphasis denote the expectation that teachers will provide explicit instruction in these areas while incorporating all other Common Core Standards into their instructional program.

### Reading Like a Historian

The Los Angeles Unified School District, in partnership with the Stanford History Education Group will bring the Reading Like a Historian (RLH) program to every Secondary History classroom within the District. The Reading Like a Historian (RLH) curriculum embodies the instructional shifts required by the Common Core State Standards. RLH makes disciplinary, historical inquiry accessible to diverse groups of learners. A disciplinary approach to history instruction engages students in the creation of historical knowledge. With this approach, students read closely, evaluate, and interpret historical sources in order to use text based evidence to reach a conclusion.

### Setting up for Success

In order for students and teachers to effectively demonstrate mastery of the language and literacy demands of a History/Social Science classroom, structures and routines must be put in place to enhance instruction and support student learning. The key to student success with the Common Core State Standards is student to student dialogue, allowing them to acquire and demonstrate mastery of the discipline-specific language of the content.

In order for teachers to provide students the opportunities to engage in these dialogues, it is critical teachers use the first two weeks of school to focus on:

- Community
- Collaboration
- Communication

[Click here](#) for detailed information on the implementation of Setting up for Success in History/Social Science