

Date of Hearing: April 26, 2017

ASSEMBLY COMMITTEE ON EDUCATION  
Patrick O'Donnell, Chair  
AB 838 (Levine) – As Introduced February 16, 2017

**AS PROPOSED TO BE AMENDED**

**SUBJECT:** Pupil instruction: history-social science curriculum framework: Russian interference with 2016 presidential election

**SUMMARY:** As proposed to be amended, requires that the Instructional Quality Commission (IQC) develop a model curriculum on the 2016 presidential election, for voluntary use secondary government courses. Specifically, **this bill:**

- 1) Finds and declares that the 2016 presidential election provides unusually rich and engaging content for instructing pupils about the American electoral process.
- 2) Requires the IQC to develop, and the State Board of Education (SBE) to adopt, reject, or modify a model curriculum for pupils in enrolled in secondary government courses, on the 2016 presidential election, for voluntary use by educators.
- 3) Requires that the curriculum identify the ways in which the model curriculum aligns with, and is supportive of, the Common Core State Standards and of the goals of the curriculum framework in history social science adopted by the state board of education in 2016.
- 4) Requires the model curriculum to address, but not be limited to, the role of:
  - a) the candidates, including personal histories, and actions and statements during the campaign
  - b) the candidates' positions on a range of policy issues
  - c) the campaigns, including candidates' statements and use of media, debates, and conventions
  - d) media coverage of the campaign, including online and social media
  - e) alleged foreign interference in the American electoral process
  - f) the electoral college
  - g) electoral demographics
  - h) economic and regional labor conditions
  - i) international policy concerns
  - j) issues of race and ethnicity, gender, age, religious affiliation, and immigration status

- 5) Requires that model curriculum provide model lessons and activities for secondary government courses regarding the content specified above, and identify supporting instructional materials for use in its implementation.
- 6) Requires the IQC, in developing the model curriculum, to convene an advisory group comprised of experts in secondary government curriculum and instruction. Requires that a majority of this group be current public school elementary or secondary classroom teachers who have a professional teaching credential that is valid under state law and who have experience or expertise in secondary government curriculum and instruction.
- 7) Requires the IQC to hold a minimum of two public hearings in order for the public to provide input on the model curriculum, and that the public hearings and meetings required by this subdivision shall be held pursuant to the Bagley-Keene Open Meeting Act.
- 8) Requires that, on or before December 31, 2020, the IQC submit the model curriculum to the state board.
- 9) Requires that, on or before March 31, 2021, the SBE adopt, reject, or modify the model curriculum, at a subsequent public meeting.
- 10) Requires that, if the SBE modifies the model curriculum the SBE explain, in writing, the reasons for the modifications to the Governor and the appropriate fiscal and policy committees of the Legislature.
- 11) Requires that, if the SBE modifies the model curriculum, the state board, in a meeting conducted pursuant to the Bagley-Keene Open Meeting Act provide written reasons for its revisions. Requires that the SBE not adopt the model curriculum at the same meeting it provides its written reasons, but, instead, adopt these revisions at a subsequent meeting conducted no later than July 31, 2021.
- 12) Requires that, if the SBE rejects the model curriculum, it transmit to the Superintendent of Public Instruction (SPI), the Governor, and the appropriate policy and fiscal committees of the Legislature a specific written explanation of the reasons for the rejection of the model curriculum.
- 13) Requires that, following the adoption of the model curriculum, the SPI post the curriculum on its Internet web site for use on a voluntary basis by educators.
- 14) Beginning in the school year following the adoption of the model curriculum, encourages local educational agencies and charter schools to use the curriculum to provide instruction in secondary government courses.

**EXISTING LAW:**

- 1) Establishes the IQC (formerly called the Curriculum Development and Supplemental Materials Commission) as an advisory body to the SBE on matters related to curriculum, instructional materials, and content standards.
- 2) Requires the California Department of Education to develop model curricula on a variety of topics, including the life of Cesar Chavez, human rights and genocide, and ethnic studies.

**FISCAL EFFECT:** Unknown

**COMMENTS:**

*Need for the bill.* The author's office states that the 2016 presidential election was unlike any other in the history of the United States, citing as an example allegations of foreign interference in the electoral process. The author notes that it is important to ensure students are aware of such history.

*Curriculum, standards, frameworks, and model curricula.* California's public school curriculum is based on content standards in various subjects, including English-Language Arts, Mathematics, Science, History-Social Science, Physical Education, English Language Development, Career Technical Education, Health Education, World Languages, and Visual and Performing Arts. These standards are developed by the IQC through a public process, and are adopted by the SBE.

These standards form the basis of California's curriculum frameworks. The frameworks guide the implementation of these standards, and are used to establish criteria for the evaluation of instructional materials for state adoption for grades kindergarten through grade eight. They also guide district selection of instructional materials for grades nine through twelve.

In addition to developing standards in the above subject areas, the SPI is sometimes directed by law to develop model curricula on different topics, such as those on the life of Cesar Chavez, human rights and genocide, and ethnic studies.

*Related and prior legislation.* AB 155 (Gomez) of this Session Requires the IQC to develop a model curriculum in media literacy, and requires the California Department of Education (CDE) to develop an online professional development module to support the model curriculum.

SB 135 (Dodd) of this Session would require the IQC to develop, and the SBE to adopt, modify, or revise, a model curriculum in media literacy for social sciences for grades 1 to 12, require the SBE, in the next revision of the curriculum framework in social sciences, to integrate media-literacy into the social sciences curriculum, and require the CDE to make a list resources and materials on media literacy available on its website.

SB 203 (Jackson) of this Session would require the CDE to identify best practices and recommendations for instruction in digital citizenship, Internet safety, and media literacy, and requires, beginning in the 2019–20 school year, school districts to annually review their policies and on those topics.

AB 738 (Limon) of this Session requires the development of a model curriculum in Native American studies, and requires school districts which elect to offer one course in Native American studies to make the course available in at least one year during a student's enrollment in grades 9-12.

AB 2016 (Alejo) Chapter 327, Statues of 2016 requires the development of a model curriculum in ethnic studies, and requires school districts which elect to offer one course in ethnic studies to make the course available in at least one year during a student's enrollment in grades 9-12.

**REGISTERED SUPPORT / OPPOSITION:**

**Support**

None on file

**Opposition**

None on file

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