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# History-Social Science

Honoring Muslim History and Identity

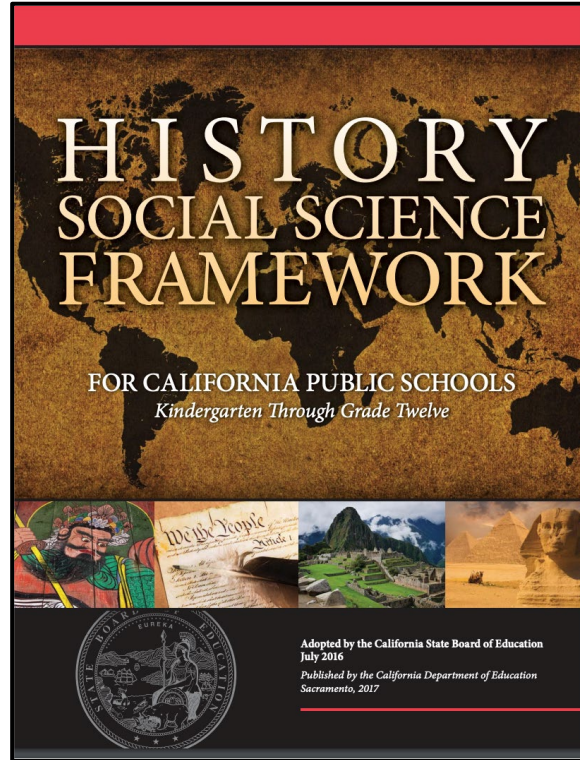
Curriculum and Instruction Committee Meeting

February 19, 2026

# History–Social Science Framework for California Public Schools

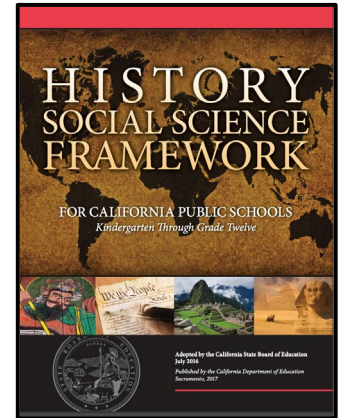
## Key Components

- Content
- Literacy
- Inquiry
- Civics



## Inquiry

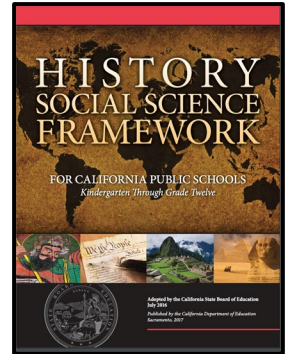
- Disciplinary thinking and analysis skills
- Deepens critical thinking
- Organized around significant questions
- Multiple perspectives
- Use of multiple sources
- Analysis
- Evidence in support of interpretations
- Not memorization of discrete facts



# Honoring Muslim History and Identity

## History–Social Science Framework for California Public Schools and CDE Ethnic Studies Model Curriculum

- The California HSS Framework includes numerous references to the Muslim community
- The California HSS Content Standards include the Muslim community in 10 separate standards
- There are multiple references to the Muslim community in the CDE Ethnic Studies Model Curriculum that include sample instructional resources



# Honoring Muslim History and Identity

## *Standards in History–Social Science Framework*

### **Study of Islam (primarily in Grade 7)**

#### **7.2 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.**

1. Identify the physical features and describe the climate of the Arabian peninsula, its relationship to surrounding bodies of land and water, and nomadic and sedentary ways of life.
2. Trace the origins of Islam and the life and teachings of Muhammad, including Islamic teachings on the connection with Judaism and Christianity.
3. Explain the significance of the Qur'an and the Sunnah as the primary sources of Islamic beliefs, practice, and law, and their influence in Muslims' daily life.

# Honoring Muslim History and Identity

## *Standards in History–Social Science Framework*

### Study of Islam (primarily in Grade 7)

#### **7.2 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.**

4. Discuss the expansion of Muslim rule through military conquests and treaties, emphasizing the cultural blending within Muslim civilization and the spread and acceptance of Islam and the Arabic language.
5. Describe the growth of cities and the establishment of trade routes among Asia, Africa, and Europe, the products and inventions that traveled along these routes (e.g., spices, textiles, paper, steel, new crops), and the role of merchants in Arab society.
6. Understand the intellectual exchanges among Muslim scholars of Eurasia and Africa and the contributions Muslim scholars made to later civilizations in the areas of science, geography, mathematics, philosophy, medicine, art, and literature.

# Inquiry to Drive Instruction

## Questions considered in Grade 7:

- How did the environment affect the development and expansion of the Persian Empire, Muslim empires, and cities? What impact did this expansion have on the environment?
- How did Islam develop and change over time? How did Islam spread to multiple cultures?
- How did the Muslim empires and institutions help different regions of Afroeurasia become more interconnected?

# Honoring Muslim History and Identity

## Sample lessons:

[Expansion of the Early Islamic Empire](#)

[Ibn Battuta in the Medieval Islamic World](#)



# Honoring Muslim History and Identity

## Referenced in the AP World History course description

Source: Page 41 of the AP World History Course Guideline; AP Central College Board

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### The Global Tapestry

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**LEARNING OBJECTIVE**

**Unit 1: Learning Objective E**

Explain the causes and effects of the rise of Islamic states over time.

**HISTORICAL DEVELOPMENTS**

**KC-3.1.III.A**

Muslim rule continued to expand to many parts of Afro-Eurasia due to military expansion, and Islam subsequently expanded through the activities of merchants, missionaries, and Sufis.

**THEMATIC FOCUS**

**Technology and Innovation** **TEC**

Human adaptation and innovation have resulted in increased efficiency, comfort, and security, and technological advances have shaped human development and interactions with both intended and unintended consequences.

**LEARNING OBJECTIVE**

**Unit 1: Learning Objective F**

Explain the effects of intellectual innovation in Dar al-Islam.

**HISTORICAL DEVELOPMENTS**

**KC-3.2.II.A.i**

Muslim states and empires encouraged significant intellectual innovations and transfers.

**ILLUSTRATIVE EXAMPLES (CONT'D)**

Innovations:

- Advances in mathematics (Nasir al-Din al-Tusi)
- Advances in literature (A'ishah al-Ba'unyyah)
- Advances in medicine

Transfers:

- Preservation and commentaries on Greek moral and natural philosophy
- House of Wisdom in Abbasid Bagdad
- Scholarly and cultural transfers in Muslim and Christian Spain

## **History–Social Science Framework for California Public Schools: Religion and History–Social Science Education**

1. The school’s approach to religion is academic, not devotional.
2. The school may strive for student awareness of religion in historical and contemporary societies, but it may not press for student acceptance of any one religion.
3. The school may include study about religion as part of the history–social science curriculum, but it may not sponsor the practice of religion.

## **History–Social Science Framework for California Public Schools: Religion and History–Social Science Education**

4. The school may expose students to a diversity of religious views in their studies, but it may not impose any particular view.
5. The school may educate about all religions but may not promote or denigrate any religion.
6. The school may inform students about various beliefs, but it should not seek to conform students to any particular belief.

# LAUSD Guidance for Addressing Challenging/Sensitive Topics About the Middle East

- Safe and Welcoming Environment
- Instructional Resources
- Class Community Building
  - Discourse
  - Biases



## Guidance for Addressing Challenging/Sensitive Topics about the Middle East

Ensuring safe, welcoming, and inclusive learning environments for our students, families, and staff is always a top priority. The Los Angeles Unified School District has issued a series of Policy Bulletins, Memoranda, and Reference Guides that address potentially sensitive issues in curriculum (e.g., religion, politics, appropriateness of audio/visual materials, etc.). Additionally, the History-Social Science Framework for California Public Schools is clear on how teachers should address current events. It states that current issues should be addressed through the lens of historical perspective. Thus, District employees must maintain neutrality when addressing current and/or sensitive issues in educational settings, while ensuring the content and pedagogy are developmentally appropriate and aligned to California State Standards.

As we continue to instruct our students in an ever-changing and often volatile world, LA Unified employees are required to both review and abide by all District policies. Please see responses to frequently asked questions and links to instructional resources that apply to many topics including but not limited to those specifically delineated below:

### Given the importance of maintaining a safe and welcoming school environment, is it appropriate for District staff to share their political affiliations and opinions with students?

LA Unified is tasked with delivering instruction that, while providing inquiry-driven opportunities for students to grapple with potentially contentious issues, is based on District and state education policy, and appropriate grade level content standards, focused on developing students' critical thinking skills.

Moreover, given the position of authority a certificated employee holds in the classroom, a professional stance of neutrality on topics such as politics is crucial to avoid perceptions of bias, and concerns regarding the overall inclusiveness of diverse subject matters during instructional time.

Given this awareness, instructional resources addressing historical and contemporary issues have been provided to our employees through content-appropriate Schooling Groups.

# LAUSD Professional Development Addressing the Muslim Community

**Additionally, the cultural contexts, histories, and counter-narratives of Muslim communities have been incorporated into professional development topics, specifically APIDA Studies.**

## Unpacking Race, Citizenship, and the Myth of Belonging: Challenging the Racial Hierarchy and Reclaiming APIDA Narratives

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### Manifestation in the Present

The Dehumanization Narrative still persists to this day, where we see violence against elders, immigration raids and surveillance, and invisibility in curriculum.

In addition, post-9/11 racial profiling, hate, and detentions of South Asians, Muslims, and Arabs still persist to this day.

- A significant number of people were detained without charges or for minor offenses, reflecting a long history of associating some APIDA communities with danger.
- The community was also subjected to mass surveillance and racial profiling.

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