CHAPTER ONE

HISTORY SOCIAL SCIENCE FRAMEWORK

FOR CALIFORNIA PUBLIC SCHOOLS

Kindergarten Through Grade Twelve

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CHAPTER 1

Content. Inquiry. Literacy. Citizenship.

This framework guides educators as they design, implement, and maintain a coherent course of study to teach content, develop inquiry-based critical thinking skills, improve reading comprehension and expository writing ability, and promote an engaged and knowledgeable citizenry in history and the related social sciences.

The subject areas covered in this framework offer students the opportunity to learn about the world and their place in it, think critically, read, write, and communicate clearly. History, civics and government, geography, and economics are integral to the mission of preparing California's children for college, careers, and civic life. These disciplines develop students' understanding of the physical world, encourage their participation in our democratic system of government, teach them about our past, inform their financial choices, and improve their ability to make reasoned decisions based upon evidence. Moreover, these disciplines play a vital role in the development of student literacy because of a shared emphasis on text, argumentation, and use of evidence.

Important shifts in instructional practice have occurred since this document was last updated. Thus this framework seeks to bring up to date the state of these important areas of study. Achieving these goals is a shared responsibility. History–social science teachers are encouraged to collaborate with their colleagues in other disciplines to ensure that all students achieve the common goal of readiness for their future as literate, informed, and engaged citizens.

California's schools house the largest and most diverse population of students in the country. Of the 6.2 million students attending California's public schools in 2012–13, over 1.3 million were classified as English learners (ELs), 21.6 percent of the total school enrollment. The rates of ELs were much higher in certain counties and districts. In addition, 58 percent of children attending public schools qualify for free or reduced-price lunches, an indicator of poverty. In some counties, such as those in the Central Valley, the percentage of impoverished children is much higher: In Fresno and Madera, for example, 72 percent of the children in schools are eligible for free and reduced-price lunches. Even in relatively wealthy counties, communities and families struggle with poverty; 28 percent of the students qualify for free or reduced-price lunches in affluent Marin County.[1]

The relationship between students' English proficiency, socioeconomic status, and learning has been well documented. Children of color, children who do not speak English with fluency, and children living in poverty can struggle more than their privileged peers to achieve academically. These challenges provide the state of California with an opportunity to make a difference—to support schools and teachers in their efforts to help our state's children to become literate, knowledgeable, and responsible citizens.

It is the obligation of the state of California to provide all students with an engaging and relevant history–social science education that will shape how they participate in their world. This framework aims to highlight the most recent shifts in instructional practices that will make it possible to meet this obligation, while retaining the best practices currently employed. As the *California Common Core State Standards for English Language Arts and Literacy in History–Social Studies, Science, and Technical Subjects* (CA CCSS for ELA/Literacy) and the *California English Language Development Standards* (CA ELD Standards) emphasize, in order

1. California Department of Education, DataQuest census reports (accessed June 19, 2014).

to be successful in most content areas, students must develop essential reading, writing, and analysis skills.[2] Studying disciplines like history and the related social sciences requires students to employ complex vocabulary, understand discipline-specific patterns of language, and exercise analytical thinking skills. The shifts in instructional practice required by the CA CCSS for ELA/Literacy, the CA ELD Standards, and the *English Language Arts/English Language Development Framework for California Public Schools* (ELA/ELD Framework) are substantial. To effectively shift to more substantive instruction, schools must emphasize concepts and disciplinary practices—investigation, evidence, close reading, and argumentative writing—and provide the training and curricular resources that teachers will need to implement these shifts. The study of history and the related social sciences presents opportunities for student learning and literacy development as well as challenges from increased expectations for student learning. Every California school should offer a robust and integrated instructional program in social studies for kindergarten through grade twelve with the development of thematic and conceptual understandings throughout the entire sequence.

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The framework has two primary audiences: (1) educators and (2) developers and publishers of curriculum programs and materials. Educators will use this framework as a road map for curriculum and instruction. Publishers must attend to the content and pedagogical requirements specified in the standards and the framework to ensure that all California students have access to carefully designed, research-based instructional materials that are appropriate for diverse learning

2. Intersegmental Committee of the Academic Senates of the California Community Colleges, the California State University, and the University of California, *Academic Literacy: A Statement of Competencies Expected of Students Entering California's Public Colleges and Universities* (Sacramento: ICAS, 2002). http://senate.universityofcalifornia.edu/_files/reports/acadlit.pdf. *Academic literacy* is defined as the "reading, writing, listening, speaking, critical thinking, use of technology, and habits of mind that foster academic success."

needs. Additional audiences for the framework include parents, caregivers, families, members of the community, and policymakers, as well as institutions, organizations, and individuals involved in the preparation and ongoing professional learning of educators. The framework will be a useful guide for teachers and the stakeholders who review curriculum at the local and state levels.

Content

The framework and standards encourage students to learn about the world from several perspectives—local to global—in a deliberate and careful sequence and to develop thematic and conceptual understandings based on these perspectives. Along the way, students engage with the content through questions and topics of disciplinary and conceptual significance rather than learn to memorize discrete pieces of information that do not appear to connect to broader issues. From a very young age, students learn about family and community structures, regional and geographic characteristics, and then about people and institutions on a broader scale. Starting with the upper-elementary grades, history and the related social sciences center on chronology and geography. As students explore this content, they learn from a variety of primary and secondary sources, grapple with multiple and often competing pieces of information, form interpretations based on evidence, learn about how to place information in its appropriate context, and connect it to issues of broader significance.

The framework and standards also emphasize the importance of history as a constructed narrative that is continually being reshaped and retold. The story of the past should be lively and accurate as well as rich with controversies and dynamic personalities. The study of history is enriched with the use of literature: both literature of the period and *about* the period. Teachers of history and of the language arts should collaborate to select diverse works that illuminate the past with a variety of texts that can be investigated as both historical documents and as works of art. Poetry, novels, plays, essays, documents, inaugural addresses, myths, legends, tall tales, biographies, and religious literature help to shed light on the experiences of people who lived in the recent and distant past. Such literature helps to reveal the way people saw themselves, their ideas and values, their fears and dreams, and the way they interpreted their own times.

California's students need to know the story of the founding and settlement of different parts of the North American continent. They study the diverse history of their own state and how California's story relates to a national narrative. They learn about this nation's founding principles of freedom and democracy and of America's ongoing struggles, setbacks, and achievements in realizing those principles. They consider the fight for political and social equality and efforts to achieve both economic growth and justice. In the *History–Social Science Content Standards for California Public Schools* (History–Social Science Content Standards), students explore the meaning of liberty and equality by considering the actions Americans have taken to organize in support of and opposition to government policies, both in California and the nation as a whole. They examine the Declaration of Independence, the Articles of Confederation, the Constitutional Convention and ratification process, the Civil War, Reconstruction, and the Civil Rights Movement to assess the ways Americans have changed and reconstituted federal power. Students also consider the ways in which the quests for liberty, freedom, and equality have transformed the American populace. They study the recurrent theme of citizenship and voting by analyzing how these rights and privileges have been contested and reshaped over time. Starting with the freedoms outlined by the Framers, students examine the many contributions of Americans seeking to define the meaning of citizenship across the country, from farmers in Jefferson's agrarian nation, to suffragists at the turn of the century, to civil rights activists putting their lives on the line to end Jim Crow laws in the middle of the twentieth century, to Americans seeking to bring marriage equality to same-sex couples in the twenty-first century.

California's students also need to know the history and geography of the world beyond national borders. In the middle grades, students begin their study of the global past with consideration of the ancient world, from hunter–gatherer societies to the earliest civilizations in Mesopotamia, Egypt, China, and India. Their learning extends into subsequent civilizations such as the ancient Israelites, Greeks, and Romans. Students analyze the relationship between humanity and the physical world, trade, conflict, the development of new political institutions and philosophies, as well as the birth and spread of religious traditions. As in earlier grades, students continue to learn about these developments through a variety of primary- and secondary-source documents, analyze multiple pieces of evidence, and use this evidence to answer broader questions of historical significance. Through their

study of medieval and early modern history and geography, students examine the rise and fall of empires; the growth of commercial, technological, and cultural exchange; and the consequences of increasing population density and movement in Afro-Eurasia and the Americas.

In high school, students continue to analyze the connections between events at home and abroad as people, products, diseases, technology, knowledge, and ideas spread around the world as never before. Students survey economic, political, and social revolutions and the increasing impact of humanity on the natural and physical environment. They also investigate imperial expansion and the growth of nation–states, two world wars, decolonization, the Cold War, globalization, and unresolved conflicts that continue to affect the world today.

Students translate many of these inquiry-based skills to their personal financial decisions. As students mature, they learn to make informed financial decisions based upon sound economic reasoning. They learn to develop skills in demand in twenty-first-century labor markets, budget and manage credit, evaluate saving and investment opportunities, take advantage and be aware of the power of compound interest, consider the advantages and disadvantages of different financial institutions, recognize the opportunities and dangers of student loans and consumer debt, and learn methods to minimize the danger of identity theft. In their investigation of the economy, students consider the opportunities and consequences provided by the emergence of capital markets. They also learn about how markets impact ordinary Americans and how the federal government affects them. Students deepen their understanding of cost–benefit analysis, the use of incentives to explain peoples' behavior, markets (product, labor, and financial), the necessity for developing human capital to gain economic independence, the role of labor and entrepreneurs, the workings of the macro-economy, the effect of fiscal and monetary policies, and the interaction of economics and politics in public policy. They study economic progress, such as the Industrial Revolution's impact on

productivity, trade, and the standard of living. Students will also consider some of the costs of unfettered capitalism, such as industrialization's impact on the environment, child labor, disparities between rich and poor, and corporate practices such as the development of trusts and cartels. Students will learn about the government's attempt to address some of these economic problems. Among other relevant developments, students examine the significance of the national marketplace, the transcontinental railroad, the Great Depression, the New Deal, and the Cold War and post–Cold War era's industrial growth and contraction.

Inquiry

Teaching history and the related social sciences demands more than telling students to memorize disconnected content. Since the adoption of California's History–Social Science Content Standards in 1998, our state has recognized the importance of inquiry-based disciplinary understanding in the social studies classroom. The Historical and Social Science Analysis Skills highlight the importance of chronological and spatial thinking; research, evidence, and point of view; and historical interpretation, organized in three separate but related grade spans: K–5, 6–8, and 9–12. Embedded in these grade spans are discrete skills, vital for student learning, critical thinking, and literacy, such as understanding relationships between events, chronological understanding, understanding perspective and bias, and corroboration. These skills should help students relate better to the content.

The adoption of the CA CCSS for ELA/Literacy in 2010 and the ELA/ELD Framework in 2014 reinforced the importance of disciplinary literacy and understanding. The CA CCSS for ELA/Literacy include standards for reading and writing, making clear that understanding informational text is integral to a well-rounded curriculum and that it involves learning to think, read, and write with these skills. As all of these documents emphasize, students must be able to engage in inquiry—using the individual tools of each discipline to investigate a significant question and marshal relevant evidence in support of their own interpretations.

In addition to the California History–Social Science Content Standards, CA CCSS for ELA/Literacy, and CA ELD Standards (the state's adopted documents that guide instruction), there is an additional document that should inform inquiry-based instruction. The *College, Career, and Civic Life (C3) Framework for Social Studies State Standards* (C3 Framework) (http://www.socialstudies.org/c3)

is a document that was prepared and published by the National Council for the Social Studies in 2013. The C3 Framework combines many of the disciplinary skills that history and the related social sciences emphasize and organizes them into specific subject areas as part of an "Inquiry Arc." This focus on inquiry builds upon the latest scholarship in educational research and promotes the development of skills necessary for an engaged citizenry:

> [S]tudents need the intellectual power to recognize societal problems; ask good questions and develop robust investigations into them; consider possible solutions and consequences; separate evidence-based claims from parochial opinions; and communicate and act upon what they learn. And most importantly, they must possess the capability and commitment to repeat that process as long as is necessary. Young people need strong tools for, and methods of, clear and disciplined thinking in order to traverse successfully the worlds of college, career, and civic life.[3]

The following excerpts from the C3 Framework relate closely to the inquiry-based approach that benefits California's students and relates to specific disciplines.

- ***History.*** Historical thinking requires understanding and evaluating change and continuity over time, and making appropriate use of historical evidence in answering questions and developing arguments about the past. . . . It involves locating and assessing historical sources of many different types to understand the contexts of given historical eras and the perspectives of different individuals and groups within geographic units that range from the local to the global. Historical thinking is a process of chronological reasoning, which means wrestling with issues of causality, connections, significance, and context with the goal of developing credible explanations of historical events and developments based on reasoned interpretation of evidence.

  Historical inquiry involves acquiring knowledge about significant events, developments, individuals, groups, documents, places, and ideas to support investigations about the past. Acquiring relevant knowledge requires assembling information from a wide variety of sources in an integrative process. Students might begin with key events or individuals introduced by the teacher or identified by educational leaders at the state level, and then investigate them further. Or they might take a source from a seemingly insignificant individual and make connections between that person and larger events, or trace the person's contributions to a major development. Scholars, teachers, and students form an understanding of what is and what is not significant from the emergence of new sources, from current events, from their locale, and from asking questions

3. *National Council for the Social Studies, College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History* (Silver Spring, MD: NCSS, 2013), 6.

about changes that affected large numbers of people in the past or had enduring consequences. Developing historical knowledge in connection with historical investigations not only helps students remember the content better because it has meaning, but also allows students to become better thinkers.[4]

- ***Government/Civics.*** In a constitutional democracy, productive civic engagement requires knowledge of the history, principles, and foundations of our American democracy, and the ability to participate in civic and democratic processes. People demonstrate civic engagement when they address public problems individually and collaboratively and when they maintain, strengthen, and improve communities and societies. Thus, civics is, in part, the study of how people participate in governing society. Because government is a means for addressing common or public problems, the political system established by the U.S. Constitution is an important subject of study within civics. Civics requires other knowledge too; students should also learn about state and local governments; markets; courts and legal systems; civil society; other nations' systems and practices; international institutions; and the techniques available to citizens for preserving and changing a society.

  Civics is not limited to the study of politics and society; it also encompasses participation in classrooms and schools, neighborhoods, groups, and organizations. . . . What defines civic virtue, which democratic principles apply in given situations, and when discussions are deliberative are not easy questions, but they are topics for inquiry and reflection. In civics, students learn to contribute appropriately to public processes and discussions of real issues. Their contributions to public discussions may take many forms, ranging from personal testimony to abstract arguments. They will also learn civic practices such as voting, volunteering, jury service, and joining with others to improve society. Civics enables students not only to study how others participate, but also to practice participating and taking informed action themselves.[5]

- ***Geography.*** Geographic reasoning requires using spatial and environmental perspectives, skills in asking and answering questions, and being able to apply geographic representations including maps, imagery, and geospatial technologies. A spatial perspective is about whereness. Where are people and things located? Why there? What are the consequences? An environmental perspective views people as living in interdependent relationships within diverse environments. Thinking geographically requires knowing that the world is a set of complex ecosystems interacting at multiple scales that structure the spatial patterns and processes that influence our daily lives. Geographic reasoning brings societies and nature under the lens of spatial analysis, and aids in personal and societal decision making and problem solving.[6]

4. Ibid, 45.
5. Ibid, 31.
6. Ibid, 40.

- ***Economics.*** "Effective economic decision-making requires that students have a keen understanding of the ways in which individuals, businesses, governments, and societies make decisions to allocate human capital, physical capital, and natural resources among alternative uses. This economic reasoning process involves the consideration of costs and benefits with the ultimate goal of making decisions that will enable individuals and societies to be as well off as possible. The study of economics provides students with the concepts and tools necessary for an economic way of thinking and helps students understand the interaction of buyers and sellers in markets, workings of the national economy, and interactions within the global marketplace. Economics is grounded in knowledge about how people choose to use resources. Economic understanding helps individuals, businesses, governments, and societies choose what resources to devote to work, to school, and to leisure; how many dollars to spend, and how many to save; and how to make informed decisions in a wide variety of contexts. Economic reasoning and skillful use of economic tools draw upon a strong base of knowledge about human capital, land, investments, money, income and production, taxes, and government expenditures."[7]

Literacy

Learning how to read and write in the content areas is critical to overall student literacy development. Indeed, it is the particular kind of reading and writing involved in history–social sciences that will be most relevant to students' daily lives as they mature and learn to craft argumentative essays in college or develop the skillset necessary for careers now and in the future. Text-based disciplines, such as history, demand student proficiency in content-specific informational text. Studying these disciplines entails vocabulary, reading, writing, and discourse patterns that are difficult for students. Literacy and language, along with positive dispositions toward learning and breadth of exposure to extraordinary literary and informational text and other media, enable students to consider the thinking of others—their knowledge, perspectives, questions, and passions—and to share, ponder, and pursue their own.

Content-area literacy development can improve the reading comprehension of all students with a focus on informational primary and secondary source texts that align with the CA CCSS for ELA/Literacy and the ELA/ELD Framework. For example, by learning how to identify different kinds of text and how to read a text closely, with different purposes each time, students are taught to slow down and

7. Ibid, 35.

read on a level that transcends simple vocabulary or content comprehension; it heightens student critical thinking. Students explore a variety of texts, learn to identify a document by its purpose—whether it be persuasive, narrative, or auto-biographical, for example—and evaluate its agenda and context.

Along with heightening students' capacities for nuanced thinking, studying history and the related social sciences improves students' expository writing ability. For years teachers have recognized the importance of guided writing instruction to deepen students' understanding of content and to develop their overall literacy. Incorporating substantive writing instruction has been difficult, however, because of the focus on student mastery of multiple-choice tests, and because of the labor and time invested in teaching and grading such assignments. The shifts in instruction required by the CA CCSS for ELA/Literacy and the ELA/ELD Framework provide opportunities for analytical writing that occur in much more frequent—and shorter—lengths than traditional essay and report assignments. Students learn to write analytically when weighing multiple primary-source documents against one another and make claims about the legitimacy of certain sources over others. For example, in a seventh-grade lesson on the medieval world,[8] students may read primary accounts of slavery by sultanates and international traders in order to determine the intricacies of the slave trade and the different meanings that those in power across the world ascribed to the system of slavery. This reading ultimately leads students to develop a much more argument-driven and evidence-supported paragraph. And as students gain mastery of claims and evidence, they develop more sophisticated CCSS skills, such as the ability to make counter-arguments. Through the use of multiple primary-source documents, students can then extrapolate some specifics from history to support their arguments.

The relationship of English language development (ELD) and history–social science is both reciprocal and inextricable. Cross-curricular collaboration between history–social science and English language arts teachers should come naturally and necessarily to develop in students a well-rounded understanding of history–social science. Content knowledge grows from students' knowledge of language and their ability to understand and use particular discourse practices, grammatical

8. *Sites of Encounter in the Medieval World, Cairo.* 2014, California History–Social Science Project. Davis: The Regents of the University of California.

structures, and vocabulary while reading, writing, speaking, and listening to reach their goals in a discipline. Similarly, as English learners delve deeper into the ways in which meaning is conveyed in history–social science, their knowledge of how language works and their ability to make informed linguistic choices also grow.

All students must be able to deconstruct subject-area texts to make transparent the disciplinary modes of information processing, synthesis, and dissemination. These multilayered tasks may be especially challenging for English learners. The CA ELD Standards outline major shifts in the understanding of language acquisition. These shifts provide a road map for teachers seeking to improve both their students' understanding of content and their literacy. The following research findings reveal the shift in instructional practices:

- Learning language is nonlinear and more complex than previously assumed. Students do not develop English proficiency in uniform speed or sequence. Students need a more cyclical approach to build their linguistic skills, one where teachers respond to the specific needs of their students.
- Instruction should prioritize the development of a student's ability to comprehend abstract text and communicate through both speaking and writing.
- English learners need to work with complex and intellectually challenging texts. Instead of simplifying texts, instructors should help their students understand those texts in their original language.
- English learners need practice to understand academic and disciplinary vocabulary *in context*.
- English is more than a set of rules. It is a tool to make meaning—students need to consider the audience, task, and purpose when reading.

These shifts have significant implications for instruction in history and the related social sciences. They suggest that teachers should organize their instruction based on their students' academic literacy in the discipline, their overall English literacy, and their content understanding. More specifically, an instructional approach that includes substantive oral language interaction, appropriate pacing of concepts, strategic grammar instruction, increased feedback, and research-based literacy strategies designed specifically for learning the individual disciplines

within the history–social science framework is one most likely to produce gains in *both* student content understanding and literacy.

This does not mean that history–social science teachers should become linguists or that ELD specialists should become history–social science experts. Rather, content teachers need to know enough about language acquisition to support their students' different levels of English proficiency so that students maintain a steady trajectory along the ELD continuum. This also means that ELD teachers and EL specialists need to know enough about content to ensure that ELs are developing the language of the disciplines and of specific disciplinary topics in order to be successful in their core content course work. This approach to teaching and learning requires educators to collaborate with one another in order to ensure that all ELs receive instruction that is rigorous, comprehensive, and robust in terms of content knowledge, disciplinary literacy, and language.

History–social science teachers' efforts to support student literacy align with the recommendations of the National Governors Association Center for Best Practices and the Council of Chief State School Officers. Detailed in appendix A, the recommendations outline the importance of independent learning, content knowledge, audience, comprehension and criticism, evidence, the use of technology, and appreciation for other perspectives and cultures.

Citizenship

The history–social science curriculum places a continuing emphasis on democratic values in the relations between citizens and the state. Whether studying United States history, world history, government, economics, or geography, students should be aware of the presence, absence, or contestation of fundamental human rights. These include the rights of the individual, the rights of minorities, the right of the citizen to participate in government, the right to speak or publish freely without governmental coercion, the right to freedom of religion and association, the right to trial by jury and to be treated fairly by the criminal justice system, the right to form trade unions, and other basic democratic and human rights. Students should understand the ways that various forms of government have encouraged or discouraged the expansion of these rights.

The disciplines also encourage the development of civic and democratic values as an integral element of good citizenship. From the earliest grade levels, students learn the kind of behavior that is necessary for the functioning of a democratic society in which everyone's fundamental human rights are respected. They learn sportsmanship, fair play, sharing, respect, integrity, and taking turns. They should be given opportunities to lead and to follow. They should learn how to select leaders and how to resolve disputes rationally. They should learn about the value of due process in dealing with infractions, and they should learn to respect the rights of the minority even if this minority is only a single, dissenting voice and to recognize the dignity of every person.

These democratic values should be taught in the classroom, in the curriculum, and in daily life outside school. Teachers are encouraged to have students use the community to gather information regarding public issues and become familiar with individuals and organizations involved in public affairs. Campus and community beautification activities and volunteer service in community facilities such as hospitals and senior-citizen or day care centers can provide students with opportunities to develop a commitment to public service and help link students in a positive way to their schools and communities. Whenever possible, opportunities should be available for participation and for reflection on the responsibilities of citizens in a free society.

History and the related social sciences offer a unique opportunity for teachers to emphasize the importance of civic virtue in public affairs. At each grade level, students can reflect on the individual responsibility and behavior that create a good society, consider the individual's role in how a society governs itself, and examine the role of law in society. The curriculum provides numerous opportunities to discuss the implications of how societies are organized and governed, what the state owes to its citizens, and what citizens owe to the state. Students learn about the values and institutions necessary for a successful and stable democratic system, such as the importance of an independent judiciary, fighting corruption, having accountability, fairness, and the rule of law.

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Most importantly, in these discussions about the role of citizens in society, students will gain an appreciation of how necessary an informed electorate is in making possible a successful democracy. Students learn that reading informational text in newspapers, articulating similarities and differences between political candidates, making claims supported by evidence, and discerning genres of arguments, for example, are all essential virtues that an informed citizenry must possess.

Educators want students to perceive the complexity of social, economic, and political problems. They want them to be able to both comprehend and evaluate an argument and develop their own interpretations supported by relevant evidence. Educators want them to have the ability to differentiate between what is important and what is not. Students need to know their rights and responsibilities as American citizens and have both the capacity and willingness to participate in a democratic system of government. Educators want students to understand the meaning of the Constitution as a social contract that defines a democratic government and guarantees individual rights. Educators want them to respect the right of others to have different beliefs and ideas. Students need to take an active role as citizens and know how to work for change in a democratic society. The value, the importance, and the fragility of democratic institutions must be understood by all students. Only a small fraction of the world's population now or in the past has been fortunate enough to live under a democratic form of government, and students need to understand the conditions that encourage democracy to prosper. By developing a keen sense of ethics and citizenship, students develop respect for all persons as equals regardless of ethnicity, nationality, gender identity, sexual orientation, and beliefs. Educators want students to care deeply about the quality of life in their community, the nation, and their world. The desire of educators is to have students recognize their responsibility as members of the global community to participate ethically and with humanity in their interactions with various nations, cultures, and peoples.

To achieve these important and difficult goals, *all* students must have access to a robust and comprehensive history–social science instructional program from the earliest grades through their senior year in high school. Students must engage in inquiry-based learning, organized around questions of significance, developing their own interpretations, which are informed by relevant evidence. This evidence should represent a wide variety of perspectives and should be accompanied by

appropriate grade-level literacy support. The development of a knowledgeable and engaged citizenry is the goal of such an instructional program.

How to Read This Document

Teaching history–social science has never been easy. Each year, teachers have been expected to cover an expansive range of content, encourage the development of critical thinking, assess student learning, and provide students with both the experience and knowledge they need to participate in our democratic system. California's History–Social Science Framework was first published in 1988. Ten years later, content standards in history–social science were adopted; they remain in force.

Despite the relatively few updates to these official state documents, educational reforms have dramatically altered classroom instruction in California. With the adoption of the CA CCSS for ELA/Literacy in 2010, the CA ELD Standards in 2012, and the ELA/ELD Framework in 2014, the expectations have expanded to include an explicit focus on the development of student reading, writing, speaking, and listening in English. Some have argued that this additional responsibility—the development of student literacy—necessarily takes away time from the content of the history–social science disciplines. However, as this document aims to demonstrate, a focus on student literacy in history–social science classrooms not only helps students learn content, it also develops the skills necessary to participate effectively in a literate, democratic society.

This expanded focus also firmly positions history–social science within the core curriculum and effectively pushes back against the parochial interests that have marginalized the disciplines in the last 15 years. In addition, disciplinary research has revealed new insights into the disciplines of history–social science and expanded understanding of how children learn and, more specifically, the effectiveness of an inquiry-based approach to instruction.

In response to these developments in history–social science education, this framework provides both a theoretical rationale and concrete classroom examples throughout the document to support the implementation of the CA CCSS for ELA/Literacy, CA ELD Standards, and History–Social Science Content Standards. It also organizes the grade-level content around questions of significance, which

are designed to promote the use of inquiry as an effective and engaging instructional method, and incorporate the most recent scholarship in a given field. The framework includes broad questions such as "What does freedom mean?" and "How does it change over time?," and more narrow inquiries like "Why was there a Columbian Exchange?" Framing instruction around questions of significance allows students to develop their content knowledge in greater depth, and to create a narrative arc around which other information can be contextualized. It also allows natural connections between the disciplines to take center stage by, for example, examining an important event and its economic, political, and geographic dimensions, as well as its place in the chronology of the past.

Finally, a caution: This framework is not a curriculum. It is not a textbook. And in no way can it supplant the good work of thoughtful and hardworking educators who teach California's children every day. It is intended as a guide to support new teachers just learning how to translate complex and contradictory content they first learned at the university into an understandable and relevant narrative appropriate and accessible to children. The framework is a reference for more experienced educators who are looking for suggestions to update their teaching or have been reassigned to teach a new course or grade level. For administrators seeking to support their teachers, it offers an overview of the content and disciplinary knowledge, as well as the discipline-specific skills students have the opportunity to develop in social studies classrooms. And it represents the best efforts to incorporate the diverse perspectives of Californians. Wherever possible, the exploration of the past is encouraged through the use of primary sources—historical documents and artifacts that help foster the understanding that people have different perspectives, as is true today. The power of the individual disciplines that make up the social studies or history–social science collective is that it teaches students to look for those different perspectives, to have the capacity to analyze and ultimately evaluate them, and to make an argument, based upon evidence, that both deepens their own understanding and engages them in civic discourse to promote the common good.

At the end of the framework are eight appendixes that support the overarching goals described in this introduction. Appendix A, "Capacities of Literate Individuals," has already been mentioned. Appendix B, "Problems, Questions, and Themes in the History and Geography Classroom," suggests an alternative thematic approach to the study of history. Appendix C contains the full text of the History–Social Science Content Standards. Appendix D, "Teaching the Contemporary World," elaborates upon recent events that extend beyond the timeline incorporated in the standards. Appendix E, "Educating for Democracy: Civic Education in the History–Social Science Curriculum," is a companion to the extensive information on civic education that can be found throughout the framework. Appendix F, "Religion and History–Social Science Education," offers updated information about what is legally permitted in the teaching of religion in California public schools. Appendix G provides information about the California Education and the Environment Initiative (EEI), including the Environmental Principles and Concepts and the EEI curriculum units that are referenced throughout this framework. Appendix H is a companion to the civic education piece in support of service-learning.

Finally, a bibliography of works cited and a list of Web links to primary-source documents discussed in the framework are provided.