



The New *History–Social Science* Framework and Instructional Materials

September 23, 2016

Curriculum Frameworks and Instructional Resources Division
California Department of Education



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Welcome and Introductions

Presenters:

- Stephanie Gregson, Executive Director, Instructional Quality Commission
- Lauryn Wild, Chair, Instructional Quality Commission
- Ken McDonald, Education Programs Consultant, California Department of Education



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Purpose of this Meeting

- To give publishers of instructional materials information about the newly-adopted *History–Social Science Framework*
- To answer your questions about this document and its impact on curriculum and instruction in California



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Meeting Agenda

- Overview of the Framework
- Information for All Publishers
- Kindergarten through Grade Eight
- High School Materials
- Q&A



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The *History–Social Science* *Framework*

- CDE HSS Framework Web page:
<http://www.cde.ca.gov/ci/hs/cf/>
 - Adopted by the State Board of Education on July 14, 2016
 - Result of a long, involved process
 - Unprecedented public involvement



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New Features of the *History–Social Science Framework*

Legislation Addressed in the Framework

- FAIR Education Act (Senate Bill 48 [2011])
- Other changes since 2009
 - 21st-century skills (AB 1246 [2012])
 - Financial literacy (AB 166 [2013])
 - Filipino-American contributions to the farm labor movement (AB 123 [2013])
 - Constitution and other primary documents (AB 424 [2013])
 - Bracero program (SB 993 [2012])
 - Armenian Genocide (AB 1915/SB 1380 [2014])
 - Filipino-American Contributions to WWII (AB 199 [2011])
 - Presidency of Barack Obama (AB 1912 [2014])
 - Voter Education (SB 897 [2014])



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New Statutory Requirements Related to Instructional Materials

- The FAIR Education Act (Senate Bill 48)
 - Mandatory inclusion of contributions of LGBT individuals and the disabled added to the *Education Code* (sections 51204.5, 60040).
 - Coverage in the framework: grades two, four, five, eight, eleven, and twelve



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Stakeholders in the *History–Social Science Framework*

- Primary audience of the framework: educators and administrators
 - Educators were involved at every stage of the development process (focus groups, framework committee, IQC, field surveys)
- Professional Organizations
- Legislators from the California Assembly and Senate
- Interest Groups—often have a specific topic/issue they are passionate about
- Motivated Individuals

These are all groups you are likely to hear from in the development of your materials.



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New Features of the *History–Social Science Framework*

- The role of the framework and local flexibility
- All-new course descriptions
- New chapters on assessment, universal access, instructional strategies, professional learning
- New appendices



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New Features of the *History–Social Science Framework*

- **Emphasis on Student Inquiry**
 - “...utilizing the individual tools of each discipline to investigate a significant question and marshal relevant evidence in support of their own interpretations.”
 - “... students 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.”
 - Borrows ideas from the *C3 Framework*



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New Features of the *History–Social Science Framework*

- Collaborative and cross-disciplinary model
- Links between HSS instruction and the Common Core for ELA/Literacy, CA ELD Standards
- Suggestions for teachers to work across disciplines
- More than 20 classroom examples, with alignment to HSS, CCSS, ELD
- Publishers need to be able to support these efforts



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Teacher Support

- Chapter 19: Assessment of Proficiency in History–Social Science
- Chapter 20: Access and Equity
- Chapter 21: Instructional Strategies
- Chapter 22: Professional Learning



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Chapter 19 – Assessment of Proficiency in History–Social Science

- Cites importance of HSS standards, ELA/Literacy standards, and ELD standards
- Discussion of C3 framework and inquiry model
- In-depth discussion of formative assessment (among other types)
- This chapter is specifically mentioned in the K–8 evaluation criteria (category 3)



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Chapter 20 – Access and Equity

- Goal of the framework: support teaching of **all** students
 - Culturally responsive teaching
 - English learners
 - Advanced learners
 - Students living in poverty
 - LGBT students
 - Students with disabilities
- This chapter is specifically mentioned in the K–8 evaluation criteria (category 4)



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Chapter 21 – Instructional Strategies

- Emphasis on shared responsibility for student literacy development (HSS—ELA—ELD), collaborative model
- Many of the recommendations fit closely with what publishers provide as program organization and teacher support in their programs
- Strategies support student inquiry model
- Much of the discussion of literacy development reflects the ELA/ELD framework
- Lengthy section supporting teaching of English learners



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Chapter 22 – Professional Learning

- Emphasis on collaborative professional learning, communities of practice
- Specific support for teachers of English learners
- Seven standards of effective professional learning
- Publishers can support these practices and are also sources of professional learning



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Similarities and Differences Between State K–8 and Local 9–12 Adoptions

- Standards Alignment (*EC 60119*)
- Materials must be, “consistent with the content and cycles of the curriculum framework adopted by the state board” (*EC 60119*)
- Social Content (*EC 60040–48*)
- Parent and Teacher Involvement (*EC 60002*)
- Publisher Requirements (*EC 60060–60063.5*)



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The Kindergarten through Grade Eight Course Sequence

- Chapters 2–12
- Most important chapter for K–8 publishers: Chapter 23
- See our July 28 Webinar and Publisher FAQ at <http://www.cde.ca.gov/ci/hs/im/> (tab “Publisher Info”)
- Questions about the adoption process: David Almquist, CDE Publisher Liaison (dalmquis@cde.ca.gov)



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Evaluation Criteria: Criterion 1.2

2. Instructional materials reflect and incorporate the content of the *History–Social Science Framework*.

- A framework-aligned adoption
- No framework map
- This criteria statement will be evaluated by reviewers at the deliberations
- Publisher citations on the criteria map should demonstrate how their materials are aligned to the framework
- Publishers should attend carefully to the content of the framework and be prepared to address questions at deliberations



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The Kindergarten through Grade Eight Course Sequence

- Chapter 2: Instructional Practice for Kindergarten through Grade Five
 - Disciplinary Thinking and Analysis Skills (civics/government, geography, economics, and history)
 - Literacy Skills (including discussion of English Learners)
 - Reading, Writing, and Research



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Early Elementary: Kindergarten through Grade Three

- Focus on citizenship, basic concepts of geography and economics, American symbols and heroes
- References to literacy development starting in kindergarten
- Many suggested resources in this span: books that teachers can use to introduce topics
- Classroom examples: ways to introduce these concepts to students



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Early Elementary: Kindergarten through Grade Three

- Chapter 5, page 62:

“Students engage in the study of the history of a family and may construct a history of their own family, a relative’s or neighbor’s family, or a family from books. Through studying the stories of a very diverse collection of families, such as immigrant families, families with lesbian, gay, bisexual, or transgender parents and their children, families of color, step- and blended families, families headed by single parents, extended families, multi-generational families, families with disabled members, families from different religious traditions, and adoptive families, students can both locate themselves and their own families in history and learn about the lives and historical struggles of their peers. In developing these activities, teachers should not assume any particular family structure and ask questions in a way that will easily include children from diverse family backgrounds. They need be sensitive to family diversity and privacy, and to protect the wishes of students and parents who prefer not to participate.”



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Late Elementary: Grades Four and Five

- Students graduate to more concrete concepts and events in their study of California and colonial US history
- Emphasis on diversity: contributions of diverse groups to development of CA and US
- Guiding questions turn more to student investigation and research
- More classroom examples, more detail there as well (topics in depth)



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Late Elementary: Grades Four and Five

- Chapter 7, page 86:

“These immigrants include (1) the Spanish explorers, Indians from northern Mexico, Russians, and the Spanish-Mexican settlers of the Mission and Rancho period, known as “Californios,” who introduced European plants, agriculture, and a herding economy to the region; (2) the Americans who settled in California, established it as a state, and developed its mining, hide trade, industrial, and agricultural economy; (3) the Chinese, Japanese, Korean, Filipino, South Asians (predominantly Sikhs), and other immigrants of the second half of the nineteenth century and the early decades of the twentieth, who provided a new supply of labor for California’s railroads, agriculture, and industry and contributed as entrepreneurs and innovators, especially in agriculture; (4) the immigrants of the twentieth century, including new arrivals from Latin America and Europe; and (5) the many immigrants arriving today from Latin America, the nations of the Pacific Basin and Europe, and the continued migration of people from other parts of the United States.”



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Late Elementary: Grades Four and Five

- Chapter 7, page 89:

“Teachers who wish to design Interdisciplinary or problem-based learning units may connect the study of geography to the *Next Generation Science Standards* through an essential question like: **How does climate, natural resources, and landforms affect how plants, animals, and people live?** As students study the major regions of California, they might also explore how rainfall helps to shape the land and affects the types of living things found in a region as part of this larger question.”



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Late Elementary: Grades Four and Five

- Chapter 8, pages 160–161:

“Students also address the debate over ratification and the addition of the Bill of Rights by conducting a simulated congressional hearing in which students take and defend positions that framers of the constitution debated. The Bill of Rights was originally proposed during the Constitutional Convention, but this proposal was defeated. Federalists who supported the Constitution argued that the Bill of Rights was unnecessary because federal power was already limited and most states already had their own bill of rights. Anti-Federalists ultimately demanded the inclusion of the federal bill of rights as a requirement for ratification of the new Constitution, as the ultimate protection against a much more powerful central government. Students can study the Bill of Rights by working in small groups to create posters focusing on each right. The posters might then be displayed around the school campus.”



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The Kindergarten through Grade Eight Course Sequence

- Chapter 9: Instructional Practice for Grades Six through Eight
 - Disciplinary Thinking and Analysis Skills (civics/government, geography, economics, and history)
 - Literacy Skills (including discussion of English Learners)
 - Reading, Writing, and Research



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Middle School World History

Grades Six and Seven

- Consistent teacher complaint: too much
- Need to go in-depth on topics while covering long list of standards
- Suggestions in framework:
 - comparative approaches
 - Chapters 10 and 11: Thematic Approach
 - Appendix A: Historical Themes



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Middle School World History

- Chapter 10, page 178:
 - The movement of early humans across continents and their adaptations to the geography and climate of new regions
 - The rise of diverse civilizations, characterized by economies of surplus, centralized states, social hierarchies, cities, networks of trade, art and architecture, and systems of writing
 - The growth of urban societies and changes in societies (social class divisions, slavery, divisions of labor between men and women)
 - The development of new political institutions (monarchy, empire, democracy) and new ideas (citizenship, freedom, morality, law)
 - The birth and spread of religious and philosophical systems (Judaism, Greek thought, Hinduism, Buddhism, Confucianism), which responded to human needs and supported social norms and power structures
 - The development and growth of links between societies through trade, diplomacy, migration, conquest, and the diffusion of goods and ideas



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Middle School World History

- Chapter 11, pages 268–272:

New Unit in this framework

South Asia, 300 to 1200

- Under the Gupta Empire, how did the environment, cultural and religious changes, and technological innovations affect the people of India?
- How did Indian monks, nuns, merchants, travelers, and empires from what is now modern India and other parts of South Asia spread religious ideas and practices and cultural styles of art and architecture to Central and Southeast Asia?
- How did the religions of Hinduism and Buddhism spread and change over time?



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Middle School World History

- Treatment of World Religions
 - Be 100% clear in referring to beliefs and/or scriptures (“According to [religion]’s beliefs/According to the [name of scripture]”)
 - Grade six/seven overlap on history of early Christianity
 - Consistency across religions
 - No simulations



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Grade Eight: United States History and Geography: Growth and Conflict

- Guiding Questions that have students investigate causes of events and interpret history
 - Why was there an American Revolution?
 - How much power should the federal government have, and what should it do?
 - Was the Louisiana Purchase Constitutional?
 - What did freedom mean, and how did it change over time?
 - Why do periods of reform arise at certain historical moments?



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Grade Eight: United States History and Geography: Growth and Conflict

- Classroom examples: The Civic Purpose of Public Education (pp. 337–339)
 - Students consider the question: “Why go to school?”
 - Students discuss and argue a contemporary question in historical context
 - Use of primary sources
- The Anti-Slavery Movement (pp. 344–349)
 - An example of an integrated ELD/HSS lesson



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The High School Course Sequence

- Chapter 13: Instructional Practice for Grades Nine through Twelve
 - Disciplinary Thinking and Analysis Skills (civics/government, geography, economics, and history)
 - Literacy Skills (including discussion of English Learners)
 - Reading, Writing, and Research



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Grade Nine: Elective Courses

- Twelve suggested courses
- Greatly expanded descriptions for Modern California and Ethnic Studies courses
- New course: Financial Literacy



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Grade Ten: World History, Culture, and Geography: The Modern World

- Guiding Questions – supporting an inquiry-based model
- Greater emphasis on non-western content
- Collaborative classroom example: World History and World Literature
- Suggestions for primary and secondary sources
- Appendix C: Teaching the Contemporary World



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Grade Ten: World History, Culture, and Geography: The Modern World

- Chapter 15, page 471:

“The following primary sources are particularly useful in communicating the appeal of Revolution, the importance of the cult of personality in maintaining support for it, and the perspective of ordinary people: 1) Lenin’s Proclamation of 7 November, 1917; 2) Joseph Stalin, Industrialization of the Country (teachers can search online for a passage that starts with the phrase: “The whole point is that we are behind Germany in this respect and are still far from having overtaken her technically and economically.”); 3) Hymn to Stalin; 4) Lev Kopelev’s, *Education of a True Believer* (search online for the phrase that begins with “Stalin said the struggle for grain was the struggle for revolution.”); 5) Posters in support of revolutionary goals. In addition, by analyzing examples of socialist realist art or reading George Orwell’s *Animal Farm*, Arthur Koestler’s *Darkness at Noon*, or Aleksandr Solzhenitsyn’s *Gulag Archipelago* students can acquire deeper insights into this period.”



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Grade Ten: World History, Culture, and Geography: The Modern World

- Chapter 15, pages 471–472:

“One way that some historians have compared transformations in Europe during the interwar years is through the concept of totalitarianism, or a centralized state that aims to control all aspects of life through authoritarian use of violence. This question about totalitarianism can help frame students’ comparative explorations of governments and social systems during these years: **What was totalitarianism and how was it implemented in similar and different ways in Japan, Germany, Italy, and the Soviet Union?** Using this strategy, students can examine the similarities and differences between the political structures of the Soviet Union, Germany, and Italy in the 1930s.”



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Grade Eleven: United States History and Geography: Continuity and Change in Modern United States History

- Guiding Questions
- Focus on diversity
 - LGBT and disabled contributions
 - Other groups (e.g., Filipino Repatriation, farm labor movement, WW2)
- Suggestions for primary and secondary sources
- Recent history
- Promoting civic engagement



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Grade Eleven: United States History and Geography: Continuity and Change in Modern United States History

- Chapter 16, page 570:

“Asian Americans: The Movement and the Moment, edited by Steve Louie and Glenn Omatsu; *The Latino Reader*, edited by Harold Augenbraum and Margarite Olmos; and *Native American Testimony*, edited by Peter Nabokov, are a few of the readily available collections of personal histories and literature of a period of intense introspection and political activism.”



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Grade Eleven: United States History and Geography: Continuity and Change in Modern United States History

- Chapter 16, page 577:
“Students can consider the question: **Did the civil rights movement succeed?** Making a class presentation, composing an essay, or creating a project that addresses this question will encourage students to make a claim based on a variety of pieces of evidence they have collected throughout the unit, and analyze historical examples of movements for equality to support their claims.”



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Grade Eleven: United States History and Geography: Continuity and Change in Modern United States History

- Chapter 16, page 587:

Sidebar: Promoting Civic Engagement

To promote civic engagement at this grade level, students can participate in mock trials that recreate some of the landmark cases of the twentieth century detailed in this chapter. They can participate in debates for and against significant governmental policy decisions, such as Prohibition, the creation of the New Deal, efforts to integrate the schools through busing, considerations of racial or gender restrictions on the right to marry, or the question of women, people of color, and lesbian, gay, bisexual, and transgender people serving in the military. They can also conduct oral histories with their family or community members in order to deepen their understanding of national historical trends through the lens of local participation. Students can interview people who served in the military, who participated in the struggle for civil rights, worked in industries transformed by rapid economic or technological change, or simply lived ordinary lives and came of age at different historical moments to learn about how communities change and stay the same.



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Grade Twelve: Principles of American Democracy (One Semester Course)

- Guiding Questions
- Rights and Responsibilities of Citizens
- Civic Education: Suggestions for Student Engagement and Service Learning
- Voter Education
- Expanded Coverage of Contemporary Issues and Controversies (e.g., USSC cases)



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Grade Twelve: Principles of American Democracy (One Semester Course)

- Chapter 17, pages 605:

“Students also learn about how citizens participate in the political process through including voting, campaigning, lobbying, filing legal challenges, demonstrating, petitioning, picketing and running for office. Given the fact that most students will be eligible to vote for the first time within a year of taking this course, questions like **Why should I vote?** and **How can I get involved in a campaign?** seem particularly relevant. This unit lends itself to utilizing real world examples, case studies, and debates while students address the material. Students can study current elections and campaigns, take part in the Secretary of State’s Poll Worker program, and serve as campaign volunteers during an election.”



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Grade Twelve: Principles of American Democracy (One Semester Course)

- Chapter 17, pages 617–618:

“Throughout the course, incorporating a range of activities and simulations of governmental processes will help students understand that being an active citizen means applying their knowledge beyond the textbook. They will have an opportunity to practice participating in community issues and civic dialogue. For example, when studying the role of Congress or a city council, students can participate in mock legislative hearings and debates; when studying the courts, they may take part in mock trials, moot-court simulations, or conflict-resolution mediations; or when studying international issues they can take part in model United Nations activities. In addition, participating in elections, volunteering as poll workers, taking part in school governance and extra-curricular activities, competing in civic-writing activities, and conducting service-learning projects with civic outcomes provide students with hands-on experiences with the political process and government.”



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Grade Twelve: Principles of American Democracy (One Semester Course)

- Chapter 17, pages 618–619:

“The course might culminate in an activity in which students analyze a local, state, national, or international political or social problem or issue. Students could be assigned a research paper or a multi-media project in which they analyze a problem or issue, consider its civic, economic, geographical and/or historical dimensions, research it by examining multiple sources and point of view, evaluate the sources, critique and construct claims and conclusions based on the evidence, and present and defend their conclusions. Alternately, the activity might be a civics-based service-learning project in which students identify local problems or issues of concern; research and analyze them in terms of causes and effects and multiple points of view; identify, discuss, and evaluate public policies relating to the issues, including interacting with public officials; and construct a project to address it or a multimedia presentation to educate about it.”



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Grade Twelve: Principles of Economics (One Semester Course)

- Guiding Questions
- Economic Reasoning and Student Inquiry
- Financial Literacy
- Key Features of American and Global Economy



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Grade Twelve: Principles of Economics (One Semester Course)

- Chapter 18, page 623:

“Students might begin learning about economics from a personal perspective; in other words, to get invested in the discipline students can begin their study of economics by seeing their place in it, starting with personal budgeting and moving outwards to identify their economic place in the world through a multitude of layers.”



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Grade Twelve: Principles of Economics (One Semester Course)

- Chapter 18, page 632:

“Students will also learn about the role of financial markets and banks in the functioning of the American economy by addressing the question: **How do banks and markets function?** Students might begin their exploration of the banking system by relating it back to their initial unit on budgeting. They can discuss personal risks and costs, including banking and other fees, personal debt, and identity theft.”



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Grade Twelve: Principles of Economics (One Semester Course)

- Chapter 18, pages 646–647:

Grade Twelve Classroom Example: Globalization

Ms. Albert's economics class is in the midst of their globalization study and she wants her students to get both an up-close and a broader view of how globalization affects their daily lives. The question the class considers in this unit is: **How does globalization affect me?** At the start of class Ms. Albert directs her students to identify one personal item they have on them or in their possession at that very moment. Many students take out their smart phones, some choose their t-shirts, and others look at their backpacks. Ms. Albert then tells her students that they will trace how that one consumer item they've chosen has participated in the global economy.



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Resources for High School Publishers

- Grades Ten through Twelve Standards Maps
 - <http://www.cde.ca.gov/ci/cr/cf/gr912stmap.asp>
 - Created as a resource for districts to help in their local reviews; publishers are encouraged to complete them
- CA ELA and ELD standards and framework
 - <http://www.cde.ca.gov/be/st/ss/index.asp>
 - <http://www.cde.ca.gov/ci/rl/cf/>



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What are the next steps for the *History–Social Science Framework?*

- Development of final version (professional editing and formatting by CDE Press)
- Rollout plan and statewide launch events



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Break

- Hand your 3x5 cards with questions to any staff member.
- We will resume with answers to your submitted questions in 10 minutes.



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Questions and Answers



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