

History Framework Presentation



CCCOE Curriculum Council

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Shifts in History Instruction

CST/NCLB Model Framework Model

- Prioritized a fact-based narrative
- Textbook as central resources for the class
- Teacher as disseminator of information
- Oral discourse not prioritized
- **Inquiry** frames instruction
- Integration of **primary & secondary sources**
- Explicit instruction of **literacy**
- Student as **constructor of knowledge**
- Regular use of **oral discourse** to develop understanding

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California DEPARTMENT OF EDUCATION

Curriculum & Instruction Learning & Accessibility Finance & Grants Data & Statistics Specialized Programs

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2016 History-Social Science Framework

The curriculum framework was adopted by the State Board of Education on July 14, 2016. A pilot framework will be available at a later time.

[Table of Contents \(DOC\)](#)

[Chapter 1: Introduction \(DOC\)](#)

[Chapter 2: Instructional Practices for Kindergarten through Grade Five \(DOC\)](#)

[Chapter 3: Kindergarten – Learning and Working Now and Long Ago \(DOC\)](#)

[Chapter 4: Grade One – A Child's Place in Time and Space \(DOC\)](#)

[Chapter 5: Grade Two – People Who Make a Difference \(DOC\)](#)

<http://www.cde.ca.gov/dhs/cf/shedraftbssfw.asp>
Short url: <http://bit.ly/CDE-Framework>

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Calendar for Implementation

Summer 2016: State Board of Education authorized draft after two public comment periods

2016-2017: Knowledge building across districts and sites

2017-2018: Begin classroom implementation

2018: Introduction of New Curricular Models and materials

2018 and Beyond: Full Implementation

2020 (anticipated): History Assessment



Framework

"... 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. 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."

- History Social Science Framework Ch1: Introduction



Key Components of H-SS Instruction



Content: Elevates the role of disciplinary thinking alongside content acquisition

Inquiry: Directs teachers to organize instruction around historical investigation questions

Literacy: Integrates CCSS and ELD Standards into H-SS instruction

Citizenship: Instruction informs participation in classroom, school, and community - developing ethical responsibility



Reminder: Shifts in Content

Recent Legislation and New Topics

- [FAIR Education Act \(Senate Bill 48 \[2011\]\)](#)
- [Education and the Environment Initiative \(AB 1548 \[2003\]\)](#)
- 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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Content

How SB 48: The FAIR Act Changed the Education Code

The bill added language to *Education Code* Section 51204.5, which prescribes the inclusion of the contributions of various groups in the history of California and the United States. . . . the expanded language now includes (additions **Red**):

• "...a study of the role and contributions of both men and women, Native Americans, African Americans, Mexican **Americans**, Asian **Americans**, Pacific Islanders, **European Americans, lesbian, gay, bisexual, and transgender Americans, persons with disabilities**, and members of other ethnic **and cultural** groups, to the economic, political, and social development of California and the United States of America, with particular emphasis on portraying the role of these groups in contemporary society."

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Content

FAIR Act and the State Content Standards

This law does not change the standards, nor does it include any authority for the State Board of Education (SBE) to change the standards. . . . However, the content required by the law is not in conflict with the standards. ***The California content standards provide a description of what students are expected to know and be able to do at each grade level, but they are not intended to be a restrictive or exhaustive list of topics.***

There are, of course, many places in the existing history-social science curriculum where the contributions of the groups covered in Section 51204.5 can be addressed. The History-Social Science Framework contains guidance in grades 2,4,5,8,11, and Principals of American Democracy (12) for incorporation of the groups covered in Section 51204.5.

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Content

SB 48 Implementation in Schools and District

Instruction in history-social science should include the contributions of those groups listed above in Education Code Section 51204.5, but it is up to local districts to determine how the instructional content is included. That section applies to the course of study in grades one through twelve, but again it falls to the teacher and the local school and district administration to determine how the content is covered and at which grade level(s).

As with any other district policy, school districts should be open and transparent in determining policies with regard to the implementation of this and any legislation. As noted in the answers above, the law provides a great deal of flexibility on how it [SB 48] is implemented.

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Inquiry

Teaching history and the related social sciences demands more than telling students to memorize disconnected content. . . **students must be able to engage in inquiry – utilizing the individual tools of each discipline to investigate a significant question and marshal relevant evidence in support of their own interpretations.**

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Grade Twelve

Principles of American Government and Economics

Sample Government Inquiry

Questions:

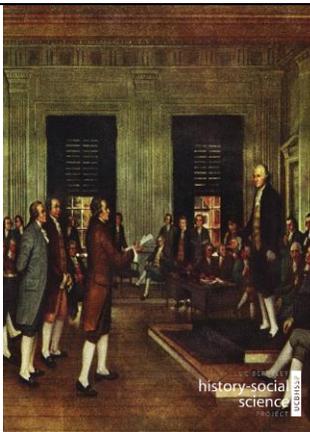
- What are the key elements of representative democracy and how did they develop over time?
- What rights and responsibilities does a citizen have in a democracy?

Sample Economics Inquiry

Questions:

- What is capitalism? What are its benefits and problems?
- How do worldwide markets affect the individual?

The Adoption of the U.S. Constitution in Congress at Independence Hall, Philadelphia, Sept. 17, 1787 by John H. Froehlich (1935)



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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.

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Literacy: Reading

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 Common Core State Standards and the ELA/ELD Framework.

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Literacy- Writing

Along with **heightening students’ capacities for nuanced thinking**, studying history and the related social sciences **improves students’ expository writing ability**.

The shifts in instruction required by the Common Core State Standards and the ELA/ELD Framework **provide analytical writing opportunities that occur in much more frequent – and shorter – lengths than traditional essay and report assignments**. Students learn to write analytically when weighing multiple primary documents against one another and make claims about the legitimacy of certain sources over others.

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Citizenship

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, including 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 and the ways that various forms of government have encouraged or discouraged their expansion.

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Framework Outcomes

To achieve the important and difficult goals as set out by the History Social-Science Framework, **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, informed by relevant evidence. This evidence should represent a wide variety of perspectives and should be accompanied by appropriate grade-level literacy support to **ensure the development of a knowledgeable and engaged citizenry.**

History Social Science Framework Ch1: Introduction

District Implementation

- What Does it Take?
 - Teacher Buy-In
 - Productive Collaborative Struggle
 - TIME
 - Support in the Room

Questions/Comments

- *How does this make you think about your district Framework implementation plan?*
- *What structures and opportunities do you need to create for implementation or to further implementation happening in your district ?*
- *What resources and materials will you need to support implementation?*
