Chapter 1

Introduction

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 our shared mission of preparing California's children for college, careers, and civic life. These disciplines develop our 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 their shared emphasis on text, argumentation, and use of evidence. These disciplines have also undergone important shifts in instructional practice since this document was last updated, and thus this framework seeks to bring current the state of these important areas of study. It should also be emphasized that 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 6,226,989 students attending California's public schools in 2012-13, over 1.3 million were classified as English learners (ELs), 21.6% of the total school enrollment, with rates reaching much higher in certain counties and districts. In addition, 58% 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% of the children in schools are eligible for free and reduced lunch. Even in relatively wealthy counties, communities and families struggle with poverty; 28% 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 impart upon all students 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

[1] Source: Dataquest, California Department of Education. Accessed: June 19, 2014.

43 practices currently employed. As the CA Common Core for ELA/Literacy and
44 California's English Language Development Standards emphasize, in order to be
45 successful in most content areas, students must develop essential reading, writing, and
46 analysis skills.[2] Studying disciplines like history and the related social sciences require
47 students to employ complex vocabulary, understand discipline-specific patterns of
48 language, and exercise analytical thinking skills. The shifts in instructional practice
49 required by the *Common Core State Standards for English Language Arts and Literacy*
50 *in History–Social Studies, Science, and Technical Subjects*, the *California English*
51 *Language Development Standards,* and the *English Language Arts/English Language*
52 *Development Framework* (ELA/ELD Framework) are substantial. To effectively shift to
53 more substantive instruction, schools must emphasize disciplinary practices and
54 concepts – investigation, evidence, close reading, and argumentative writing – and they
55 must provide the training and curricular resources that teachers will need to implement
56 these shifts. Given the opportunities for student learning and literacy development
57 presented by history and the related social sciences and the challenges presented by
58 the increased expectations for student learning, every California school should offer a
59 robust and integrated instructional program in social studies for kindergarten through
60 grade twelve with the development of thematic and conceptual understandings
61 throughout the entire sequence.

[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* (California, 2002). http://senate.universityofcalifornia.edu/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."

62 The framework has two primary audiences: (1) educators, and (2) developers and
63 publishers of curriculum programs and materials. Educators will use this framework as a
64 road map for curriculum and instruction. Publishers must attend to the content and
65 pedagogical requirements specified in the standards and the framework to ensure that
66 all California students have access to carefully designed research-based instructional
67 materials that are appropriate for their diverse learning needs. Additional audiences for
68 the framework include parents, caregivers, families, members of the community, and
69 policymakers, as well as institutions, organizations, and individuals involved in the
70 preparation and ongoing professional learning of educators. The framework will be a
71 useful guide as these parties engage in efforts to support their own and their
72 community's children and youth and those who teach them and as they review
73 curriculum at the local and state levels.
74
75 **Content**
76 The framework and standards encourage students to learn about their worlds from
77 local to global perspectives in a deliberate and careful sequence and to develop
78 thematic and conceptual understandings that span from the local to the global. Along
79 the way, students engage with questions and topics of disciplinary and conceptual
80 significance rather than learn to memorize discrete pieces of information that do not
81 appear to connect to broader issues. From a very young age, students learn about
82 family and community structures, regional and geographic characteristics, and then
83 about people and institutions on a broader scale. Starting with the upper-elementary
84 grades, history and the related social sciences center on chronology and geography. As

85 students explore this content, they learn from a variety of primary and secondary
86 sources, grapple with multiple and often competing pieces of information, form
87 interpretations based on evidence, and learn about how to place information in its
88 appropriate context, and connect it to issues of broader significance.

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

101 California's students need to know the story of the founding and peopling of different
102 parts of the North American continent. They study the diverse history of their own state
103 and how California's story relates to a national narrative. They learn about this nation's
104 founding principles of freedom and democracy, and of America's ongoing struggles,
105 setbacks, and achievements in realizing those principles. They consider the fight for
106 political and social equality and efforts to achieve both economic growth and justice. As
107 organized by the *History–Social Science Content Standards for California Public*

108 *Schools: Kindergarten through Grade Twelve*, students explore the meaning of liberty
109 and equality by considering the actions Americans have taken to organize in support of
110 and opposition to government policies, both in California and the nation as a whole.
111 They examine the Declaration of Independence, the Articles of Confederation, the
112 Constitutional Convention and ratification process, the Civil War, Reconstruction, and
113 the Civil Rights Movement to assess the ways Americans have changed and
114 reconstituted federal power. Students also consider the ways in which the quests for
115 liberty, freedom, and equality have transformed the American populace. They study the
116 recurrent theme of citizenship and voting by analyzing how these rights and privileges
117 have been contested and reshaped over time. Starting with the freedoms outlined by
118 the Framers, students examine the many contributions of Americans seeking to define
119 the meaning of citizenship across the country, from farmers in Jefferson's agrarian
120 nation, to suffragists at the turn of the century, to civil rights activists putting their lives
121 on the line to end Jim Crow in the middle of the twentieth century, to Americans seeking
122 to bring marriage equality to same-sex couples in the twenty-first century.
123 California's students also need to know the history and geography of the world
124 beyond our national borders. In the middle grades students begin their study of the
125 global past with consideration of the ancient world, from hunter-gatherer societies to the
126 earliest civilizations in Mesopotamia, Egypt, China, and India. Their learning extends
127 into subsequent civilizations such as the ancient Israelites, Greeks, and Romans.
128 Students analyze the relationship between humanity and the physical world, trade,
129 conflict, the development of new political institutions and philosophies, as well as the
130 birth and spread of religious traditions. As in earlier grades, students continue to learn

131 about these developments through a variety of primary and secondary documents,
132 analyze multiple pieces of evidence, and use this evidence to answer broader questions
133 of historical significance. Through their study of medieval and early modern history and
134 geography, students examine the rise and fall of empires, the growth of commercial,
135 technological, and cultural exchange, and the consequences of increasing population
136 density and movement in Afro-Eurasia and the Americas. In high school, students
137 continue to analyze the connections between events at home and abroad as people,
138 products, diseases, technology, knowledge, and ideas spread around the world as
139 never before. Students survey economic, political, and social revolutions and the
140 increasing impact of humanity on the natural and physical environment. They also
141 investigate imperial expansion and the growth of nation-states, two world wars,
142 decolonization, the cold war, globalization, and unresolved conflicts that continue to
143 affect the world today.

144 Students translate many of these inquiry-based skills to their personal financial
145 decisions. As students mature, they learn to make informed financial decisions based
146 upon sound economic reasoning. They learn to develop skills in demand in 21st century
147 labor markets, budget and manage credit, evaluate saving and investment
148 opportunities, take advantage and beware of the power of compound interest, consider
149 the advantages and disadvantages of different financial institutions, recognize the
150 opportunities and dangers of student loans and consumer debt, and learn methods to
151 minimize the danger of identity theft. In their investigation of the economy, students
152 consider the opportunities and consequences provided by the emergence of capital
153 markets. They also learn about how markets impact ordinary Americans and the roles

played by the federal government in affecting 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 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 within these grade

177 spans are discrete skills, vital for student learning, critical thinking, and literacy, such as
178 understanding relationships between events, chronological understanding,
179 understanding perspective and bias, and corroboration. These skills should help
180 students have the content be more relatable. The adoption of the Common Core State
181 Standards in 2010 and the ELA/ELD Framework in 2014 reinforced the importance of
182 disciplinary literacy and understanding. The Common Core State Standards for Literacy
183 in History/Social Studies include standards for reading and writing that make clear that
184 not only is identifying and grappling with informational text integral to a well-rounded
185 curriculum, but that it necessarily involves learning to think, read, and write with these
186 skills. As all of these documents emphasize, students must be able to engage in inquiry
187 – utilizing the individual tools of each discipline to investigate a significant question and
188 marshal relevant evidence in support of their own interpretations.

189 In addition to the California Content Standards, Common Core State Standards, and
190 English Language Development Standards as being the state's adopted documents that
191 guide instruction, there is an additional document that should inform inquiry-based
192 instruction. The College, Career, and Civic Life (hereafter C3) Framework for Social
193 Studies State Standards (http://www.socialstudies.org/c3) is a document that was
194 prepared and published by the National Council for the Social Studies in 2013. The C3
195 Framework combines many of the disciplinary skills that history and the related social
196 sciences emphasize and organizes them into specific subject areas as part of an
197 "Inquiry Arc." This focus on inquiry builds upon the latest scholarship in educational
198 research and promotes the development of skills necessary for an engaged citizenry:
199 "… students need the intellectual power to recognize societal problems; ask good

200 questions and develop robust investigations into them; consider possible solutions and
201 consequences; separate evidence-based claims from parochial opinions; and
202 communicate and act upon what they learn. And most importantly, they must possess
203 the capability and commitment to repeat that process as long as is necessary. Young
204 people need strong tools for, and methods of, clear and disciplined thinking in order to
205 traverse successfully the worlds of college, career, and civic life."[3] The following
206 excerpts from the *C3 Framework* relate closely to the inquiry-based approach that
207 benefits California's students. These are especially helpful as discipline-specific modes
208 of inquiry-based instruction:

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

219 Historical inquiry involves acquiring knowledge about significant events,
220 developments, individuals, groups, documents, places, and ideas to support

[3] *The 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, 2013*. National Council for the Social Studies, p. 6.

221 investigations about the past. Acquiring relevant knowledge requires assembling
222 information from a wide variety of sources in an integrative process. Students
223 might begin with key events or individuals introduced by the teacher or identified
224 by educational leaders at the state level, and then investigate them further. Or
225 they might take a source from a seemingly insignificant individual and make
226 connections between that person and larger events, or trace the person's
227 contributions to a major development. Scholars, teachers, and students form an
228 understanding of what is and what is not significant from the emergence of new
229 sources, from current events, from their locale, and from asking questions about
230 changes that affected large numbers of people in the past or had enduring
231 consequences. Developing historical knowledge in connection with historical
232 investigations not only helps students remember the content better because it
233 has meaning, but also allows students to become better thinkers."[4]

234 • *Government / Civics.* "In a constitutional democracy, productive civic
235 engagement requires knowledge of the history, principles, and foundations of our
236 American democracy, and the ability to participate in civic and democratic
237 processes. People demonstrate civic engagement when they address public
238 problems individually and collaboratively and when they maintain, strengthen,
239 and improve communities and societies. Thus, civics is, in part, the study of how
240 people participate in governing society. Because government is a means for
241 addressing common or public problems, the political system established by the
242 U.S. Constitution is an important subject of study within civics. Civics requires

[4] Ibid, p. 45.

243 other knowledge too; students should also learn about state and local
244 governments; markets; courts and legal systems; civil society; other nations'
245 systems and practices; international institutions; and the techniques available to
246 citizens for preserving and changing a society.

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

258 • *Geography*. "Geographic reasoning requires using spatial and environmental
259 perspectives, skills in asking and answering questions, and being able to apply
260 geographic representations including maps, imagery, and geospatial
261 technologies. A spatial perspective is about whereness. Where are people and
262 things located? Why there? What are the consequences? An environmental
263 perspective views people as living in interdependent relationships within diverse
264 environments. Thinking geographically requires knowing that the world is a set of

[5] Ibid, p. 31.

265 complex ecosystems interacting at multiple scales that structure the spatial
266 patterns and processes that influence our daily lives. Geographic reasoning
267 brings societies and nature under the lens of spatial analysis, and aids in
268 personal and societal decision making and problem solving."[6]

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

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[6] Ibid, p. 40.
[7] Ibid, p. 35.

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 as readers and viewers to extraordinary literary and informational text and other media, enable students to access 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 Common Core State Standards and the ELA/ELD Framework. For example, by teaching students 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 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 autobiographical for example – and evaluate its agenda and context.

308 Along with heightening students' capacities for nuanced thinking, studying history
309 and the related social sciences improves students' expository writing ability. For years
310 teachers have recognized the importance of guided writing instruction, both to deepen
311 student understanding of content and to develop their overall literacy. Incorporating
312 substantive writing instruction has been difficult, however, given the focus on student
313 mastery of multiple-choice tests, and because of the labor and time investment in
314 teaching and grading such assignments. The shifts in instruction required by the
315 Common Core State Standards and the ELA/ELD Framework provide analytical writing
316 opportunities that occur in much more frequent – and shorter – lengths than traditional
317 essay and report assignments. Students learn to write analytically when weighing
318 multiple primary documents against one another and make claims about the legitimacy
319 of certain sources over others. For example, in a seventh grade lesson on the medieval
320 world[8], students can read primary accounts of slavery produced by Sultanates and
321 international traders in order to determine the intricacies of the slave trade and the
322 different meanings that those in power across the world ascribed to the system of
323 slavery. This ultimately leads students to develop a much more argument-driven and
324 evidence-supported paragraph. And as students gain mastery of claims and evidence,
325 they develop more sophisticated CCSS skills, such as the ability to make counter-
326 arguments. Through the use of multiple primary documents students can then
327 extrapolate some specifics from history to support their arguments.
328 The relationship of English language development and history–social science is both
329 reciprocal and inextricable. Cross-curricular collaboration between history–social

[8] *Sites of Encounter in the Medieval World*, *Cairo.* Copyright © 2014, California History–Social Science Project. The Regents of the University of California, All Rights Reserved

science and English language arts teachers should come naturally and necessarily to develop in students a well-rounded history-social science understanding. Content knowledge grows from students' knowledge of language and their ability to understand and use particular discourse practices, grammatical structures, and vocabulary while reading, writing, speaking, and listening to accomplish their disciplinary goals. 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 grows.

All students must be able to deconstruct subject-area texts to make transparent the disciplinary modes of information processing, synthesis, and dissemination. These multi-layered tasks can be especially challenging for English learners. California's English Language Development Standards outline major shifts in our understanding of language acquisition. These shifts provide a research-based roadmap for teachers seeking to both improve their students' understanding of content and their literacy:

- Learning language is more complex and non-linear 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 in both verbal and written forms.
- 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.

353 - English learners need practice understanding academic and disciplinary
354 vocabulary *in context*.
355 - English is more than a set of rules. It is a tool to make meaning – students need
356 to consider audience, task, and purpose when reading.

357 These shifts have significant implications for instruction in history and the related social
358 sciences. They suggest that teachers should organize their instruction based upon their
359 students' academic literacy in the discipline, their overall English literacy, and their
360 content understanding. More specifically, an instructional approach that includes
361 substantive oral language interaction, appropriate pacing of concepts, strategic
362 grammar instruction, increased feedback, and research-based literacy strategies
363 designed specifically for learning the individual disciplines within the history–social
364 science framework is one most likely to produce gains in *both* student content
365 understanding and literacy.

366 This does not mean that history–social science teachers should become linguists or
367 that English language development (ELD) specialists should become history–social
368 science experts. Rather, content teachers need to know enough about language
369 acquisition to support their students' different English language proficiency levels so that
370 they maintain a steady trajectory along the ELD continuum. This also means that ELD
371 teachers and EL specialists need to know enough about content to ensure that ELs are
372 developing the language of the disciplines and of specific disciplinary topics in order to
373 be successful in their core content coursework. This approach to teaching and learning
374 necessarily requires educators to collaborate with one another in order to ensure that all

375 ELs receive instruction that is rigorous, comprehensive, and robust in terms of content
376 knowledge, disciplinary literacy, and language.
377 History–social science teachers' efforts to support student literacy align with the
378 National Governors Association (NGA) Center for Best Practices and the Council of
379 Chief State School Officers (CCSSO)'s Capacities for Literate Individuals
380 recommendations. Detailed in Appendix X, the recommendations outline the importance
381 of independent learning, content knowledge, audience, comprehension and criticism,
382 evidence, the use of technology and appreciation for other perspectives and cultures.
383

384 **Citizenship**

385 The history–social science curriculum places a continuing emphasis on democratic
386 values in the relations between citizens and the state. Whether studying United States
387 history, world history, government, economics, or geography, students should be aware
388 of the presence, absence, or contestation of fundamental human rights, including the
389 rights of the individual, the rights of minorities, the right of the citizen to participate in
390 government, the right to speak or publish freely without governmental coercion, the right
391 to freedom of religion and association, the right to trial by jury and to be treated fairly by
392 the criminal justice system, the right to form trade unions, and other basic democratic
393 and human rights and the ways that various forms of government have encouraged or
394 discouraged their expansion.
395 The disciplines also encourage the development of civic and democratic values as
396 an integral element of good citizenship. From the earliest grade levels, students learn
397 the kind of behavior that is necessary for the functioning of a democratic society in

398 which everyone's fundamental human rights are respected. They learn sportsmanship,
399 fair play, sharing, respect, integrity, and taking turns. They should be given opportunities
400 to lead and to follow. They should learn how to select leaders and how to resolve
401 disputes rationally. They should learn about the value of due process in dealing with
402 infractions, and they should learn to respect the rights of the minority even if this
403 minority is only a single, dissenting voice and to recognize the dignity of every person.
404 These democratic values should be taught in the classroom, in the curriculum, and in
405 daily life outside school. Teachers are encouraged to have students use the community
406 to gather information regarding public issues and become familiar with individuals and
407 organizations involved in public affairs. Campus and community beautification activities
408 and volunteer service in community facilities such as hospitals and senior citizen or day
409 care centers can provide students with opportunities to develop a commitment to public
410 service and help link students in a positive way to their schools and communities.
411 Whenever possible, opportunities should be available for participation and for reflection
412 on the responsibilities of citizens in a free society.

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

421 independent judiciary, fighting corruption, accountability, fairness, and the rule of law.
422 Most importantly, in these discussions about the role of citizens in society, students will
423 gain an appreciation of how necessary an informed electorate is in making possible a
424 successful democracy. Students learn that reading informational text in newspapers,
425 articulating similarities and differences between political candidates, making claims
426 supported by evidence, and discerning genres of arguments for example, are all
427 essential virtues that an informed citizenry must possess.

428 As educators, we want our students to perceive the complexity of social, economic,
429 and political problems. We want them to be able to both comprehend and evaluate an
430 argument and develop their own interpretations supported by relevant evidence. We
431 want them to have the ability to differentiate between what is important and what is
432 unimportant. We want them to know their rights and responsibilities as American
433 citizens, and have both the capacity and willingness to participate in our democratic
434 system of government. We want them to understand the meaning of the Constitution as
435 a social contract that defines our democratic government and guarantees our individual
436 rights. We want them to respect the right of others to differ with them. We want them to
437 take an active role as citizens and to know how to work for change in a democratic
438 society. We want them to understand the value, the importance, and the fragility of
439 democratic institutions. We want them to realize that only a small fraction of the world's
440 population now or in the past has been fortunate enough to live under a democratic
441 form of government, and we want them to understand the conditions and that
442 encourage democracy to prosper. We want them to develop a keen sense of ethics and
443 citizenship. We want them to develop respect for all persons as equals regardless of

444 ethnicity, nationality, gender identity, sexual orientation, and beliefs. And we want them
445 to care deeply about the quality of life in their community, the nation, and their world.
446 We want them to recognize their responsibility as members of the global community to
447 participate ethically and with humanity in their interactions with members of the world's
448 various nations, cultures and peoples.

449 To achieve these important and difficult goals, *all* students must have access to a
450 robust and comprehensive history–social science instructional program from the earliest
451 grades through their senior year in high school. Students must engage in inquiry-based
452 learning, organized around questions of significance, developing their own
453 interpretations, informed by relevant evidence. This evidence should represent a wide
454 variety of perspectives and should be accompanied by appropriate grade-level literacy
455 support to ensure the development of a knowledgeable and engaged citizenry.
456

457 **How to Read This Document**

458 Teaching history–social science has never been easy. Each year, teachers have
459 been expected to cover an expansive range of content, encourage the development of
460 critical thinking, assess student learning, and provide students with both the experience
461 and knowledge they need to participate in our democratic system. California's History–
462 Social Science Framework was first published in 1988. Ten years later, content
463 standards in history–social science were adopted; they remain in force. Despite the
464 relatively few updates to these official state documents, educational reforms have
465 dramatically altered classroom instruction in California. With the adoption of the
466 Common Core State Standards in 2010, the English Language Development Standards

467 in 2012, and the ELA/ELD Framework in 2014, these expectations have expanded to
468 include an explicit focus on the development of student reading, writing, speaking and
469 listening in English. Some have argued that this additional responsibility – the
470 development of student literacy – necessarily takes away time from the content of the
471 history–social science disciplines. We disagree. As this document aims to demonstrate,
472 a focus on student literacy in history–social science classrooms not only helps students
473 learn content; it develops the skills necessary to participate effectively in a literate
474 democratic society. This expanded focus also firmly positions history–social science
475 within the core curriculum and effectively pushes back against the parochial interests
476 that have marginalized the disciplines in the last fifteen years. In addition, disciplinary
477 research has revealed new insights into the disciplines of history–social science and
478 expanded our understanding of how children learn and more specifically, the
479 effectiveness of an inquiry-based approach to instruction.

480 In response to these developments in history–social science education, this
481 Framework provides both a theoretical rationale and concrete classroom examples
482 throughout the document to support the implementation of the Common Core, ELD, and
483 History–Social Science Standards. It also organizes the grade-level content around
484 questions of significance, designed to promote the use of inquiry as an effective and
485 engaging instructional method, and incorporate the most recent scholarship in a given
486 field. Throughout the Framework, we've included broad questions such as, "What does
487 freedom mean and how does it change over time?" and more narrow inquiries, like,
488 "Why was there a Columbian Exchange?" Framing instruction around questions of
489 significance allows students to develop their content knowledge in greater depth, and to

490 create a narrative arc around which other information can be contextualized. It also
491 allows the natural connections between the disciplines to take center stage, by
492 examining an important event, for example, from its economic, political, and geographic
493 dimensions, as well as its place in the chronology of the past.

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

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