



The New *History–Social Science Framework*


CALIFORNIA DEPARTMENT OF EDUCATION
Tom Torlakson, State Superintendent of Public Instruction



Welcome and Introductions


Frank Pisi
History-Social Science Coordinator
Sacramento County Office of
Education

fpisi@scoe.net
916-212-8528



Purpose of this Presentation

- To provide 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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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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What a curriculum framework is

- Guidance for implementing standards-based instruction in the K–12 classroom
 - Based on the 1998 California standards
- Primary audiences:
 - Educators
 - Administrators
 - Publishers of instructional materials

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What a curriculum framework is not

- A curriculum
 - Adoption of K–8 instructional materials coming in 2017
 - High school materials: adopted at the local level
- A mandate (though there are mandated topics within the document)
- A limit for teachers and administrators

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Background of the *History–Social Science Framework*

- Work began in 2008
- Initial development: focus groups, CFCC in 2008–09
- Legislative Suspension and Senate Bill 1540 (Hancock)
- Resumption: Fall 2014
- Two field reviews, over 11,000 public comments
- Extensive revisions to the draft in response to comment

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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 Instruction and 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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New Features of the *History–Social Science Framework*

- 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

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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: possible ways to introduce these concepts to students

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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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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

- Treatment of World Religions
 - Teachers should 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 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 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 and Filipino-American roles in the farm labor movement, WW2)
- Suggestions for primary and secondary sources
- Recent history
- Promoting civic engagement

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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 Economics (One Semester Course)

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

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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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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 (TBD)

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What about the History–Social Science Standards?

- Not a part of the Common Core
 - California’s 1998 standards remain in effect; have not been replaced by CA CCSS Literacy standards
- Will require legislation to update the standards
- CDE supports a process to create a cycle of regular updates to the standards for all content areas

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K–8 History–Social Science Adoption

- Last adoption in 2005
- Adoption will be aligned to the framework
- Currently recruiting reviewers for the K–8 adoption (through October 19)
 - Two types of reviewers: Instructional Materials Reviewer (IMR) and Content Review Expert (CRE)
 - CREs must have a Ph.D. in history or another social science discipline

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K–8 History–Social Science Adoption

Major milestones:

- Submission deadline: March 2017
- Reviewer training: April 25–28, 2017
- Sample materials available: May 12, 2017
- Deliberations: July 25–28, 2017
- State Board adopts materials: November 2017
- More information is posted at <http://www.cde.ca.gov/ci/hs/im/>


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Questions?

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For more information

- Kristen Cruz Allen, Administrator, Curriculum Frameworks Unit, 916-323-4867, kcruzallen@cde.ca.gov
- Ken McDonald, Education Programs Consultant, Curriculum Frameworks Unit, 916-319-0447, kmcdonal@cde.ca.gov

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