
History/Social Science Framework for California Public Schools

History/Social Science Framework for California Public Schools

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Guiding Principles

“...*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 for California Public Schools, 2016).

External Partners



CA State Timeline

New Framework
Adopted July, 2016

New Framework Published,
Fall 2016

State K-8 Textbook Adoption, Fall 2017

LAUSD Textbook Adoption
Process
2017-2018 School year

New Textbook 2018-2019

Statewide Assessment after 2020
(proposed)

LAUSD HSS TIMELINE

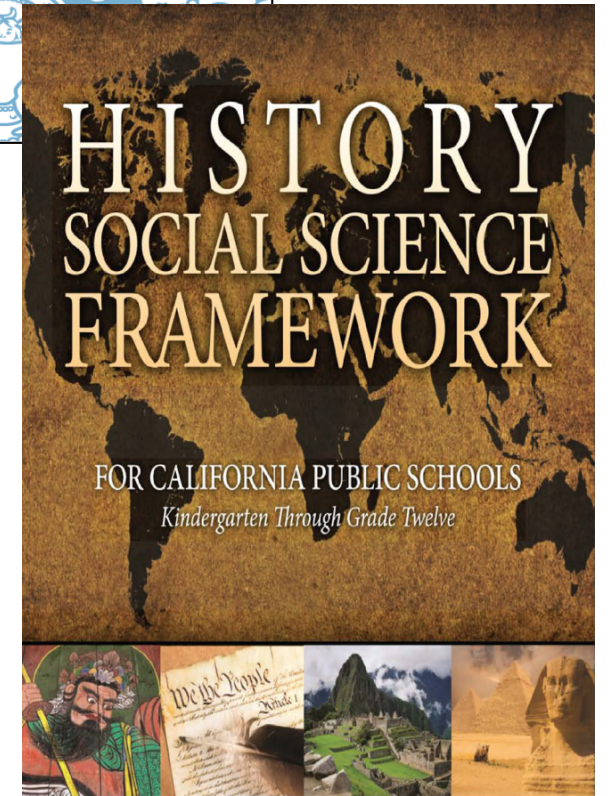
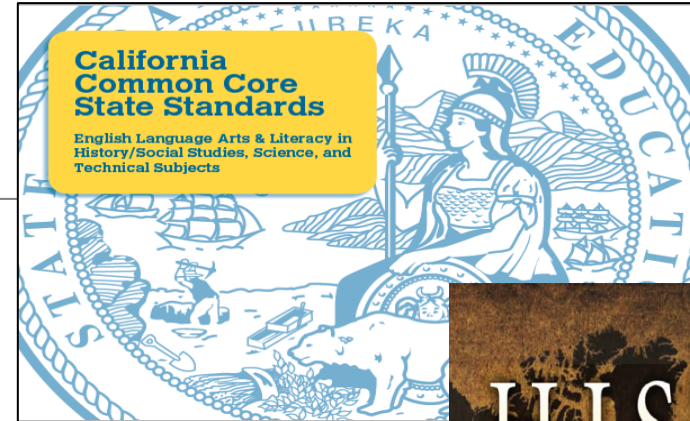
2016-2017
Framework Roll-
out
Leadership Team

2017-2018
Textbook
Adoption

2018-2019
New Textbook
Roll-out

What do we teach?

- California History/Social Science Framework
- California History/Social Science Standards
- California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects



The California Way



Inclusive and
Culturally
Relevant

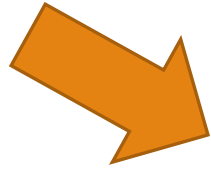
Celebration of Diversity

Inquiry-Based
Instruction

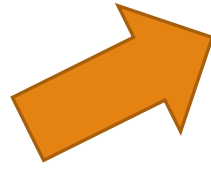
What is purpose of the History-Social Science Framework?

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.

Chapter 1, History/Social Science Framework



History-
Social
Science
Framework



Content

- Expanded
- Recent history
- Recent historical scholarship
- Integrates history, economics, civics and geography
- Highlights diversity
- Integrate public comment
- Recent legislation – FAIR Education Act

FAIR EDUCATION ACT (2012)

“Instruction in social sciences shall include the early history of California and 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.”

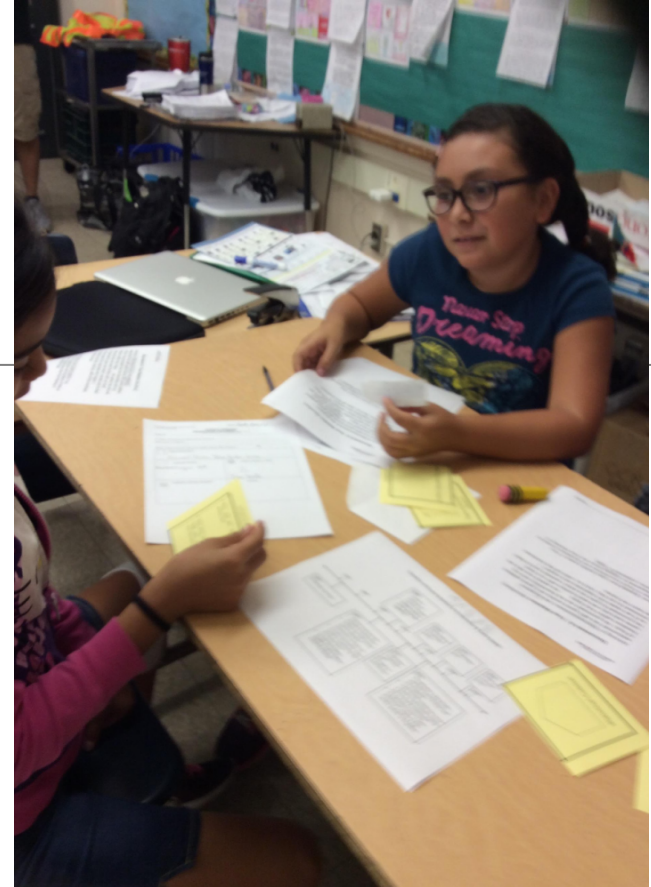
Civics

- How democratic government works
- Embedded in content standards
- Student engagement in civic discourse
- Promote public service
- Improve their own communities
- Project based learning

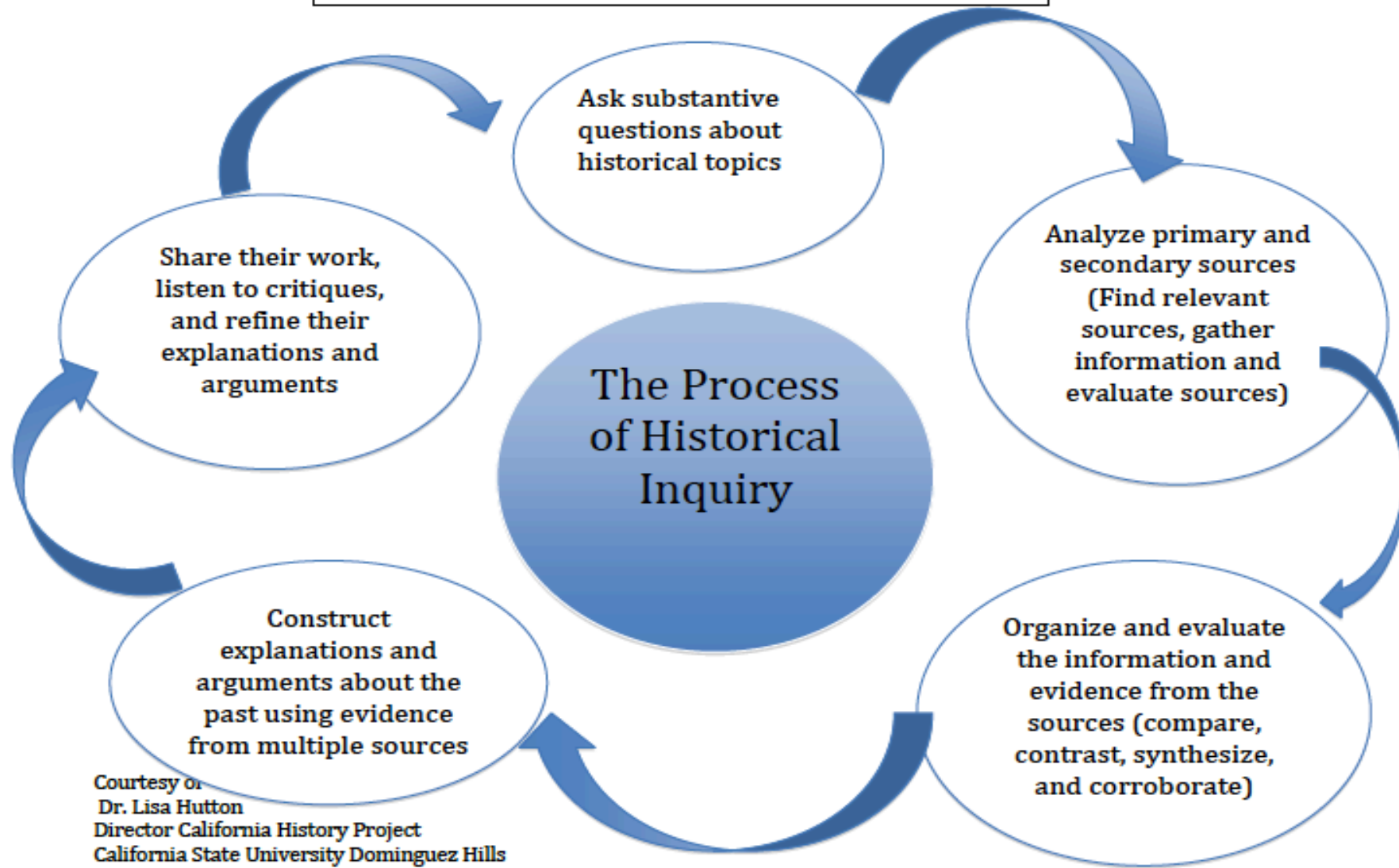


Inquiry

- Disciplinary Thinking & Analysis Skills
- Deepens critical thinking
- Organized around significant questions
- Multiple perspectives
- Use of multiple sources
- Analysis
- Evidence in support of interpretations
- Not memorization of discrete facts



How do Historians do History?



History/Social Science Framework for California Public Schools

- Adopted July, 2016
- Calls out four key instructional shifts: Content, Inquiry, Literacy and Citizenship

NEXT STEPS IN IMPLEMENTING THE NEW HSS FRAMEWORK

This is the first in a series of professional development modules. Please proceed to the Inquiry Module next.

RESOURCES

For resources please visit:

<http://achieve.lausd.net/hss>

Questions?

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