

Optional Survey

We'd like to hear from those who access this CA Standards document. We invite you to participate in a brief survey:

[https://www.surveymonkey.com/r/CC Doc Use Survey](https://www.surveymonkey.com/r/CC_Doc_Use_Survey)

Executive Summary

HISTORY SOCIAL SCIENCE FRAMEWORK

FOR CALIFORNIA PUBLIC SCHOOLS

Kindergarten Through Grade Twelve



January 2018

What's in the *History–Social Science Framework* for me?

- ▶ **Classroom teachers and paraprofessionals** of all grades and disciplines will find descriptions of grade-level content, areas of focus, and examples of engaging classroom activities and assessment practices that will meet the needs of the diverse students they serve.
- ▶ **Teacher librarians, education specialists, coaches/mentors, and professional learning providers** will find information about the key instructional shifts in history–social science instruction across the grade levels.
- ▶ **Site and district administrators** will find information about recommended history–social science practices, along with suggestions for creating the collaborative culture necessary to implement the framework. They will also find criteria for evaluating instructional materials.
- ▶ **University faculty in teacher preparation programs** will find information about the vision and key instructional shifts in history–social science instruction. They will find the updated information that prospective teachers and in-service teachers are expected to address.
- ▶ **Parents and community members** will find grade-level content descriptions and examples of effective instruction.
- ▶ **Curriculum developers** will find expectations and evaluation criteria for instructional materials and models of appropriate instructional approaches and assessment practices.

The complete *History–Social Science Framework for California Public Schools* is available online at

<https://www.cde.ca.gov/ci/hs/cf/>

Acknowledgments

This executive summary was produced for the Consortium for the Implementation of the Common Core State Standards and made possible through the support of the S.D. Bechtel, Jr. Foundation, the Charles and Helen Schwab Foundation, and the Silver Giving Foundation.

The executive summary was prepared by Nancy McTygue and Beth Slutsky, two of the primary authors of the *History–Social Science Framework*. They gratefully acknowledge the comments of reviewers, including Bill Honig, chair of the History–Social Science Subject Matter Committee of the Instructional Quality Commission, and members of the Consortium. The Consortium acknowledges the California Department of Education, in particular the Curriculum Frameworks and Instructional Resources Division, and the Sacramento County Office of Education for their leadership and support on this project.

This summary may be reproduced for any educational and non-commercial purposes. When referencing this summary, please use the following citation: McTygue, Nancy, and Beth Slutsky. (2017). *Executive Summary: History–Social Science Framework for California Public Schools: Kindergarten Through Grade Twelve*. Sacramento: Consortium for the Implementation of the Common Core State Standards.



Framework Overview

A curriculum framework is a document for teachers, administrators, and the public to provide support and guidance in the implementation of a standards-based curriculum in a specific subject area. If content standards provide the “what” of an instructional program, a framework helps flesh out the “how.” The purpose of the *History–Social Science Framework for California Public Schools, Kindergarten Through Grade Twelve (HSS Framework)* is to provide guidance, not to mandate how instruction must be provided. The framework empowers districts, schools, and teachers to adopt instruction to meet the needs of diverse students and select materials that are relevant to their students and communities.

A New Approach to HSS Instruction

The *HSS Framework* provides both a theoretical rationale and concrete classroom examples throughout the document to support the implementation of a new vision for history-social science and the History–Social Science Content Standards for California Public Schools (HSS Standards). It also organizes the grade-level content around questions of significance, designed to promote the use of inquiry as an effective and engaging instructional method, and incorporates the most recent scholarship in a given field. Additionally, the HSS Framework includes broad questions, such as **What does freedom mean?** and **How does it change over time?** as well as more narrow inquiries, such as **Why was there a Columbian Exchange?** Framing instruction around questions of significance allows students to develop their content knowledge in greater depth, and to create a narrative arc around which other information can be contextualized and utilized to address issues and problems in modern society. The *HSS Framework* also allows the natural connections between the disciplines to take center stage—for example, by examining an important event from its economic, political, and geographic dimensions as well as its place in the chronology of the past. Finally, it engages students in the process of “doing history,” which communicates to students that history and the related social sciences are interpretive disciplines; that is, rather than having a stagnant body of information to memorize, these subjects are continually being shaped and reinterpreted.

The *HSS Framework* extends the standards in a historically nuanced and significant direction in which students learn history and the related social sciences by practicing the discipline itself. This *HSS Framework* should guide instruction because it incorporates pieces of all of the HSS Standards, but the approach should be inquiry-based, whereby students investigate the “how” and “why”



of historical developments. This framework also reaffirms the importance of narrative (a “story well told”) in history and civics, and it emphasizes the use of biographies, novels, essays, plays, and engaging activities to help make the standards come alive.

The *HSS Framework* also supports interdisciplinary instruction and implementation of the *California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (CA CCSS for ELA/Literacy)*, the *California English Language Development Standards (CA ELD Standards)*, and the *English Language Arts/English Language Development Framework for California Public Schools Kindergarten Through Grade Twelve (ELA/ELD Framework)*.

Four Key Areas of Emphasis in HSS Instruction

The *HSS Framework* explains that a well-rounded curriculum includes four key areas of emphasis: content, inquiry, literacy, and citizenship.

Content

California’s students deserve to learn diverse, accurate, engaging, and nuanced material in order to understand the past and make sense of the present. At all grade levels and in all disciplines—including history, geography, economics, ethnic studies, government, and civics—content must be front and center in guiding instruction. The *HSS Framework’s* grade-level chapters are content-driven. The latest scholarly and disciplinary research is reflected in the chapters and translated into age-appropriate narratives and classroom examples. In kindergarten through third grade, the *HSS Framework* organizes the material as investigations into different studies of communities and ways of exploring the world. Starting in fourth grade and extending through high school, the grade levels are organized either with a U.S. and California history focus or with a world history focus. Both the U.S. and world history content are organized into themes that intentionally cross grade levels. One key theme that unites the U.S. history course sequence (which includes grades four, five, eight, eleven, and twelve) is the topic of freedom. Students explore the evolution of the concept of freedom, and as importantly, they investigate the ways in which different groups of Americans contested and shaped freedom from the founding of the republic through recent times. Students consider the ways in which the quests for liberty, freedom, and equality have transformed the American populace. Starting with the freedoms outlined by the framers of the U.S. constitution, students examine the many contributions of Americans seeking to define the meaning of citizenship across the country, including farmers in Jefferson’s agrarian nation, suffragists at the end of the nineteenth century, civil rights activists putting their lives on the line to end Jim Crow laws and discriminatory social norms in the middle of the twentieth century, and Americans seeking to bring marriage equality to same-sex couples in the twenty-first century.



California’s students also learn about the history and geography of the world beyond our national borders (in grades six, seven, and ten). In the middle grades, students begin their study of the global past with consideration of the ancient world from hunter-gatherer societies to the earliest civilizations

in Mesopotamia, Egypt, China, and India. Their learning extends to the ancient Israelites, Greeks, and Romans. Students analyze the relationships between humanity and the physical world, trade, conflict, the development of new political institutions and philosophies (especially the rise of democracies and democratic ideas) as well as the birth and spread of religious traditions. As in earlier grades, students continue to learn about these developments through a variety of primary and secondary documents, analyze multiple pieces of evidence, and use this evidence to answer broader questions of historical significance. Through their study of medieval and early modern history and geography, students examine the rise and fall of empires; the growth of commercial, technological, and cultural exchange; and the consequences of increasing population density and movement in Afro-Eurasia and the Americas. In high school, students continue to analyze the connections between events at home and abroad as people, products, diseases, technology, knowledge, and ideas spread around the world as never before. Students survey economic, political, and social revolutions as well as the increasing impact of humanity on the natural and physical environment. They also investigate imperial expansion and the growth of nation-states, two world wars, decolonization, the Cold War, globalization, and unresolved conflicts that continue to affect the world today.

Inquiry

Teaching history, economics, geography, civics, and other related social sciences demands more than telling students to memorize disconnected content. Since the adoption of the HSS Standards in 1998, our state has recognized the importance of inquiry-based disciplinary understanding in the history–social science classroom. The



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 spans are discrete skills vital for student learning, critical thinking, and literacy. These include understanding relationships between events, chronological understanding, understanding perspective and bias, and corroboration. All of the grade-level chapters of the *HSS Framework* center on an inquiry model of instruction. Lower-elementary students learn about their communities by investigating the questions **How are our lives different from those who lived in the past? How are they the same?** Fourth-grade students learn about California’s history by investigating the question **Why did different groups of immigrants decide to move to California?** Seventh-grade students learn about medieval and early-modern history by investigating the question **How did the environment and technological innovations affect the expansion of agriculture, cities, and human population?** And eleventh-grade students learn about modern U.S. history by investigating the question **How did the U.S. population become more diverse over the twentieth century?** These are samples of the questions—both large unit-long ones and small lesson-based ones—that allow students to consider the content the way that practitioners do, by asking open-ended questions and exploring a variety of primary and secondary sources to develop a claim about the question.

Literacy

Learning how to read and write in the content areas is critical to overall student literacy development. Text-based disciplines such as history–social science demand student proficiency in content-specific informational text. Studying these disciplines entails vocabulary, reading, writing, and discourse patterns that are difficult for students. The *HSS Framework* chapters explain that by teaching students how to identify different kinds of texts and how to read a text closely, with different purposes each time, students learn to slow down and read on a level that transcends simple vocabulary or content comprehension. It also heightens students’ critical thinking. In all of the grade levels, students explore a variety of texts (e.g., census records, religious texts, memoirs, and government propaganda), learn to identify a document by its purpose—whether it be persuasive, narrative, or autobiographical—and evaluate its purpose and context.

The *HSS Framework* chapters emphasize that cross-curricular collaboration between history–social science and English language arts teachers should come naturally and is necessary to develop in students a well-rounded history–social science understanding. The adoption of the CA CCSS for ELA/Literacy in 2010 and the *ELA/ELD Framework* in 2014 reinforced the importance of disciplinary literacy and understanding. The CA CCSS for ELA/Literacy include standards for reading and writing that make clear that not only is identifying and grappling with informational text integral to a well-rounded curriculum, but that it necessarily involves learning to think, read, and write with these skills. Teachers in both subject areas should coordinate the use of literature, biography, and informational texts in their classrooms to support the shared goals of literacy development, student engagement, and content knowledge. The *HSS Framework* provides several examples of how this can be done, including a description of a unit on European colonialism in Africa taught concurrently in both the world literature and world history courses at a high school.



Citizenship

History and the related social sciences emphasize the development of civic and democratic values as integral elements of citizenship. The *HSS Framework* encourages students to understand the relationship between citizens and the state and to recognize their role as members of their community. Whether studying U.S. history, world history, government, economics, or geography, students should become familiar with the growth of representative government and democratic institutions, ideas, and habits as well as the presence, absence, or contestation of fundamental rights. The *HSS Framework* presents opportunities for civic engagement and education to help students explicitly connect their learning to the significance of citizenship and their communities. Most importantly, as students learn to read and think critically about their worlds, they not only become aware of how the government functions in the abstract, but they also gain a sense of the importance of civic participation (by as many people as possible) in the successful implementation



of a representative government. In early elementary grades, students simulate elections, create their own classroom constitutions, and engage in other exercises to acquire the knowledge and skills to become engaged citizens. In eighth grade, students learn about civic participation by studying foundational documents and simulating debates from the Constitutional Convention. In eleventh grade, students engage in civics through service-learning projects such as participating in a voter registration drive or local initiative. The *HSS Framework* contains additional examples in the grade-level chapters as well as in the appendixes that focus on civic education and civic learning. Across the grade levels, the chapters encourage students to learn about the rights of the individual, the rights and obligations of

citizens to participate in government through voting, the rights to speak or publish freely without governmental coercion, the rights to freedom of religion and association, the rights to trial by jury and to be treated fairly by the criminal justice system, the rights to form trade unions, and other basic democratic rights. Moreover, students do not study these rights in the abstract—or merely in the present application—they study how these rights have been constructed, challenged, and contested and continue to be reshaped to respond to an ever-changing world. Students also must understand the responsibilities of citizens to a functioning democracy, including the values of participation, tolerance, and the willingness to compromise and engage in productive discourse.



Grade-Level Guidance

Kindergarten

In kindergarten, students begin the study of history–social science with concepts anchored in the experiences they bring to school from their families and communities. Students explore being a good citizen, national symbols, work now and long ago, geography, time and chronology, and life in the past. The kindergarten chapter presents ways for students to identify and solve classroom and social problems by learning about citizenship and the common good. The *HSS Framework* encourages students to learn about their communities by focusing on various aspects of their neighborhoods. And as students learn about their communities, they are introduced to early historical thinking by learning about how their world looks different now than in the past.

Some of the questions that frame this year’s investigation include the following:

- How can we learn and work together?
- What does it mean to be an American?
- How are our lives different from those who lived in the past? How are they the same?
- What is our neighborhood like?

The classroom example in the kindergarten chapter draws from David Shannon’s picture book *David Goes to School*, in which the main character chooses to break classroom rules. Students engage with text-dependent questions to comprehend and analyze the story. Students connect the story to their classroom as they consider their own classroom rules and codes of conduct.

The kindergarten chapter features lesson ideas about reading biographies such as *Malala, A Brave Girl from Pakistan/Iqbal, A Brave Boy from Pakistan: Two Stories of Bravery* to learn about people who exhibit courage and determination. The chapter suggests a lesson idea for learning about national symbols by reading books and learning songs like Woody Guthrie’s “This Land Is Your Land.” The chapter also includes a lesson idea about learning about environments and neighborhoods through books like *Barrio: Jose’s Neighborhood* by George Ancona.

In the early elementary grades, history–social science instruction is taught through a gradually expanding study of students’ worlds. Teachers in these grades should work collaboratively with their colleagues who teach in contiguous grades to build upon content that has been introduced in earlier grades. For example, American culture, government, geographic awareness, and economic reasoning are developed in kindergarten through grade three. Teachers should utilize the multi-grade strands to develop an extended and relatively in-depth course of study in these areas.

Finally, the chapter contains a lesson idea that introduces students to historical thinking and allows them to develop historical empathy by exploring how students ate, dressed, and lived differently in past generations.

Grade One

The first-grade *HSS Framework* chapter addresses students' expanding sense of place along with chronological and spatial relationships. Students in first grade develop a deeper understanding of cultural diversity and learn to appreciate people from various backgrounds and the many ways of life that exist in the larger world. As first-grade students learn about their physical and populated communities, the *HSS Framework* encourages teachers to begin addressing how human agency has shaped the world through economic, political, and social choices.

Some of the questions that frame this year's investigation include the following:

- What is our community like?
- How is our life different from those who lived in the past, and how is it the same?
- How do many different people make one nation?

The classroom example in the grade-one *HSS Framework* chapter involves students investigating similarities and differences between children's lives today and long ago. Drawing upon primary source photographs from the Library of Congress along with Robin Nelson's *School: Then and Now* and Gloria Houston and Susan Condie Lamb's *My Great-Aunt Arizona*, students learn to understand multiple written and visual sources. They also are introduced to the historical thinking concept of continuity and change.



The first-grade *HSS Framework* chapter features lesson ideas about problem solving by having students read texts like Francisco Jimenez's *La Mariposa*. The chapter contains a lesson idea that uses voting and other experiential learning activities to introduce students to direct versus representative democracy. The chapter also contains a geographic lesson idea in which students consider texts like Joan Sweeney's *Me on the Map*. Students learn about the importance of symbols and landmarks by constructing a class book of local, national, and international symbols. Students learn about the community's pluralism through a variety of story books and informational texts like *Jouannah: A Hmong Cinderella* by Jewell Reinhart Coburn.

Grade Two

The second-grade *HSS Framework* chapter focuses on people who make a difference in students' own lives and those who have made a difference in the past. As second-grade students' understanding of their communities and environments expands, teachers are encouraged to offer a diverse, local, and engaging history–social science course of study. The second-grade chapter includes the first reference

to lesbian, gay, bisexual, and transgender (LGBT) individuals in families, as well as families with a wide variety of structures, religions, ethnicities, and racial identities.

Some of the questions that frame this year’s investigation include the following:

- How do families remember their past?
- How can we best describe California?
- What makes someone heroic?

The classroom example in the grade-two chapter focuses on students exploring biographies and developing a definition of heroic or courageous. In learning about the significance of individuals such as Dolores Huerta, Abraham Lincoln, or Yuri Kochiyama, for example, students engage in a structured writing exercise in which they make claims about courage and support it with evidence.

The second-grade *HSS Framework* chapter also includes many lesson ideas that involve suggested texts. For example, Pushpinkder (Kaur) Singh’s *The Boy with the Long Hair* and Patricia Polacco’s *In Our Mother’s House* introduce students to the diverse families, dress, manners, and behaviors of members of their communities. Another lesson idea encourages students to learn about why people move today and have moved in the past and how this relates to the state of California. Moreover, students learn about economic and environmental relationships by tracing where and how food is produced and consumed in their communities.



Grade Three

The third-grade *HSS Framework* chapter emphasizes local history, geography, civics, historical thinking, chronology, and national identity. The emphasis is on understanding how some things change and others remain the same. To understand changes occurring today, students explore the ways in which their community continues to evolve and how they can contribute to its improvement. Students who have constructed a family history in grade two are now ready to think about constructing a history of the place where they live today.

Some of the questions that frame this year’s investigation include the following:

- Why did people settle in California?
- Why did people move to my community?
- How has my community changed over time?
- What issues are important to my community?

The classroom example from grade three focuses on rule-making and government. After students participate in a whole-class discussion about the purpose of rules and representation in their classrooms, students read grade-level appropriate informational texts about the U.S. Constitution



and other foundational documents. They make important connections between their daily lives and our nation's goals and commitment to equality under the law.

The third-grade *HSS Framework* chapter also contains many lesson ideas that include suggested literature and other resources that provide guidance for teaching economic reasoning, community formation, and identity. Just as second-grade students learn about notable figures through biographies, third-grade

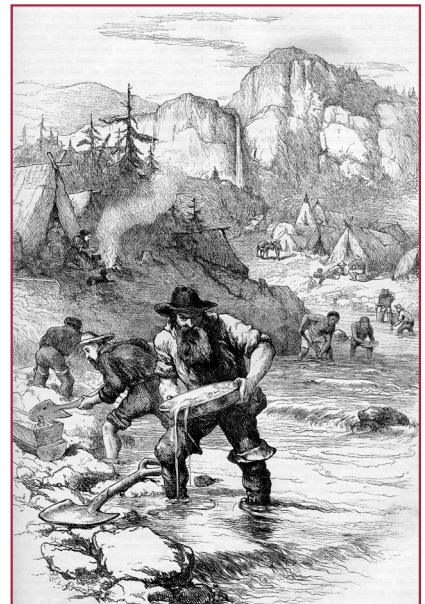
students study historically significant individuals and turning points through books such as *Separate Is Never Equal: Sylvia Mendez and her Family's Fight for Desegregation* by Duncan Tonatiuh, which recounts one family's involvement in the fight to desegregate schools in California. Likewise, as students consider the question **Why did people move to our community?** they can read the bilingual picture book *My Diary from Here to There* by Amanda Irma Perez, which recounts the move of one family from Mexico to Southern California for economic reasons.

Grade Four

The fourth-grade *HSS Framework* chapter provides students with foundational opportunities to learn in depth about their state, focusing upon the people who have lived and currently live here, and how to become engaged and responsible citizens. This year's course of study addresses California from pre-Columbian times through the present by exploring the many groups of people that have populated and influenced the region. A plurality of ethnic groups, religious faiths, and national identities forms the backbone of California's history, which students will learn characterizes their state's past and current place in the world. They also learn about California's increasingly heterogeneous population and its important role in civil rights issues including labor rights for farmworkers, desegregation of schools and housing, and early gay rights organizations. In grade four, emphasis is also placed on the regional geography of California. Students analyze how the different regions of the state have developed through the interaction of physical characteristics, cultural forces, and economic activity, and how the landscape of California has provided different resources to different people at different times, from the earliest era to the present.

Some of the questions that frame this year's investigation include the following:

- Why did different groups of immigrants decide to move to California?
- What were their experiences like when they settled in California?
- How did the region become a state, and how did the state grow?



The fourth-grade *HSS Framework* chapter features a classroom example that addresses the question **How did the discovery of gold change California?** Students use discipline-specific and academic vocabulary to make claims about the Gold Rush’s impact upon the state’s size, diversity of population, economic growth, and regional environments, for example. The fourth-grade chapter also provides a classroom example in which students conduct a research project about significant Californians. Using a variety of primary and secondary sources, students make claims about how their selected person or organization connects to California’s history in a historically significant way. Finally, students learn about the California state constitution by exploring the question **Who decides what you learn in school?** By reading excerpts from the state constitution as well as local and national governing documents, students learn to weigh documents against one another as they develop answers to the question about where power resides in determining their education.

This chapter contains many lesson ideas, including a notable one about new ways to study missions. In order to move away from the “mission project” reconstruction, the fourth-grade chapter encourages teachers to draw from local and statewide resources and to embrace a historically appropriate investigation into the many perspectives involved in the mission system.

Grade Five

The fifth-grade *HSS Framework* chapter presents the story of the development of the land that would eventually become the United States of America, with an emphasis on the period up to 1800.

This course focuses on the creation of a new nation that would be peopled by immigrants from all parts of the globe and governed by institutions influenced by a number of religions, the ideals of the Enlightenment, and concepts of self-government. Fifth-grade U.S. history students are encouraged to explore the

past through the eyes of women, men, and children from a variety of historical groups. Viewing the past from the perspectives of those who lived it is best done through primary sources presented in different formats. Fifth-grade students should begin to understand that people in the past had different perspectives, and that one goal of learning history is to understand why people in the past lived the way they did. In order to understand the perspective and context of early Americans, students examine the human and physical geography of the past by studying maps and identifying connections with geography and the ethnic, linguistic, and religious settlement patterns that shaped the new nation.

Some of the questions that frame this year’s investigation include the following:

- Why did different groups of people decide to settle in the territory that would become the United States?



- How did the different regions of the area that would become the United States affect the economy, politics, and social organization of the nation?
- What did it mean to become an independent United States?
- What did it mean to be an American?

The fifth-grade chapter features a classroom example in which students compare and analyze multiple pieces of art and writing that express the roots of the American Revolution. As a class, students collect, weigh, and corroborate evidence to develop a nuanced explanation of why, according to different historical actors, there was an American Revolution. Then, individually, students evaluate this information and compose a claims-based essay utilizing these pieces of evidence. The chapter also features a classroom example in which students address the question **What was the purpose of the Preamble to the Constitution?** They engage in a guided sentence-deconstruction activity in order to read and compare two different drafts of the preamble.

This chapter also contains many lesson ideas, including 1) a comparative exploration of native/settler conflicts; 2) a comparative study of British Atlantic colonies in which students analyze the geographic, agricultural, religious, and economic features of the regions; and 3) western expansion in the Early Republic by focusing on different groups of people whose lives were upended by movement.

Grade Six

The sixth-grade *HSS Framework* chapter focuses on the earliest human history through ancient times. Students in sixth-grade world history and geography classrooms learn about the lives of the earliest humans; the development of tools; the foraging way of life; agriculture; and the emergence of civilizations in Mesopotamia, Egypt, ancient Israel, the Indus River valley, China, Mesoamerica, and the Mediterranean basin. Although teachers should keep the focus on ancient events and problems, this course gives students the opportunity to grapple with geography; environmental issues; political systems and power structures; civic engagement; and the fundamental ideas of citizenship, freedom, morality, and law. Students practice history as an interpretative discipline. Some of the patterns that connect across the sixth-grade *HSS Framework* chapter are 1) the movement of early humans across continents and their adaptations to the geography and climate of new regions; 2) 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; 3) the development of new political institutions (monarchy, empire, democracy) and new ideas (citizenship, freedom, morality, law); and 4) the birth and spread of religious and philosophical systems, including Judaism, Greek thought, Hinduism, Buddhism, and Confucianism. Some of the content in the grade-six standards relating to the early history of Christianity has been shifted to grade seven in the framework.

Some of the questions that frame this year's investigation include the following:

- How did the environment influence human migration, ancient ways of life, and the development of societies?
- What were the early human ways of life (hunting and gathering, agriculture, civilizations, urban societies, states, and empires), and how did they change over time?

- How did the major religious and philosophical systems (Judaism, Greek thought, Hinduism, Buddhism, Confucianism) support individuals, rulers, and societies?
- How did societies interact with each other? How did connections between societies increase over time?

The sixth-grade chapter features a classroom example in which students consider the question **How did people’s lives change under the rule of Hammurabi and the civilization in Mesopotamia?** In order to form an understanding about change over time and to fully consider the question, students do a close reading of excerpts from Hammurabi’s laws and learn about social hierarchy pyramids. The chapter also features a classroom example in which students address the question **How did the philosophical system of Confucianism support individuals, rulers, and societies?** Students read various primary sources such as excerpts from Ban Zhao’s *Admonitions for Women* in order to understand the relationship between individual behavior and the social expectations of Confucian behavior.

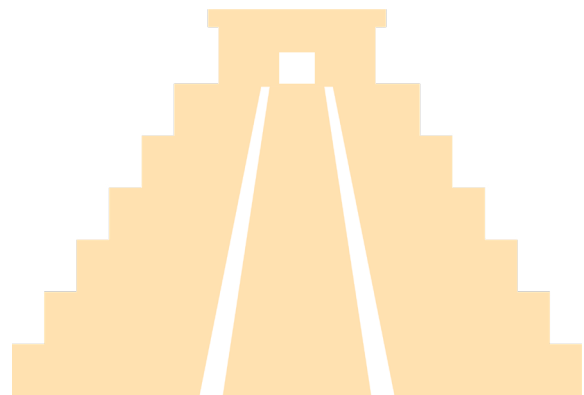
This chapter also contains a variety of lesson ideas, including 1) an exercise in cave paintings and other archaeological products; 2) a comparison between Athens and Sparta; 3) a discussion of the *Ramayana* (a Hindu text); and 4) an exploration into the growth of the Roman Empire.

Grade Seven

The seventh-grade *HSS Framework* chapter focuses on medieval and early modern world history. The chapter provides students with opportunities to study the rise and fall of empires; the diffusion of religions and languages; and significant movements of people, ideas, and products. Although societies were quite distinct from one another, exchanges of people, products, and ideas increased in every subsequent century. For this reason, the study of this period in world history may become a

bewildering catalog of names, places, and events that impacted individual societies—while the larger patterns that affected the world may get lost. To avoid this, the focus must be on questions that address the larger world geographical, historical, economic, and civic patterns. To answer these questions, students study content-rich examples and case studies, rather than superficially surveying all places, names, and events. To facilitate this, the framework takes the topics listed in the content standards and reorganizes them into a more thematic narrative. The grade-six standards on early Christianity have been moved to grade seven to better connect with the idea of exchange and movement of ideas. There is also a new unit on medieval India that ties this region of the world into these broader global trends.

The seventh-grade chapter introduces the concept of a *site of encounter*, a place where people from different cultures meet and exchange products, ideas, and technologies. A site of encounter is a specific place, such as Sicily, Quanzhou, or Tenochtitlán/Mexico City; students analyze concrete objects, such as a porcelain vase or the image of a saint, exchanged or made at the site. As students investigate the exchanges that took place and the interactions of merchants, bureaucrats, soldiers, and



artisans at the site, they learn to consider not only what was happening in one culture but also how cultures influenced each other.

Some of the questions that frame this year’s investigation include the following:

- How did the distant regions of the world become more interconnected through medieval and early modern times?
- What were the multiple ways people of different cultures interacted at sites of encounter? What were the effects of their interactions?
- How did the environment and technological innovations affect the expansion of agriculture, cities, and human population? What impact did human expansion have on the environment?

The seventh-grade chapter features a classroom example in which students use excerpts from Vergil’s *Aeneid* to examine how the Roman Empire exerted power and to consider the question **What did the poet Vergil think about the Roman Empire’s power over people and territories?** The chapter provides a classroom example in which students explore Quanzhou as a site of encounter by reading primary sources about laws and customs that helped people from different cultures live together in the city. The chapter also contains a classroom example in which students do close readings of excerpts from the Letters of Cortés and *True History of Díaz del Castillo*, for example, to assess the impact of the Spanish conquest in Mexico.

This chapter also contains many lesson ideas, including 1) Rome as a site of encounter; 2) a gallery walk about Baghdad as a site of encounter; 3) exchanges in Cairo; 4) the samurai influence on the government of Japan; 5) a writing assignment about the effects of exchanges at Calicut, India; and 6) the scientific revolution and the ideas of the Enlightenment.

Grade Eight

The eighth-grade *HSS Framework* chapter focuses on U.S. history from the founding of the American Republic through the end of the nineteenth century. Throughout their eighth-grade U.S. history and geography course, students confront the themes of freedom, equality, and liberty, and their changing definitions over time. This course will also explore the geography of place, movement, and region, starting with the Atlantic Seaboard and then exploring American westward expansion and economic development, the Civil War and Reconstruction, and finally, industrialization. Covering parts of three centuries, the historical content outlined in this chapter is both substantial and substantive, which poses a significant challenge for teachers with limited time for in-depth study. In order to address this challenge, teachers are encouraged to rely upon the guiding questions that frame the content around inquiries of historical significance. As in earlier grades, students should be encouraged to read multiple primary and secondary documents in order to understand multiple perspectives and to recognize how some things change over time while others tend not to. They should also appreciate that each historical era has its own context, and it is up to the student of history to make sense of the past by asking questions about it.



Some of the questions that frame this year’s investigation include the following:

- What did freedom mean to the nation’s founders, and how did it change over time?
- How and why did the United States expand?
- Who is considered an American?

The eighth-grade chapter features a classroom example in which students read and discuss multiple primary-source documents from nineteenth-century intellectuals like Benjamin Rush and Catherine Beecher to investigate the question **Why go to school?** The chapter also contains a classroom example about the abolitionist Frederick Douglass in which students do a close reading of his 1855 speech to the Rochester Ladies’ Anti-Slavery Society and analyze his use of reference devices as rhetorical tools. This classroom example suggests ways for the history–social science teacher and the ELD specialist to work collaboratively. The final classroom example asks students to consider the question **How did leading**

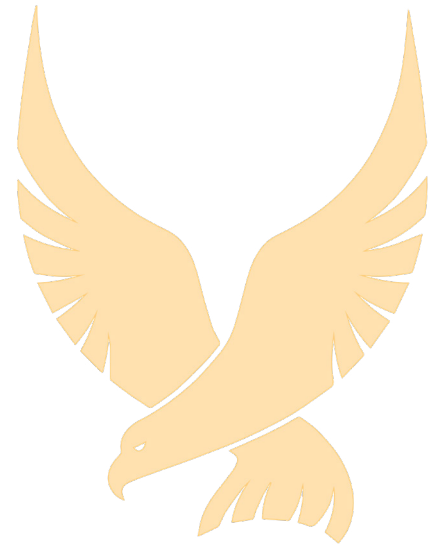
American thinkers (such as artists, intellectuals, and religious and government leaders) justify America’s westward expansion in the nineteenth century? Examining different motivations and expressions of manifest destiny encourages students to collect multiple pieces of evidence that explain the diverse motivations for western expansion.

This chapter also contains many lesson ideas, including 1) the similarities and differences in Jefferson’s and Hamilton’s visions for the new American government; 2) slavery as the cause of the Civil War; and 3) the immigrant experience in the last quarter of the nineteenth century. In an effort to provide opportunities for students to apply their acquired learning, the chapter also includes examples of civic engagement.

Grade Nine

During the ninth grade, students can take elective courses in history–social science. These elective courses may consist of a two-semester sequence focused on a single topic or they may be two separate courses on two different subjects. Ideally, these courses will build on the knowledge and experiences students have gained during their previous years of school. These courses help prepare students for the history–social science courses required for graduation from high school and the standards that will be covered in each of these courses. The choice to offer history–social science electives and the selection of those courses is a local decision for districts and individual schools.

All history–social science elective courses should be consistent with the curricular goals provided by the *HSS Framework*. Counselors at the school level should assist in the placement of students in elective courses by determining their interests, needs, and abilities. Electives provide an excellent opportunity for teachers to prepare students for advanced course work and to integrate research-based practices in civic education, including simulations of the democratic process, service-learning, and current events.



The recommended elective courses in the *HSS Framework* include the following:

- ***World and Regional Geography.*** How does a society’s geographic location and environment shape work and living opportunities as well as relationships with people outside of that society?
- ***Modern California.*** What enabled California’s rapid growth?
- ***Physical Geography.*** How do the Earth’s systems operate independently and in relationship to one another, and what has this meant for humans over time?
- ***Survey of World Religions.*** What do people believe, what practices do they follow as a result of their beliefs, and why is it important to understand these various religions?
- ***The Humanities.*** What does the evidence tell us about how an individual understands, justifies, and orders his/her own existence, role in society, and relationship to the cosmos and the divine?
- ***Anthropology.*** Why are people who they are, and why do they do what they do?
- ***Psychology.*** What principles govern and affect an individual’s perception, ability to learn, motivation, intelligence, and personality?
- ***Sociology.*** What external forces shape people’s lives and make them who they are?
- ***Women in United States History.*** How did American women shape the nation’s history?
- ***Ethnic Studies.*** How have race and ethnicity been constructed in the United States, and how have they changed over time? How do race and ethnicity continue to shape the United States and contemporary issues?
- ***Law-related Education.*** How can the legal system protect civil rights and promote justice in American society?
- ***Financial Literacy.*** How can I best manage my money to make sure I have enough to reach my financial goals?



Grade Ten

The tenth-grade *HSS Framework* chapter covers more than 250 years of world history by highlighting the intensification of a truly global history as people, products, diseases, knowledge, and ideas spread around the world as never before. The course begins with a turning point: the transition in European systems of governance from divine monarchy to a modern definition of a nation-state organized around principles of the Enlightenment, including representative government; liberty and freedom; and legal, social, and economic equality. The course ends with the present, providing ample opportunities for teachers to make connections to the globalized world in which students live. As students move through the years 1750 through the present, they consider how a modern system of communication and exchange drew peoples of the world into an increasingly complex network of relationships in which Europe and the U.S. exerted great military and economic power. The chapter encourages students to explore how people, goods, ideas, and capital traveled throughout and between Asia, Africa, the Americas, and Europe. They analyze the results of these exchanges.

The ability to see connections between events and larger social, economic, and political trends may be developed by having students consider the most fundamental changes of the era.

Some of the questions that frame this year’s investigation include the following:

- How did ideas associated with the Enlightenment, the Scientific Revolution, the Age of Reason, and a variety of democratic revolutions develop and impact civil society?
- Why did imperial powers seek to expand their empires? How did colonies respond? What were the legacies of these conquests?
- Why was the modern period defined by global conflict and cooperation, economic growth and collapse, and global independence and connection?



The tenth-grade chapter features a classroom example in which students learn about the divine monarch as it was articulated in a 1610 speech from King James I. Investigating the question **How did King James I argue that kings are like gods?** encourages students to search for claims, evidence, and logic in the construction of political arguments. The chapter also contains a classroom example about tyranny and the rule of law as articulated by ancient philosophers and Enlightenment thinkers. Students consider the

question **How did tyranny and the rule of law influence revolutionaries?** by reading excerpts from Rousseau as well as Plato and Aristotle. In addition, there is a classroom example in which students address the questions **What were the causes and effects of imperialism?** and **How did Europeans justify the expansion of their colonial empires?** This classroom example focuses on collaborative teaching by the history–social science and English language arts teachers. Students read Chinua Achebe’s *Things Fall Apart* in their English language arts class as they learn about colonization from a variety of other primary and secondary perspectives that represent the colonists’ and colonizers’ voices in their history–social science class. Finally, the chapter contains a classroom example in which students consider the question **How did China pursue an “alternative path” to reform in the 1980s?** by examining China’s economic transformations and humanitarian crises at the end of the Cold War.

This chapter also contains lesson ideas on a number of topics in world history, including 1) the impact of industrialization upon nation-states and ordinary people; 2) the causes and effects of the Mexican Revolution; 3) World War I and its effects on nations and people; 4) the Russian Revolution; 5) the way the Cold War was waged in multiple spots around the globe; and 6) the impact of globalization in recent times.

Grade Eleven

In eleventh grade, students examine major developments and turning points in U.S. history from the late nineteenth century to the present. This was a period when the nation experienced significant economic, political, and social transformations, which created incredible benefits as well as new challenges for its citizens. Given the breadth of content addressed throughout eleventh grade, the *HSS Framework* encourages teachers to approach the span of modern American history by relying upon the guiding questions and key themes that unite the material. This strategy allows teachers to develop some topics in greater or lesser detail, provided that they connect to broader questions of the course. Four themes that organize the eleventh-grade *HSS Framework* chapter are 1) the expanding role of the federal government; 2) changes in racial, ethnic, and gender dynamics in American society; 3) the U.S. as a major world power; and 4) the evolving definition of American citizenship and freedom. These themes allow for disciplinary understanding—such as learning to identify cause and effect or context—to take shape in a historically significant sequence.

Some of the questions that frame this year’s investigation of the past include the following:

- How did the federal government grow between the late nineteenth and twenty-first centuries?
- What does it mean to be an American in modern times?
- How did the United States become a superpower?
- How did the United States’ population become more diverse over the twentieth century?

The classroom examples in the eleventh-grade chapter include a lesson on child labor during industrialization in which students wrestle with the question **How old should you have to be to work?** In this classroom example, students explore a variety of primary sources, such as Lewis Hines’s photographs, and engage in a structured academic conversation and claims-based writing activity by developing an opinion piece for a newspaper. The eleventh-grade chapter also features a classroom example about Langston Hughes’ 1926 poem, “I, too, sing America.” Students, individually and in groups, engage in a close read, breaking apart the text to identify the poem’s purpose. The chapter draws from the History Blueprint curriculum from the California History–Social Science Project, a free curriculum resource, and it includes classroom examples that address America’s involvement in Cold War struggles around the globe. One of the Cold War activities is a project in which students research and construct a physical or virtual museum exhibit that addresses the question **How did the U.S. contain communism at home?** by focusing on gender and family norms (including sources that explain the scope of the Lavender Scare), Soviet and American spying and espionage, and changes in atomic and environmental policies. Another classroom example that appears in the eleventh-grade chapter is one in which students research and prepare an essay on the question **What did the U.S. lose in Vietnam?**



Using a variety of writing supports—including the voices of American military and political leaders, soldiers, and ordinary Americans—students are guided through the process of selecting evidence and developing arguments and counterarguments to support their responses.

The eleventh-grade chapter also features lesson ideas for 1) the cultural changes of the 1920s, including LGBT-oriented sub-cultures; 2) a lesson in which students explore the relationship between movements for equality (including the civil rights movements of African Americans, Mexican Americans, native Americans, Asian Americans, LGBT Americans, American women, and Americans with disabilities) by considering the question **How did various movements for equality build upon one another?**; and 3) a comparison between the immigrant experience in recent times versus a century earlier. The chapter also includes examples of civic engagement in which students might participate in voter registration drives or attend local government meetings.

Grade Twelve: Principles of American Democracy

In the twelfth-grade Principles of American Democracy one-semester course, students pursue a deeper understanding of American government. The *HSS Framework* chapter explains that this course is the culmination of the civic literacy strand of history–social science that prepares students to vote and to be informed, skilled, and engaged participants in civic life. As this course progresses, students will learn about the responsibilities and rights they have or will soon have as voting members of an informed electorate. Students will review how, over time, these rights and responsibilities expanded, including the broadening of the franchise from white males with property to all white males, then to men of color who were born or naturalized in this country, then to women, and finally to citizens 18–21 years old. The chapter also highlights the American system of government in relation to other systems. Students conclude their study of American government with an exploration of both historical and modern problems of American democracy.



Some of the questions that frame this semester-long investigation of the American government include the following:

- How much power should government have over its citizens?
- What rights and responsibilities does a citizen have in a democracy?
- What problems are posed by representative government, and how can they be addressed?

One of the classroom examples from the twelfth-grade government chapter focuses on the executive branch of the federal government by directing students to construct a multimedia museum exhibit about presidential powers. By working in groups to research a particular event or presidential act, students conduct guided research and curate artifacts that explain how their exhibit symbolizes the presidency of their assigned leader. The chapter also contains a classroom example in which students engage in judicial review by analyzing historical U.S. Supreme Court decisions relating to freedom of speech, religion, or privacy.

Twelfth-grade government lesson ideas include 1) a close read of key Federalist Papers; 2) a study of the distribution of power and influence within and around the federal government; 3) ways to research current events and struggles of governments around the world; and 4) a research project on a social problem or issue.

Grade Twelve: Principles of Economics

The twelfth-grade economics chapter provides students with an opportunity to consider the impact of choice upon individuals, groups, and institutions. In this one-semester course, students examine more deeply the economic choices they make and explore how these choices have consequences that ripple across the world. They also study the forces that can constrain those choices and impose costs on economic decisions. Students will deepen their understanding of fundamental economic concepts like cost-benefit analysis by learning about economics through investigative questions that often put them at the center as consumers or producers. This chapter also encourages students to analyze the American economy in a global setting. Students will explore how the federal government affects the American economy. They will learn about the labor market in a national and global setting and see themselves in it by identifying which jobs will be growing in the near future and what the education requirements are for certain jobs. They will analyze aggregate economic behavior of the U.S. to learn about how unemployment and interest rates, for example, affect the country. And they will explore issues related to international trade. To achieve all of this, students learn to apply basic economic principles and methods of analysis, building on the knowledge of economics gained in their studies in earlier grade levels.

Some of the questions that frame this semester-long investigation of the principles of economics include the following:

- How is economics about scarcity, investment, growth, employment, competition, protection, entrepreneurship, and markets?
- What does it mean to be financially literate?
- How do worldwide markets affect me?

The classroom example in the twelfth-grade economics chapter encourages students to investigate the question **How does globalization affect me?** Students get an up-close and broad view of how globalization affects their daily lives by identifying one personal item, such as a smartphone or backpack, and tracing how that item (and they, by extension) participated in the global economy from inception and collection of raw materials to processing and trade.



Twelfth-grade economics lesson examples include 1) an initial activity about personal budgeting and financial literacy; 2) an examination of the role of producers and consumers in a market economy, including the processes of supply and demand, along with the government's intervention in some marketplaces; 3) an activity about the functioning of banks and markets; and 4) a study of the labor market, with an exploration of wages and unions.



Topic-Specific Guidance

The remaining chapters of the *HSS Framework* provide additional support for effective instructional practice in history–social science. These chapters support teachers, administrators, and other educators as they implement the new framework. A brief summary of each chapter is provided in this section.

Assessment

The “Assessment” chapter opens with the question **Am I using this assessment for the purpose for which it is intended?** The chapter provides both a theoretical rationale for the use of formative and summative assessments, as well as concrete examples that highlight how assessment can be used to deepen student content knowledge, increase literacy, and improve critical thinking. The most important takeaway from this chapter is that assessments should provide teachers with meaningful and timely feedback that they can use to modify instruction to meet the needs of their students.

Access and Equity

The “Access and Equity” chapter offers both an overview of the needs of specific student groups, as well as discipline-specific tools that educators can use to differentiate instruction in order to promote student learning across diverse classrooms. This chapter provides extensive guidance—aligned with the CA ELD Standards—for instruction of English learners. In addition, there are suggestions for addressing the needs of lesbian, gay, bisexual, and transgender students—who often suffer bullying and other harassment that make them feel unsafe and interfere with learning—and a section on culturally responsive teaching that helps teachers address the needs of the diverse California classroom.

Instructional Strategies

The “Instructional Strategies” chapter provides greater context for the pedagogical approach to student learning in history–social science embedded throughout the grade-level course descriptions by detailing the disciplinary practices in history, geography, economics, and civics. This chapter also provides an extended discussion about the development of student literacy in history–social science through an integrated approach that both improves student content knowledge and expands academic literacy.

Professional Learning

Teachers will likely need substantive and high-quality professional learning support in order to implement the instructional shifts embedded within this new framework. The “Professional Learning” chapter provides a vision for that learning, suggestions for assessing the quality and learning goals for this work, and advice for administrators seeking to integrate history–social science support within their larger professional learning communities.

Appendixes

The *HSS Framework* includes a number of extensive appendixes designed to provide additional guidance and support for educators seeking to improve student learning. Appendix A details the capacities of literate individuals. Appendix B offers teachers suggestions for questions that enable students to explore the past at different scales of time, place, and subject matter and through different themes. Appendix C lists the California HSS Standards including the Historical and Social Sciences Analysis Skills. Appendix D offers suggestions for high school teachers on teaching the contemporary period. Appendix E provides an extended examination of the benefits of civic learning. Appendix F offers concrete and helpful advice for teachers on teaching about religion in history–social science. Appendix G lists the Environmental Principles and Concepts, as well as summaries of the history–social science curriculum units created by the Education and the Environment Initiative. Finally, Appendix H provides an overview and examples of service learning.

