

HSS Framework 101



August 2016

SCCOE community,

The curriculum framework was adopted by the State Board of Education on July 14, 2016. What happens next?

The State Board of Education, The University of California's California History-Social Science Project (CHSSP), and the SCCOE are working together to support teachers, administrators, and districts with how to utilize the HSS Framework over time to "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." (HSS Framework Intro pg1).

Does the framework include new standards? No. [\(Click here for more.\)](#) The **standards** are the "**what**" teachers will continue to teach. The **HSS Framework** is the "**how**", and will work in concert with the California Common Core State Standards, as well as the C3 and ELA/ELD Frameworks. Think of the HSS framework as the intellectual guide that will assist in developing the historical thinking and habits of mind students will carry with them through future experiences.

Having recently attended several CHSSP workshops, the information below is a brief culmination of quick "need-to-knows". Hope this helps! Please keep checking the [SCCOE HSS website](#) for updates. In addition, feel free to contact me with questions, or professional learning needs.

Best Regards,

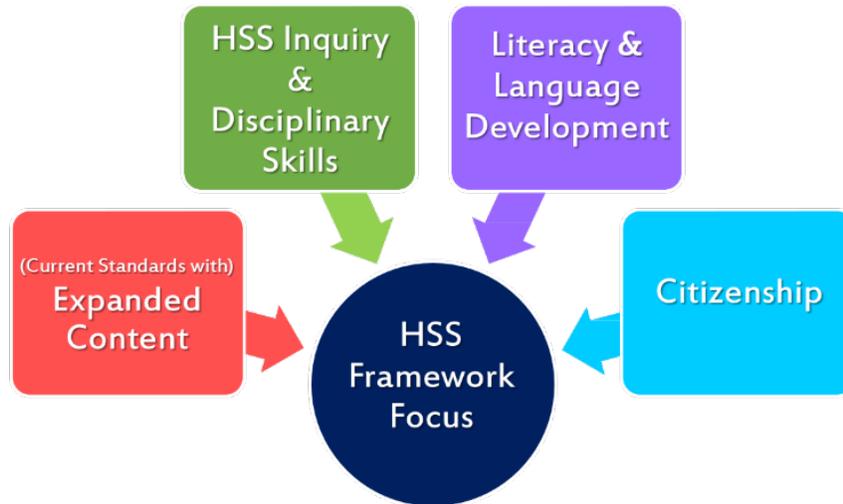
A handwritten signature in blue ink, appearing to read "Cavante".



California's New History-Social Science Framework

A Brief Synopsis and Thoughtful Suggestions

(as provided by The University of California's California History-Social Science Project)



SBE Guidelines for HSS Framework Revision (excerpts, adopted September, 2014)

- The updated History–Social Science Framework for California Public Schools shall:
 - Be **aligned to the state-adopted history–social science standards** adopted by the SBE in October 1998.
 - Include accurate information based on **current and confirmed research**.
 - **Follow the organization and design of other standards-based frameworks, when appropriate.**
 - Be **accessible and inclusive** to all students.
 - Promote the values of **civic engagement and civic responsibility**.
 - Align to the Literacy Standards for History/Social Studies within the **California Common Core State Standards** for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, as appropriate.
- Sample Topics to be addressed because of statutory requirements:
 - ✓ Financial Literacy
 - ✓ Great Irish Potato Famine
 - ✓ Cesar Chavez
 - ✓ Farm Labor Movement
 - ✓ Environmental Principles & Concepts
 - ✓ LGBTQ and Disability History (Fair Act, or SB48)
 - ✓ Mexican Repatriation Program
 - ✓ Use of oral histories to teach about Bracero program & WWII veterans

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- Keep calm and historian on
 - HSS Framework understandings, rollout, adjustments, etc will take time, as will the textbook adoption.
 - Don't bite off more than you can chew. Review your grade level first. Choose an area or two you think is/are an area of growth opportunity and start there.
 - Review the questions within the framework. Which can be used to frame your year, unit, lessons, investigations, readings?

Major Shifts in World History within California's New History-Social Science Framework

World History Themes/Inquiries

- Environment and society
- States and power
- Religions and philosophies
- Increasing interconnection between regions over time

6th Grade: Additions

- Environmental connections
- Contacts between civilizations
- Persia

7th Grade: Extensive Revision to the Units

Grade 7 Units (as found in Chapter 11 in the Framework)

- 1 The World in 300 CE (Interconnections in Afroeurasia and Americas)
- 2 Rome and Christendom, 300 CE to 1200 (Roman Empire, Development and Spread of Christianity, Medieval Europe, Sicily)
- 3 Southwestern Asia, 300 to 1200; World of Islam (Persia, Umayyad & Abbasid Caliphates, Development and Spread of Islam, Sicily, Cairo)
- 4 South Asia, 300 to 1200 (Gupta Empire, Spread of Hinduism and Buddhism, Srivijaya)
- 5 East Asia, 300 to 1300 (China during Tang & Song, spread of Buddhism, Korea & Japan, Quanzhou)
- 6 West Africa, 900- 1600 (Ghana, Mali)
- 7 Americas, 300 to 1490 (Maya, Aztec, Inca)
- 8 Sites of Encounter in Medieval World, 1200-1490 (Mongols, Majorca, Calicut)
- 9 Global Convergence, 1450-1750 (Voyages, Columbian Exchange, Trade)
- 10 Networks, Gunpowder Empires; Colonialism in Americas & Southeast Asia, Atlantic World)
- 11 Impact of Ideas, 1500-1750 (Spread of Religions; Reformation; Renaissance, Scientific Revolution, Enlightenment)

10th Grade:

Inquiries/New Big Questions

- Conflict/Cooperation; Economic Growth/Collapse; Independence/Connection
- Who holds power? Why?
- What is the State?
- How is national identity constructed?

New Topics to Consider

- Mexican Revolution
- The Ottomans: Balfour Declaration Armenian Genocide
- WWII Korean Comfort Women
- CW Hot Spots: Algeria Afghanistan Cambodia
- Globalization since 1990

Major Shifts in US History within California's New History-Social Science Framework

US History Themes/Inquiries

- Citizenship (Freedom, American National Identity)
- Movement (Migration, Immigration)
- Identity (Race, Class, Gender, Ethnicity)

- ❖ *California should not be an afterthought.*
- ❖ *Pedagogical and literacy components are organized in an intentional scope and sequence.*

5th Grade: *Contact-Early Republic: (15th century – early 19th century)*

- Framing Questions
 - Why did different groups of people decide to settle in territory that would become the United States?
 - How did 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?
 - Why did the nation expand?

8th Grade: *Revolution-Industrialization: (late 18th century – early 20th century)*

- Framing Questions
 - 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?

11th grade: *Reconstruction/Industrialization- Modern Times (late 19th century – present)*

- Framing Questions
 - How did the federal government grow between the late 19th and 21st 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 20th century?