

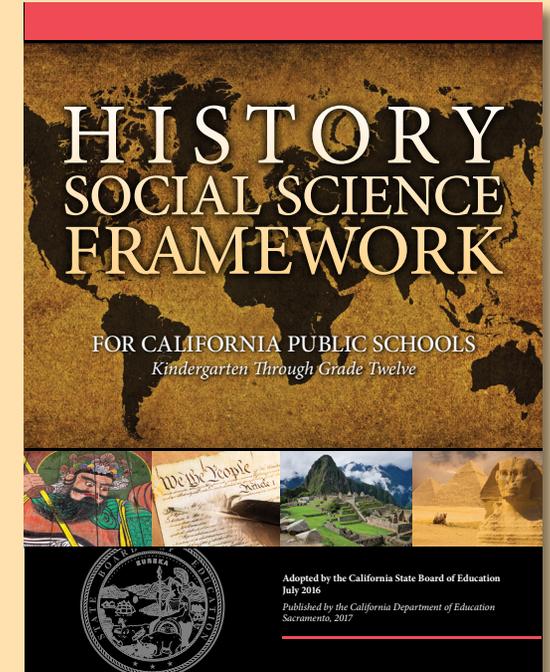
Optional Survey

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https://www.surveymonkey.com/r/CC_Doc_Use_Survey

An Overview of the New History–Social Science Framework for California Public Schools

HIGH SCHOOL



This pamphlet is part of a series that provides a brief summary of the main instructional shifts in the curriculum framework adopted by the State Board of Education on July 14, 2016. The framework provides guidance for teachers and administrators in implementing a rigorous, standards-based, and student-focused curriculum in history–social science.

Content

The California curriculum framework incorporates new scholarship and recent state mandates such as the Fair, Accurate, Inclusive, and Respectful (FAIR) Act. The course descriptions for grades nine through twelve have been completely rewritten to tell a story that reflects the contributions of many diverse groups to the development of California and the United States.

Inquiry

This framework is rooted in a strong emphasis on student inquiry. The goal is not just to tell students **about** history–social science but to teach them the skills to **do** history–social science. The framework calls upon students to conduct research (both guided and independent), evaluate primary and secondary sources, develop arguments, and make presentations.

Literacy

The framework views the development of student literacy as a shared enterprise within all content areas. The curriculum includes an emphasis on giving all students access to the academic vocabulary and skills necessary for success in college, careers, and civic life.

Citizenship

The history–social science curriculum places a strong emphasis on democratic values in the relations between citizens and the state. It encourages teachers to help their students practice the skills of engaged citizenship.

The Role of the Framework

The role of a curriculum framework is to provide guidance to teachers and administrators. While some of the content in the current framework is mandated by state law, the majority of decisions that affect classroom instruction are made at the local level by the school and district administrators and the governing board of the school district.



You can find more information about the framework on the California Department of Education History–Social Science Curriculum Frameworks Web page at <https://www.cde.ca.gov/ci/hs/cf/>.

The *California History–Social Science Content Standards for California Public Schools* can be viewed and downloaded at <https://www.cde.ca.gov/be/st/ss/>.

Produced for the Consortium for the Implementation of the Common Core State Standards under the leadership of the Curriculum Frameworks and Instructional Resources Division of the California Department of Education and the Sacramento County Office of Education.

Grade Nine

Grade nine is an elective year in the California curriculum. Local districts decide whether to offer history–social science electives and which courses to offer. The framework recommends 12 elective courses, including:

- ▶ World and Regional Geography
- ▶ Modern California
- ▶ Survey of World Religions
- ▶ Women in United States History
- ▶ Ethnic Studies
- ▶ Financial Literacy



Grade Ten

In grade ten, students study world history and geography from the late eighteenth century to the present. The narrative course description highlights examples from around the world, including diverse topics such as industrialization, colonialism, the causes and effects of the world wars, revolutions, and globalization.

The framework uses **guiding questions** at each grade level to direct instruction toward student investigation and research, allow students to explore topics in depth, and to answer important questions for themselves. These guiding questions

are part of the inquiry-based approach of this framework. Some of the guiding questions from grade ten include:

- ▶ How is national identity constructed?
- ▶ Why was the modern period defined by global conflict and cooperation, economic growth and collapse, and global independence and connection?
- ▶ What was totalitarianism, and how was it implemented in similar and different ways in Japan, Germany, Italy, and the Soviet Union?
- ▶ How has globalization affected people, nations, and capital?

Grade Eleven

In this grade, students study modern American history. This course includes an emphasis on the contributions of many diverse groups of people to the story of America, including ethnic, cultural, and religious minorities; lesbian, gay, bisexual, and transgender individuals; and the disabled.

The framework includes more than 30 **classroom examples**. As part of the framework's emphasis on literacy development, these sample lessons include correlations to the California history–social science standards, the California Common Core language arts and literacy standards, and the California English language development standards. Grade eleven includes the following classroom examples:

- ▶ Working Children
- ▶ The Harlem Renaissance
- ▶ Containing Communism at Home, a Museum Exhibit
- ▶ The Vietnam War

Grade Twelve

Grade twelve includes two semester-long courses that are both required for graduation from high school: Principles of American Democracy and Principles of Economics.

Principles of American Democracy addresses how government works, with an emphasis on the United States and how its system contrasts with other kinds of government. The goal of the course is to prepare students for becoming informed and engaged participants in civic life.

Principles of Economics includes not only classic micro- and macroeconomic concepts but also a discussion of the impact the government has on the economy, the effects of globalization, and the importance of financial literacy.

