

Getting Ready for Framework Implementation

By Beth Slutsky and CHSSP site directors

In this blog, we wanted to provide readers with a sampling of how the HSS Framework is starting to get implemented across the state. To do this, we turned to the local History Project sites at different universities around the state. We asked them to give us a sense of some of the local work that they're doing with districts and teachers on the ground. As you'll read, even though it's the middle of summer, teachers are excited and interested in the nuts and bolts of shifting their instruction. This seems to be occurring across the grade levels and content areas. And it's only the beginning. Based on this statewide survey, you'll see that the HSS Framework has important implications for teaching opportunities this coming school year.

The CSU Dominguez Hills Project highlights its work with elementary teachers:

Teachers from LAUSD and West Covina have been attending workshops introducing the HSS Framework. This summer, the Framework has guided our exploration of historical inquiry and disciplinary thinking. Our elementary school teachers are also making new plans to use the framing questions, primary sources, and other informational texts with their students this year. Lisa Hutton, the CSU Dominguez Hills director is working with teachers as they plan for shifting their current instruction and reflect on the changes that they will need to make to make the shifts. Model lessons help demonstrate the shifting content and concepts, disciplinary thinking, and ELA/ELD that are intertwined in the lessons.

The UC Irvine History Project highlights its work with 7th-grade teachers:

The UCI History Project has partnered with schools and districts to develop lessons, units, and assessments as teachers continue to implement the literacy standards of the Common Core into their history courses. As we write this curriculum, we have been using the Framework to guide the inquiry questions within the year-long curriculum presented at each grade level. While the Framework's narrative for the 7th grade world history course may be one of the most revised set of standards, it also presents exciting opportunities to work with students to consider important moments in history by deeply investigating a relevant historical question.

Part of the challenge of the curriculum is deciding when to go deep and what topics to include (and also exclude). I experienced this first-hand when choosing what to include in the Reformation unit. This topic is so specialized and complicated and we want our student to understand historical actors, change over time, nuances in religious history, just to name a few. To guide my choices, I used the Framework question, "How did the Reformation divide people and states?" Then I decided to focus on Germany as a case study since the Reformation so profoundly divided the regions, principalities, and people in this area of Europe. Students engage in an analysis of primary and secondary sources to answer the question in groups by developing a claim. This lesson will allow students to consider the larger question within the context of one area and develop their own interpretations using evidence and discussion.

The lesson can be found [here](#). Our next step is to support teachers as they consider this period within a global context during a time of great change in religious ideas across the world. We will support teachers to integrate the inquiry question, "How did world religions change and spread during the early modern period?" with a lesson on Sikhism in the early modern world. Stay tuned!

The UC Berkeley History Project highlights its work with 9th-grade world cultures teachers and 11th-grade modern U.S. History teachers:

The UCB History-Social Science Project has just begun partnerships with area districts and county offices to introduce the Framework to teachers and administrators. Recently we worked with the 9th and 11th grade teams in the San Rafael City Schools to use the framework to redesign their 9th grade World Cultures and 11th grade US History courses, respectively. The first take away that teachers had was the inclusion of inquiry questions -- both as drivers for an entire course as well as to direct individual units. The teachers used the examples included in the Framework as models to create their own course level questions. They then began reflecting on how the drafted question could help them decide where to place emphasis with regard to the standards. At the start of the summer, UCBHSSP spent three days with a teacher leader group in San Jose. These teachers had worked with UCBHSSP for two years on integrating literacy and technology in HSS classrooms. These teachers were given time to deeply think about what the Framework will mean to their instruction, begin re-conceptualizing their classes, and draft discrete lessons. These sessions provided them with the opportunity to step back and reflect on the big picture. It also prepared them to support the learning that will take place at their sites and in all district meetings during the 2016-2017 school year. In addition to continuing this work with teachers next year, UCBHSSP will be partnering with area county offices of education to lead a series on the HSS Framework and implementation for district history representatives throughout the partnering counties.

The UCLA History and Geography Project highlights its work with 12th grade economics teachers:

The UCLA History-Geography Project introduced the new History Social-Science Framework to a group of Economics teachers in January of this year in order to support their transition to pacing plans reflective of the Common Core Standards as well as the Framework. We first passed out Chapter 17 and 18 of the History Social-Science Framework (2nd filed draft) and asked them to do some close reading while focusing on the following questions, "What is different?" and "What is helpful?". After the close read, teachers shared the following:

- The new Economics Framework is inquiry based, which is extremely helpful as it relates to creating a pacing guide that is driven by essential (or driving) questions.
- The focus on inquiry questions translated to terrific brainstorming about potential lessons and units of study.
- The chapter on Economics (chapter 18) places an emphasis on financial literacy and financial independence, thus making the subject more relevant to the lives of students.
- The new Economics Framework does a terrific job of explaining how the subject should be taught in light of the Common Core.

The UC Davis History Project highlights its work with its Teacher Research Group:

The UC Davis History Project has assembled a group of regional teacher leaders who will work to implement the HSS Framework at the local level. This summer, our group of teachers participated in a rigorous week-long workshop in which they were trained about the broad instructional shifts in the Framework, learned about thematic trends in world and U.S. history, and started to plan for implementation by incorporating the Framing questions into many of their existing materials. Over the course of the next several months our Teacher Research Group will present at Framework events with local districts and schools, and demonstrate their new lessons, which will soon include student work.