



INSERT OFFICE OR DIVISION NAME

To: OUSD Board of Education  
From: David Chambliss, Deputy Chief of Teaching & Learning  
Subject: **History-Social Studies Board Update**  
Date: April 12, 2017

### OVERVIEW & OBJECTIVE

Our OUSD History-Social Studies Department works to support teachers to create classrooms where:





1. Students actively inquire about the past rather than memorize facts. Students critically evaluate the past and connect to the present through reading, writing, listening and speaking, to meet the expectations of the 2016 CA History-Social Science Framework and Common Core Literacy Standards.
2. Students' identities and experiences are valued, content and pedagogy are culturally responsive, and students understand others' histories and cultures. *As education researcher James Banks wrote, the challenge is "to make effective instructional use of the personal and cultural knowledge of students while at the same time helping them reach beyond their own cultural boundaries."*
3. Students are empowered civic actors who can draw lessons from the past to better understand present dilemmas, and learn how to take positive action to meet challenges in their local and global communities.

Our ongoing work is to build history teacher capacity around the Common Core literacy standards (which call out the History content as a vehicle for literacy), district-wide implementation of the 2016 CA History-Social Science Framework, and a high quality assessment system. These three levers will drive thoughtful classroom instruction that supports all our students to be college, career, and community ready. Students who experience highly effective History-Social Studies instruction receive a "double-dose" of literacy and language support, in addition to critical and history thinking.

### SUMMARY

The new CA History-Social Science has made explicit the important shifts we need to collectively make:

## History-Social Science Now: Deeper Learning through...

<p><b>1. Content</b> </p> <p>"questions and topics of disciplinary significance rather than learn to memorize discrete pieces of information that do not appear to connect to broader issues"</p>	<p><b>2. Inquiry</b> </p> <p>"power to recognize societal problems; ask good questions and develop robust investigations into them; consider possible solutions and consequences; separate evidence-based claims from parochial opinions; and communicate and act upon what they learn"</p>
<p><b>3. Literacy</b> </p> <p>"reading and writing ... that will be most relevant to students' daily lives as they mature and learn to craft argumentative essays in college or develop the skillset necessary for careers now and in the future"</p>	<p><b>4. Citizenship</b> </p> <p>"to take an active role as citizens and know how to work for change...to understand the value, the importance, and the fragility of democratic institutions, [and] to recognize their responsibility as members of the global community"</p>



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<b>Implementation (2017-18)</b>
Support district-wide administration, scoring, and analysis of Common Core aligned History Writing Tasks, which mirror the SBAC essay questions
Engage teachers, principals, and families in piloting and curriculum review in preparation for K-12 History curriculum adoption (last adoption was 2006, which means that President Obama is not included in our textbooks)
Create and deliver training modules (in-person and digital) for history teachers on such topics as: 1) the FAIR Act/SB48 (inclusion of LGBT and people with disabilities into our curriculum), 2) the newly released 2016 History-Social Science Framework, 3) supporting ELLs and struggling readers through the History content
Train and coach site-based History PLC Facilitators (classroom teachers) who will lead their school History departments to analyze student work and teacher instruction
History specialists (teachers on special assignment) to support our district's K-12 history-social studies teachers with the above (district wide work in <u>assessment</u> , <u>curriculum adoption</u> , and <u>coaching and professional learning</u> )