

While you wait for the meeting to begin,
please pick up the handouts and review
the History-Social Science materials
currently in use in our LUSD classrooms

Lodi Unified School District
History / Social Studies Parent Informational Meeting

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Assessment

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May 20, 2019
and
May 23, 2019

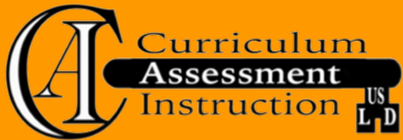
Agenda

1. Welcome, introductions, Norms
2. Review Handouts
3. Overview of the Framework
 - a. Changes to the Framework / Grade Level / Content Areas
 - b. New Instructional Practices
4. District Adopted Curriculum
5. Questions, Comments, Feedback

Lodi USD

Common

Norms



Be Actively Engaged - 100% Present

- Be on time.
- Attend entire meeting/event unless prior arrangements have been made.
- Silence cell phones/devices.
- Limit “sidebar” conversations.
- Keep other work away.

Be open to new ideas, opinion, and/or rationale.

- Consider the thinking of others.
- Summarize viewpoints.
- Clarify by questioning.
- Seek first to understand then to be understood.

Be hard on ideas and soft on people.

- Respect and listen to others voices.
- Presume the positive.

Present your opinions using “I” statements.

- “I notice...” “I am...” “I think...” “I suggest...” to reinforce the other norms

Lodi Parent Night

Objective:

To come as parents, students, school officials, and teachers from our district to discuss the changes that are reflected in Social Studies with the arrival of a new State Adopted Framework and how that will look in our classrooms.

Education Vocabulary

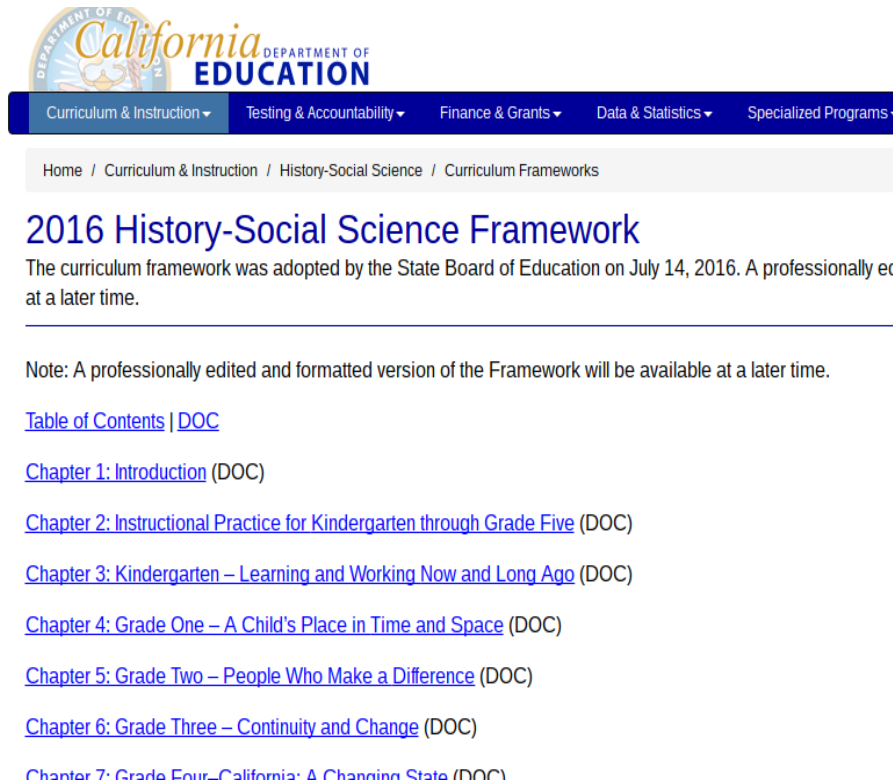
- **Adoption** - The Act of a school district selecting new materials (textbooks, curriculum, programs, etc...) to use in the classroom
- **Framework** - Outline for how a Subject should be covered and taught divided up by grade level.
- **Standards** - Discrete content areas that should be covered for each grade level
- **Inquiry** - Questioning techniques that can drive students and teachers to dive deeper into the subject matter

Education Vocabulary

- **Common Core** - New National Framework that helps to integrate all the subjects into
 - **ELD** - English Language Development - Second Language Students
 - **ELA** - English Language Arts
- **Primary Source** - Source of information created at the time of an event
- **Secondary Source** - Source of information once removed from an event

Organization and Format

- Organized by grade levels
- Online and Downloadable
- Chapters for Each Grade Level
- Guiding Questions



The screenshot shows the California Department of Education website. The header includes the state seal and the text "California DEPARTMENT OF EDUCATION". A navigation bar contains links for Curriculum & Instruction, Testing & Accountability, Finance & Grants, Data & Statistics, and Specialized Programs. Below the navigation bar is a breadcrumb trail: Home / Curriculum & Instruction / History-Social Science / Curriculum Frameworks. The main heading is "2016 History-Social Science Framework". The text below states: "The curriculum framework was adopted by the State Board of Education on July 14, 2016. A professionally edited version will be available at a later time." A note below this states: "Note: A professionally edited and formatted version of the Framework will be available at a later time." A list of links follows: "Table of Contents | DOC", "Chapter 1: Introduction (DOC)", "Chapter 2: Instructional Practice for Kindergarten through Grade Five (DOC)", "Chapter 3: Kindergarten – Learning and Working Now and Long Ago (DOC)", "Chapter 4: Grade One – A Child's Place in Time and Space (DOC)", "Chapter 5: Grade Two – People Who Make a Difference (DOC)", "Chapter 6: Grade Three – Continuity and Change (DOC)", and "Chapter 7: Grade Four – California: A Changing State (DOC)".

Curriculum & Instruction Testing & Accountability Finance & Grants Data & Statistics Specialized Programs

Home / Curriculum & Instruction / History-Social Science / Curriculum Frameworks

2016 History-Social Science Framework

The curriculum framework was adopted by the State Board of Education on July 14, 2016. A professionally edited version will be available at a later time.

Note: A professionally edited and formatted version of the Framework will be available at a later time.

[Table of Contents](#) | [DOC](#)

[Chapter 1: Introduction](#) (DOC)

[Chapter 2: Instructional Practice for Kindergarten through Grade Five](#) (DOC)

[Chapter 3: Kindergarten – Learning and Working Now and Long Ago](#) (DOC)

[Chapter 4: Grade One – A Child's Place in Time and Space](#) (DOC)

[Chapter 5: Grade Two – People Who Make a Difference](#) (DOC)

[Chapter 6: Grade Three – Continuity and Change](#) (DOC)

[Chapter 7: Grade Four – California: A Changing State](#) (DOC)

Content

- Inquiry Approach - “Questions of Significance” for history, economics, geography, and civics in each grade level chapter to guide content and pedagogy.



Changes

- **Not Euro-centered**
- **More inclusion of forming a national identity, all stories are important**
- **Emphasis on Primary Source analysis**
- **Emphasis on the “ordinary people”**



Changes

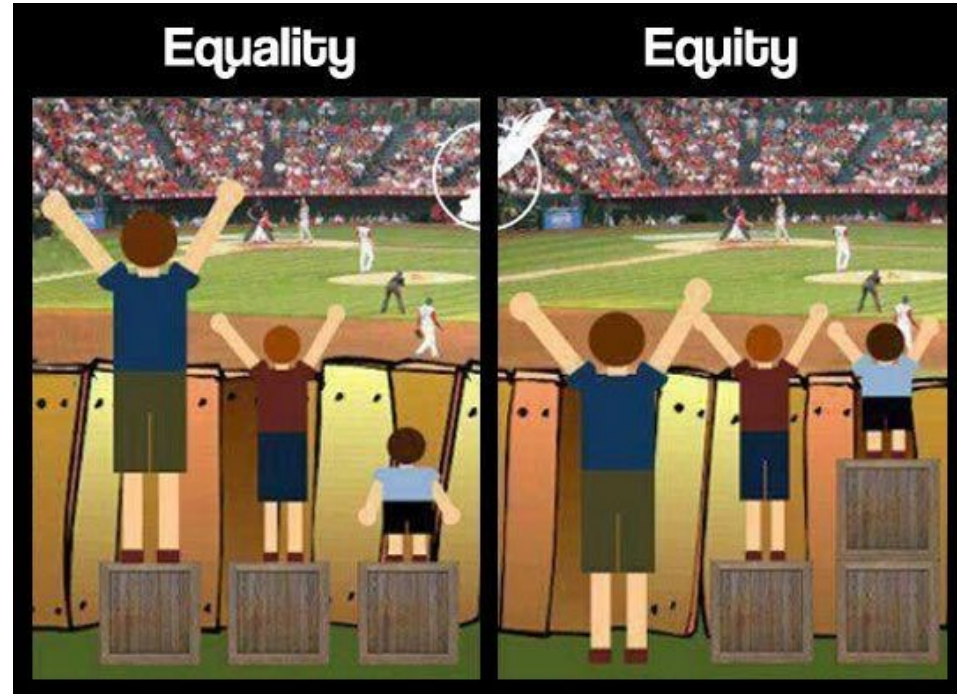
- **Attention to the diversity in our communities**
 - Including historically underrepresented voices (Women, LGBTQ, and Minorities)
- **American History updates to more contemporary topics**



Changes

- **Access and Equity**

A chapter added with attention to meeting needs of English Learners and students with special needs.



Curriculum Is All Inclusive



- Makes specific point, emphasizing all involved.
- Takes into consideration of diverse perspectives.
- History is everyone's story

Changes

- Thematic approach to History



Standards and Framework

- History is not discrete facts
- The Standards are Guidelines
- The Framework is how we teach history



K-2 Curriculum

Per the *CA HSS Framework*, our instructional materials use biography to portray the experience of men, women and children. Our materials include the roles and contribution of people from different demographic groups: Native Americans, African American, Mexican Americans, Asian Americans, Pacific Islanders, European Americans, lesbian, gay, bisexual, and transgender Americans, persons with disabilities, and member of other ethnic and cultural groups to the total development of California and the United States (From Education Code Section 60040).

Here are some specific instances of articles that pertain to requirements of the FAIR Act:

- Grade 1 Week 36: Famous Californians (Edwards Roberts, person with a disability)
- Grade 2 Week 34, Alan Turning, Inventors (LGBTQ/Tech)
- Grade 2 Week 36: Harvey Milk, People Making a Difference (LGBTQ/gay rights)

3-5 Curriculum

Grade 4

- Chapter 3, Lesson 1, “Why Did the California Indians Rebel?,” Research Companion (PP 118-127) explores cultural differences as a means of understanding the dynamics of Native and Spanish interaction, per *H-SS Framework* Chapter 7, PP 97-98. The discussion includes the role of Tongva Shaman Toypurina
- Chapter 4, Lesson 2, “How Did the Gold Rush Change California?,” Research Companion (PP. 174-177) students explore how the gender imbalance between woman and men in California during the gold rush era led to woman, who wished to participate in the gold rush, to pass as men, and men to take on women’s roles, per *H-SS Framework* Chapter 7, P.78.
- In Chapter 5, Lesson 1, “What Role Did the Transportation Revolution Play in the Growth of California?,” Inquiry Journal (PP. 172-173) students learn about stagecoach driver Charley Parkhurst, who was born as a female but wo lived as a male, per *H-SS Framework* Chapter 7, p. 79
- Chapter 6, Lesson 3 “Who Worked for Change in California?” Research Companion (pp. 268-269) covers the civil rights movements in California form the 20th century to today, including the gay rights movement culminating in the U.S. Supreme Court decisions *Hollingsworth V. Perry* and *Obergefell v. Hodges* and including the contributions and achievement of Harvey Milk, per *H-SS Framework* Chapter 7, P.90.

3-5 Curriculum

Grade 5

- Chapter 1 explores the diversity of Native American communities, including variation in gender roles and family life, *per H-SS Framework* Chapter 8, pp 127-128. Examples:
- Lesson 5, Research Companion (p.45): Role of women in Iroquois clans.
- More to Explore (online): American Indians two –spirit traditions, *per H-SS Framework*, Chapter 8, p. 98.
- Chapter 3 address early American gender roles and the relative rights of men and women in multiple context. Examples:
- Chapter Opener. Research Companion, (p.98) and Lesson 3, Research Companion (pp. 129-130): Women in Puritan society and the experiences of Anne Hutchinson, *per H-SS Framework* Chapter 8, pp.106-197. The inquiry Journal 9pp. 124-127) presents a Reader’s Theater on Anne Hutchinson.
- Lesson 1, Research Companion (p. 102): The significant challenges that Jamestown’s skewed gender ratio posed for the colony, *per H-SS Framework* Chapter 8, pp 103-105.
- Lesson 3 Research Companion (pp. 126-127): The signing of the Mayflower Compact, *per H-SS Framework* Chapter 8, pp. 106-107.
- Lesson 4, Research Companion (p.137): Relatively more rights for women in colonial New York and New Jersey *per H-SS Framework* Chapter 8, pp106-107.
- Lesson 4, Resa4rch Companion (p. 139): The context of the Quakers’ belief in gender equality and the larger role for women in religious practices, *per H-SS Framework* Chapter 8, p. 108.

6th Grade: World History

Ancient Civilizations

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

6-8 Curriculum

National Geographic Learning's *American Stories* middle school U.S. History program provides in-depth coverage of all content specified in the California Standards and Framework, and explores such topics as gender roles, mental healthcare and social reform, traditional and non-traditional family structures, human relationships, and cultural, racial, and social movements. The program contains diverse, accurate, and equitable coverage of all Americans, including minorities and LGBTQ individuals. It emphasizes the positive and varied contributions of minority groups, men, and women in the history of both California and the United States. A major theme in *American Stories* is personal identity and how it evolves and has changed throughout history. Students are encouraged to examine their identities and roles in their school and community and explore how identity plays a role in historical issues and debates.

6-8 Curriculum

- SE/TE evidence of LGBTQ Coverage, Gender Roles/Identity
- E p. 104: discussion of participation in town hall meetings regardless of gender, race, wealth, gender identity, or sexual orientation
- SE/TE p. 328: discussion of men and women working in separate spheres, and the close bonds between women that resulted
- SE/TE p. 340: discussion of alternative family structures that resulted due to slavery
- SE/TE p. 417: discussion of the mixed effect of frontier life on the relationships between men and women
- TE p. 418, biographical information about Charley Parkhurst
- SE/TE p. 421: biography of Charley Parkhurst, primary source describing Charley Parkhurst's life, critical thinking questions about Parkhurst and gender roles
- SE pp. 444-445, primary source: Walt Whitman's "Song of Myself" accompanied by biographical information about Whitman, his involvement in the transcendentalism movement, and his support for same-sex relationships and celebration of the people who were part of the growing diversity of the United States.

6-8 Curriculum

- SE p. 589, discussion of author Willa Cather's *My Antonia* and how prairie life impacted women
- SE p. 634-635, discussion of Jane Addams and her work pertaining to Hull House
- SE p. 694, Chapter 20 Chapter Review, question on relationship between Progressive movement and people of all sexual orientations
- SE p. R50, primary source: *Walt Whitman's America: A Cultural Biography* by David S. Reynolds (1996), includes information about Whitman's sexual orientation, non-traditional relationships, and American Society. Includes 3 student questions.
- SE p. R57, primary source: *The Young Miner* by Horatio Alger (1879), includes information about Alger's sexual orientation and how it impacted his involvement in society. Three student questions are also provided.
- SE p. R59, primary source: "Outing Jane Addams," by Nara Schoenberg (2007), includes a discussion of Addams' close relationship with Mary Smith and the concept of female companionship. Includes 3 student questions.
- SE p. R59, primary source: *Glimpses of Fifty Years: The Autobiography of an American Woman* by Frances Willard (1889), includes information about the complexities of relationships between women and men and how Willard herself sought relationships with women throughout her lifetime. Three student questions are also provided.

Questions & Comments

Thank You For Coming This Evening