

[Home](#) » Notes from the Director

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This Fall, we introduced the [History-Social Science Framework](#) to hundreds of educators in the Bay Area. We hosted orientation sessions at UC Berkeley and launched discrete and expansive implementation plans with local schools, districts, and county offices of education.

Teachers at Carondelet High School in Concord and at Brentwood and Liberty Union have begun explicitly planning for instruction of historical thinking. Carondelet teachers have developed a rubric to evaluate understanding of specific aspects of historical thinking – continuity and change and progress and decline – based on student writing. [Brentwood](#) and Liberty Union are developing specific lessons, which explicitly engage with historical thinking. This shift in planning elevates the role of disciplinary thinking in H-SS classrooms.

Teachers in San Jose, Eastside Union, [Hayward](#), and San Rafael have begun conceptualizing their courses around year-long questions. This elevation of inquiry promotes student engagement and understanding. It also helps teachers prioritize content within their grade span's content standards. We have found [these planning tools](#) particularly useful for guiding teacher planning.

This summer, we look forward to convening teachers to collaboratively plan based on the model of the H-SS Framework. We will host an [all grades planning institute](#) in late June, an [institute for 7th grade teachers](#) in July, and a [one day session on inquiry and civic engagement](#). Join us!

Check out these blog posts offered by our state office, the lead authors on the new Framework – [FAQs](#), [Key Shifts](#), and [Depth v. Breadth](#). Learn more about the official [H-SS rollouts](#) and our [summer programming](#), which will guide planning based on the H-SS Framework.