



Secondary History-Social Science Distance Learning Guide

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OUSD Vision for History-Social Science

[Click here for full vision statement.](#)

 Inquiry	 Literacy
 Content	 Civic Engagement



Introduction

Even during a normal school year, history-social science teachers are faced with tough decisions about which content to prioritize, and how to provide students with meaningful opportunities to practice thinking, reading, and writing like social scientists. These challenges are heightened by the distance learning context.

Nonetheless, we are still charged with providing quality history-social science instruction to all of our students, aligned to our OUSD vision for history-social science.

These guidance documents represent the collective best thinking of a team of OUSD history-social science teachers, who gathered this summer to consider what to prioritize in the 2020-21 school year. Our recommendations take into consideration 1) teacher survey data, 2) documents such as the [OUSD Ethnic Studies Framework](#), the [OUSD History-Social Science Vision](#), and [Achieve the Core's 2020-2021 Priority Instructional Content In ELA/Literacy and Mathematics](#), as well as our own experience working with Oakland students.

These materials are presented as supports and as recommendations, with the expectation that individual teachers and site history-social science departments will use their knowledge of students to make informed instructional decisions. The materials also make certain assumptions - for example, we expect to be in a mini-mester model, and the modified scope and sequences offer guidance as to how to prioritize units within that model. The unit plans offer thinking as to how to address focal literacy and disciplinary thinking skills and how to sequence synchronous and asynchronous learning experiences. However, we realize that we are entering unknown territory this year, and so, updates to these documents will be made as we learn more about our Fall and Spring learning structures and what works best for our students..



History-Social Science Priority Learning Summary

Criteria for Prioritizing Content

- Prioritize content that presents empowering narratives about our students and their historical communities.
- Prioritize units that allow students to make connections between past and present.
- Prioritize depth over breadth - we may need to narrow our courses down to as few as 4, 4-week units. See [p. 5 for recommendations](#).

Priority Literacy Standards*

Be sure to use the [grade-level specific version](#) of the standard to inform the design of specific lessons and tasks.

Reading: Overarching emphasis = analysis of primary and secondary sources

- RI.1 - Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- RI.4 - Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- RI.9 - Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Speaking and Listening:

- SL.1 - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- SL.4 - Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Writing: Overarching emphasis = constructing effective arguments

- W.8- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- W.9 - Draw evidence from literary and/or informational texts to support analysis, reflection, and research.

Priority Disciplinary Thinking Skills*

Overarching emphasis: Evidence-based historical inquiry

- Frame units and student investigations around inquiry questions.
- Support students to analyze, compare, and evaluate multiple perspectives.
- Prioritize sourcing, contextualizing, corroborating, and close reading of historical evidence (see work of the [Stanford History Education Group](#)).

*For both literacy and disciplinary thinking skills, we recommend that teachers choose 1-2 skills to focus on over the course of a unit, so students have multiple opportunities to practice and strengthen these skills in relationship to the unit content.



Suggestions for Synchronous vs. Asynchronous Learning

SYNCHRONOUS

- Model the literacy and/or disciplinary thinking skills that students will apply (consider using video tutorials that students can watch or rewatch asynchronously)
- Include Speaking and Listening, and give templates and/or models of how to facilitate students practicing those skills
- Synchronous learning could involve “accountability” time. Students show up to an hour of “class” with videos off, working on their assignments independently, with the teacher present and popping into all the different docs the kids are working on with feedback and suggestions. Students can unmute themselves to ask questions as they work to get immediate feedback.

ASYNCHRONOUS

- Provide tools to support students to track and organize their work. Consider providing benchmark deadlines, calendars, notetakers, etc.
- Provide ways of having asynchronous conversation: Flipgrid is a good tool, or Jamboard. Students can “speak” to each other, and respond to each others’ comments and questions
- Provide videos of explanation for students to use while they work at their own pace. This could look like a Loom, or even a screen shared Zoom video.
- Plan for how you will provide regular check ins/ feedback to students on their progress

Best Practices for Formative and Summative Assessment

SUMMATIVE

- Make criteria for success transparent to students by using rubrics, checklists, etc. These should reflect the learning goals of the unit.
- Where possible, provide opportunities for students to choose the format of their final product.
- Where possible, incorporate project- and civic-based activities into unit assessments
- Provide opportunities for self-reflection: ask students to share about their experiences doing the assessment to help them to feel ownership over their progress, and gather important feedback for assessment adjustments throughout the year.

FORMATIVE

- Target specific skills that students will be required to include in the summative assessment. Some examples might be writing a claim, how to source, paraphrase a primary or secondary source. See [SHEG Beyond the Bubble](#) for sample tasks.
- Nearpod: Great tool to assess student learning through quizzes and more.
- Google Forms: can project real-time data in aesthetically pleasing formats!
- Kahoot: informal tool to measure student learning through multiple choice games created by teacher (does not keep data - only use for fun/formative)
- Flipgrid: verbal exit tickets

Materials referenced in the creation of this guidance:

- [OUSD Ethnic Studies Framework](#)
- [OUSD History-Social Science Vision](#)
- [6-12 Reading and Writing CCSS for History-Social Science](#)
- [Achieve the Core Guide to Prioritizing Common Core Standards](#)
- [ELA and History Handbook: Big Six Historical Thinking Guideposts](#)
- [Stanford History Education Group](#)
- [Secondary Distance Learning: Getting Started](#)
- Teacher survey feedback



Recommended Scopes and Sequences, Grades 6-12

Units highlighted in **yellow** have been recommended as priority units, based on teacher input, Priority Learning committee discussion, and the above guidance. Brighter yellow indicates higher priority.

NOTE - teachers and site history-social science departments may choose to present units in a different sequence than the one indicated below.

6 Ancient Civ	7 Med/Early Mod	8 U.S.	9 Ethnic Studies	10 World	11 U.S.	12 Govt & Econ
1 Origins of Civilization	1 The Roman and Byzantine Empires	0 Connecting with Past Learnings- Native Americans prior to colonization	1 Exploring Self-Identity Through Autoethnography	1 The World in 1750	0 Connecting with Past Studies- Slavery & Reconstruction	1 Fundamental Principles of American Democracy
	2 & 3 Med. Christendom/ Struggle in Med. Europe	1 The Revolutionary Era (1750-1783)		2 1750-1917: Revolutions Reshape the World*	1 Industrialization, Urbanization, Immigration, and Progressive Reform*	2 Rights and Responsibilities of Citizens in a Democracy
2 Civilizations and Peoples of the Fertile Crescent	4 The Islamic World and South Asia*	2 A Constitution for the United States (1776-Present)	2 Power, Privilege, Oppression, Resistance & Liberation	3 Industrial Revolutions*	2 The Rise of the United States as a World Power	3 Fundamental Principles of Civil Society
		3 The Early Republic (1789-1825)			3 The 1920s	4 The Three Branches of Government as Established by the U.S. Constitution
3 Ancient Egypt and Kush*	5 Civilizations of East Asia and Southeast Asia	4 The Age of Jackson and Westward Expansion (1824-1860)*	3 Becoming an Agent of Your Own Education	4 The Rise of Imperialism and Colonialism	4 The Great Depression and the New Deal*	5 Interpreting the Constitution: The Work of the U.S. Supreme Court
		5 Society and Culture Before the Civil War (1820-1860)				5 Causes and Course of World War I
4 Early Civilizations of India	6 Civilizations of the Americas	6 Sectionalism and Civil War (1820-1865)*	4 Sports, Race, Gender, and Social Justice (Pilot)	6 Effects of World War I	5 America's Participation in World War II	7 Federalism: Different Levels of Government
						7
5 Early Civilizations of China	7			7 Rise of Totalitarian Governments after World War I*	7 Cold War Struggles Abroad	9 Comparative Governments and the Challenges of Democracy*
						8
						2 The American Market Economy
						3 Government Influence upon the American Economy*



	African Civilizations	7 The Reconstruction Era (1865-1877)	5 Varies by school	8 Causes and Consequences of World War II	Cold War Struggles at Home	
6 Ancient Greece*	8 Renaissance & Reformation	8 Industrial and Economic Growth (1865-1914)		9 International Developments in the Post-World War II World	9 Movements for Equality*	4 Labor Markets
7 Roman Republic & 8 The Roman and Byzantine Empires (25)	9 Global Convergence*	9 The Progressive Era (1865-1920)	6 Action Project Varies by school	10 Nation-Building in the Contemporary World	10 Contemporary American Society	5 Aggregate Economic Behavior
	10 Absolutism and Enlightenment			11 Economic Integration & Contemporary Revolutions in Info, Tech, and Communications		6 The Global Economy*

* units with relevant HWTs

Grades 6-8 unit scope based on [this document](#)

Grades 10-12 based on the CA History-Social Science Framework (pacing varies, so this pacing represents estimates for the purpose of our conversation about what to prioritize)



Sample Materials For Grades 6-12

Introduction To The Materials

Over the summer of 2020, teachers began the work of translating the guidance materials into sample unit plans. The resources linked below are the products of this work. They reflect each individual teacher's style, and the specific conditions of their school sites. Given this variation, we expect that any teacher looking at these resources would need to modify, translate, and strengthen the units to meet the needs of their own students. We fully expect that our approach will shift over the course of the year as we learn more about what works and what doesn't in the distance learning context. Nevertheless, we hope that this window into your colleagues' planning process will support your own planning for this unique school year.

In each plan, you will find:

A yearlong scope and sequence (assumes mini-mesters)

and at least 1 unit outline.

2020-21 Scope & Sequence		7th Grade Med/Early Modern	
DRAFT/EXACT DATES PENDING NEGOTIATIONS			
		Group A	Group B
Week 1	8/10	Building Culture and Establishing Distance Learning Structures	
Week 2	8/17	Unit A - Origins and Spread of Islam (Weeks 2-5)	"Off" Cycle: In ELA, science, or other classes: Continue reinforcing priority literacy standards. Where possible, offer historical sources as texts and practice assessing bias and credibility, and reinforce evidence-based argumentative writing skills.
Week 3	8/24		
Week 4	8/31		
Week 5	9/7	Unit B - African Civilizations (Weeks 6-9)	Student-directed: Read current event articles and practice sourcing, comprehension, and text analysis.
Week 6	9/14		
Week 7	9/21		
Week 8	9/28		
Week 9	10/5		

Unit A [Origin & Spread of Islam]	
Priority Learning Goal(s)	Anticipated Unfinished Learning from 2019-20 (if relevant)
	* Standards broken down into possible learning targets. You may not be able to cover all but it is provided as a guidepost.
	7.2 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.
	<ul style="list-style-type: none"> 7.2.2. Trace the origins of Islam and the life and teachings of Muhammad, including Islamic teachings on the connection with Judaism and Christianity. <ul style="list-style-type: none"> I can identify how Islam was created and the role of Muhammad in its creation. I can identify the similarities between Islam, Christianity, and Judaism.
Content	<ul style="list-style-type: none"> 7.2.3. Explain the significance of the Qur'an and the Sunnah as the primary sources of Islamic beliefs, practice, and law, and their influence in Muslims' daily life.

For more complete examples, we recommend looking at the **7th Grade** and **11th Grade Version A** plans. These plans include robust outlines for multiple units, including links to curriculum resources.

Sample Materials

6th Grade Ancient History	*7th Grade Medieval/ Early Modern History - updated!	8th Grade United States History	9th Grade Ethnic Studies PBL Version Auto-ethnography Unit - updated!	10th Grade World History Version A Version B - updated!	11th Grade United States History *Version A - updated! Version B	12th Grade Government and Economics
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Additional Resources

- [OUSD 6-12 Distance Learning Toolkit](#)
- 6-12 History-Social Science Google Classroom: join code = rhvlunz

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