

The California Department of Education: Literacy, History, & Arts Leadership Office 916-323-6269



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August 2017/September 2017



Phigitals—They are in your classes NOW!

Throughout your teaching career you will realize one Fall that, “these students are different from last year’s class.” Yes, teachers see clothing styles and pop culture fads come and go yearly, but every decade or so, teachers sense a change in how students act, learn, and listen.

That Fall class might be the one you have this year. The students right now are called Gen Z, or Phigitals. These are the students who don’t know what it is like not to be connected with access to wifi everywhere. They are students who do not make a distinction between the physical world and the digital one.¹

Phigitals were born in 1995 or later and make up almost 26% of the population. By 2020, this generation will account for one-third of the United States population.²

So, what can you expect from these Gen Z’ers? You probably will not be surprised to know that they will have a shorter attention span than Millennials. But, this also means that they are processing information more quickly and can quickly shift between tasks with multiple distractions going on in the background.

Gen Z is more social, having been “connected” at a very young age. This also suggests that they seek uniqueness in what they wear, but ultimately, in where they will work as well. Part of this is a result of having everything at their fingertips and in a quick timeframe. When Gen Z’ers feel that they have not gotten a response quickly enough they will move on. This will be seen

in their lack of brand loyalty; this generation will just move on if they do not feel appreciated by a business or brand.

Because this generation has been online most of their lives, they are also more “global,” interacting with their peers across state and national borders. This may provide opportunities in the classroom to help them become global thinkers with a unique set of global competencies.

Phigitals expect to engage in real-world issues and problems in the classroom and value individual experiences. Therefore, the idea of a personalized learning environment aligned with students’ social emotional learning (SEL) needs may now be critical to student success. Neither personalized learning nor SEL are meant to be add-ons to lessons, but new ways to teach. The result will be globally competent, civically-minded students who will be able to be successful in the future job marketplace.

Gen Z’ers are uniquely positioned to be a generation that goes directly into the workforce after high school. College debt may not be attractive to them and their ability to learn using efficient, non-traditional routes will be one avenue for them to pursue.

The concept of social entrepreneurship may transform the jobs of the future for this generation. In general, this generation has more compassion for global issues and they have global connections through social media, the Internet, and most likely, through classroom learning.

Students will want to tackle problems that have an outcome with social impact rather than a huge bottom line.

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California Dashboard:

Education and Legislative Issues

California Citrus State Historic Park



This park preserves some of the rapidly vanishing cultural landscape of the citrus industry and tells the story of this industry's role in the history and development of California. The park recaptures the time when "Citrus was King" in California, recognizing the importance of the citrus industry in southern California.

In 1873, the U.S. Department of Agriculture forever changed the history of Southern California when it sent two small navel orange trees to Riverside resident Eliza Tibbets. Those trees, growing in near perfect soil and weather conditions, produced an especially sweet and flavorful fruit. Word of this far superior orange quickly spread, and a great agricultural industry was born.

Source:
http://www.parks.ca.gov/?page_id=649

Phigitals, continued.

They will use the model of tech start-ups to address social, cultural, and environmental issues. Teachers have the opportunity to foster the skills that will serve this new generation. Data is beginning to show that schools that design classrooms to reflect the real-world by using innovative strategies and technology, and incorporating entrepreneurial tactics are seeing both engagement and test scores increase.³ So, in a nutshell, schools can improve student outcomes by incorporating technology into rigorous, student-driven learning experiences that are relevant to real-world problems.

The new History–Social Science (HSS) Framework, English Language Arts, Mathematics, and Next Generation Science standards already set teachers on a course to support this generation of learners by providing inquiry experiences that let students explore information while being contextualized for each academic discipline. This also leads to the opportunity to understand the world conditions and issues that lead to teaching through an interdisciplinary lens.

[The HSS Framework](#) has themes through which students can learn the academic content in the Appendix, including Patterns of Population, Have and Have-Nots, Expressing Identity, and Science, Technology, and Environment.

Using these themes, teachers can help students gain global competence while they investigate the world, weigh perspectives, communicate ideas, and ultimately take action.

Teachers can be excited by embracing change and becoming role models for innovation,

designing and managing student-centered learning environments, personalizing learning experiences, and assigning inquiry-based projects. This shift will result in creating a place for students to collaborate, analyze complex information, pursue investigations, and solve problems. This sets them up nicely for the jobs that do not exist yet, but will be created by the Phigitals themselves.

Of course, without proper support, teachers cannot achieve the best results, so schools and districts have already begun to scale back district-wide professional development and let smaller-scale departments and teams plan for their own needs through collaboration. Each schools' LCAP can direct this shift in focus.

Gen Z'ers are not like past generations who sat in rows and passed tests. Teachers now can now become facilitators who use standards and frameworks to guide learning so that students are active learners and problem solvers.

The 21st century skills of collaboration, communication, and critical thinking are not new ideas, but now teachers may have more freedom to design learning outcomes in environments that meet the needs of their students all the while preparing them to be global citizens.

So, do not fear the Skype session with a school halfway across the globe, or the focus on technology. Use these as a way to engage this new generation. Your school probably already has a set of tablets in each classroom or area, so embrace the change and meet the needs of the Phigitals!

¹Inside Higher Ed. *The Coming of the Phigital Generation—and Reality*.
<https://www.insidehighered.com>

²Beall, George. *8 Key Differences between Gen Z and Millennials*. *Huffington Post*.

³Stanbury, Maris. *The Rising "Phigital" Student*.
<http://www.edcircuit.com/rising-phigital-student/>

In the Zone: Professional Development and Instructional Resources

Teacher Open House at the California Museum

September 17, 2017 1:00–3:00 p.m.

The event is free with advance registration by 5:00 p.m. on September 15, 2017.

The California Museum invites all currently employed K–12 educators to learn how to enhance classroom curriculum with the museum’s education programs at the Teacher Open House.

The free event features a preview of the all-new Unity Center and its field trip tours on civics and social-emotional learning aligned with Common Core and State Content Standards launching for the 2017–18 school year. Opening on August 26, 2017, the Unity Center at California Museum celebrates the state’s diverse people, customs and cultures through interactive multimedia exhibits exploring California’s civil rights history. Visitors are empowered to be Unity Activists, exercising their rights and standing up for the rights of others.

Festivities include free refreshments, prize drawing for a free field trip tour and more. For more information or to attend, visit <http://www.californiamuseum.org/fall-2017>.



Legislative Update for August!

The following bills that have an impact on History–Social Science were passed out of their house of origin and are still alive:

[Assembly Bill \(AB\) 24](#), the Seal of Civic Engagement, was passed by the Assembly. The bill was read a second time and ordered to third reading in the Senate on July 17, 2017.

[Senate Bill \(SB\) 135](#) has been amended to develop a model curriculum in media literacy for K–12. This changes the original bill that would have integrated media literacy into the social sciences curriculum. The bill has been placed in the suspense file in the Assembly Committee on Appropriations.

[SB 583](#) is now called, *High school graduation course requirements: economics: financial literacy*. The bill proposes that students passing a Financial Education elective course would get credit towards high school graduation for passing the required semester of economics. This bill has been placed in the suspense file in the Assembly Committee on Appropriations.

[AB 858](#), which would require the Superintendent to convene a Financial Literacy Advisory Committee, is currently in the suspense file in the Senate Committee on Appropriations.

[AB 189](#), which would require a service-learning requirement be added to high school graduation requirements, is currently in the suspense file in the Senate Committee on Appropriations.

[AB 738](#), model curriculum in Native American studies, is currently in the suspense file in the Senate Committee on Appropriations.

[SB 596](#) was gutted and amended July 3, 2017. The bill is now called *Civic education: Student Empowerment Commission* and would establish the Student Empowerment Commission program (SECP). This would be a voluntary program for California public and private schools. The SECP would be run by a nonprofit organization to organize and run regional conferences for students chosen by their schools. These students, or Commissioners, would meet regionally to focus on current legislation. Regional Commissioners would choose five representative Commissioners to attend a statewide conference in Sacramento. The ultimate goal of the legislation is to empower and engage pupils statewide in the democratic process and provide pupil insight and feedback on public policy to state and local government. This bill has been referred to the Assembly Committee on Appropriations. Of course, this is a brief summary of the legislation; click on the link above to read more about SB 596.

In the Zone: Professional Development and Instructional Resources, continued

California Three Rs Project (CA3Rs) has published a new bulletin to support the teaching about religion in California.

The 2016 HSS framework outlines a program of public school social studies education for K–12 students statewide. It is a document that provides subject matter and methodological guidelines for teachers when they teach the HSS standards.

[The new Bulletin of the CA3RS](#) provides an introductory guide to the framework's treatment of religion and its guidance to California's K–12 teachers in how to teach about religion appropriately in public schools.

In its mission to help everyone in California's public schools find common ground on issues of religious freedom, the CA3Rs is dedicated to helping increase First Amendment literacy and religious literacy in our school communities. July's *Bulletin* issue and [past issues](#) are intended to help fulfill these goals.

Teaching the HSS Framework—Launch Conferences

Conferences will include instructional resources and programs for educators to support implementation of California's new HSS Framework. Registration is still open for the Fall 2017 and Winter 2018 locations and dates below:

Three conferences hosted by the History Project:

- *September 28, 2017* at Santa Clara County of Education
- *October 11, 2017* at Cal Poly Pomona
- *December 13, 2017* at CSU East Bay *NEW!*
- *January 30, 2018* at Fresno State University *NEW!*

Register [here](#).

Two remaining conferences hosted by California County Superintendents Educational Services Association:

- *September 6, 2017* at Ventura Office of Education
- *November 1, 2017* at Los Angeles County Office of Education

Register [here](#).

Should the voting age be dropped to 16? Many people, including teenagers, believe it should.

Can lowering the voting age can improve voter turnout, spur civic engagement, and encourage effective civic education?

To get yourself or your students involved in the answer, check out the Web site [Vote16USA](#) for more information.

To Test Your Fake News Judgment, Play This Game

[Facticious](#) is a new Web site dreamed up by Maggie Farley, designed by the game lab at American University, and funded by the Knight Foundation. The site is meant to help teachers and students tell the difference between real and fake news. Click through the articles provided by the Web site and determine if the news story is real or not. If you cannot decide, check the stories references.

The plan is that soon newsrooms, educators and organizations will be able to adapt the game to their own needs because it is open source. Teachers can have their students chose stories to input into the game.

The goal of the Web site is for everyone to have sharpened media literacy skills so that they can recognize fake news.

National Public Radio's Education (nprEd) Web page shares a summer reading list for children and young teens to engage them thinking about social issues.

With help from [Teaching for Change](#), nprEd provides a list of books that frame big issues through a lens that children can understand.

[Find the list](#) in the July 6, 2017 nprEd story, *Summer Reading For Your Woke Kid* by Kayla Lattimore.

nprEd explores how aspects of learning are evolving rapidly. For more stories go to <http://www.npr.org/sections/ed/>.

In the Zone: Professional Development and Instructional Resources, continued

California Civic Learning Crash Course for K–12

Educators: Professional Learning to Prepare ALL Students for Civic Life

Los Angeles County Office of Education (LACOE) is hosting this three day professional development series.

October 3, 4, and 23, 2017 8:30 a.m.–3:30 p.m. at LACOE

This professional development series will equip K–12 educators with tools and strategies to build civic knowledge, skills, and dispositions for all students to become informed, engaged citizens.

Learn the basics on how to frame civic inquiries, facilitate research and investigations to distinguish “real” from “fake” information using the Civic Online Reasoning Project from Stanford University, engage students in civil dialogue about controversial issues using the Structured Academic Controversy approach, and learn how to help students reach conclusions to take informed, responsible civic action.

Registration is \$375 and includes three days of professional development, materials, a copy of *The Political Classroom: Evidence and Ethics in Democratic Education*, continental breakfast and lunch.

Register at: <http://lcoe.k12oms.org/1537-135521>

DEADLINE TO REGISTER: September 18, 2017

The California Association of School Economics Teachers (CASET) presents their 22nd annual Economics Conference.

October 20, 2017 7:30 a.m.–3:00 p.m.
Federal Reserve Bank, San Francisco

Join Economics teachers for presentations including

- Ninos Malik, Economics professor at De Anza College, Cupertino, California
- FRED–Federal Reserve Economic Data
- Information on Economics in the 2016 History–Social Science Framework
- Lesson Plan Sharing in a Round Table Format
- Useful teaching ideas, resources, and curriculum

Registration information on the CASET Web site is available [here](#).

EMPOWERMENT 2020 COUNT UP SAN FRANCISCO

August 26, 2017 8:30 a.m.– 5:00 p.m.
San Francisco, California

EMPOWERMENT 2020 is an action-based movement for the advancement of women and girls in underrepresented areas of influence. Their mission is to increase the visibility of historic women, support efforts to increase female participation in decision-making capacities, and mobilize stakeholders to inspire the next generation of leadership across their organizations and communities.

The 2017 Count Up Conference in San Francisco is co-hosted with the City of San Francisco. Building on the momentum of the landmark 2016 Bay Area Women’s Summit, San Francisco Mayor Edwin M. Lee and City Administrator Naomi M. Kelly are partnering with EMPOWERMENT 2020 to advance gender equity for women and girls throughout the Bay Area and beyond.

For more information and registration, click [here](#).

Council on International Educational Exchange (CIEE)

CIEE offers programs to help high school students study abroad. CIEE provides the following programs:

[Global Navigator High School Summer Abroad](#)

[One or Two Semesters Abroad](#)

[Global Navigator Gap Year Abroad](#)

If you prefer, travel with your students. CIEE’s has [Faculty-Led and Custom Programs](#) for you to choose from.

DISCOVER A NEW CULTURE. LEARN NEW SKILLS. GAIN NEW PERSPECTIVES. THE WORLD IS WAITING.

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History-Social Science: Summer 2017 Calendar**August 2017**

Sun	M	T	W	Th	F	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August:

- **August 26:** Women's Equality Day

September:

National Hispanic Heritage Month

- **September 4:** Labor Day
- **September 9:** California Admission Day
- **September 11:** Patriot Day
- **September 19:** Constitution and Citizenship Day

September 2017

Sun	M	T	W	Th	F	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

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We would love to hear from you! Please let us know of any events and/or resources you would like to see included in the next edition of the newsletter.

To contribute ideas and/or resources, e-mail Janet Mann at jmann@cde.ca.gov.