

# Criterion for Oregon Instructional Materials in Social Science

## Section I: Alignment to the Oregon Social Sciences Standards

**FOCUS:** Provide all students the opportunity to acquire the knowledge and skills necessary to achieve the Oregon Diploma Including the Oregon Academic Content Standards for Social Sciences and the Oregon Essential Skills.

**FOCUS:** Present multiple perspectives and analytical views of historical and contemporary issues that align to the Oregon Social Sciences standards. Focus on equity, identity, diversity, justice, civic engagement, and traits essential for democratic citizenship. Recognize, reinforce, and strengthen the inherent dignity of all students. Foster students to develop empathy for attitudes and cultures whose worldview is different from their own.

**FOCUS & RIGOR:** Address developmentally appropriate best practices for all students. Promote civic awareness, understanding, and action within the school and lifelong civic involvement. Support and guide in-depth exploration and integration of conceptual understandings.

**RIGOR:** Allow students to analyze and evaluate information and sources leading to authentic inquiry and making multiple applications to real world issues. Provide opportunities for students to interrogate texts and question their truth/validity, bias, and cultural competence. Encourage students to support their opinions and thinking with evidence.

**RIGOR:** Cultivate an exploration and problem solving of learning through higher level questioning.

**COHERENCE:** Use developmentally appropriate activities and materials to cultivate active civic participation. Provide opportunities for instruction relating to recurring themes and patterns.

**RIGOR & COHERENCE:** Encourage students to approach content through a disciplinary lens as social scientists. Encourage integration of history, economics, geography, civics, financial literacy, multicultural studies, and Social Science Analysis. Promote cross-curricular instruction (e.g. English Language Arts, science, the arts, mathematics and technology). Lessons allow for cross-curricular standards alignment that can be utilized in other content areas.

**COHERENCE:** Learning progresses in a relevant and engaging manner, building upon prior ideas, practices, concepts, and eliciting and addressing misconceptions. Provide clear purposes for learning experiences, including but not limited to: A) essential questions; B) learning targets/objectives; and C) alignment with state standards.

## Section II-V: Instructional Supports and Monitoring Student Progress

Engage students in the understanding of everyone's rights and responsibilities through social action beyond the classroom.

Provide opportunities for varied activities (e.g., hands on learning, physical movements, simulations, research opportunities, integrated technology, and role play).

Address Oregon English Language Proficiency Standards in reading, writing, listening, and speaking.

Provide meaningful adaptations, modifications, and extensions based in student inquiry that provide depth of understanding for all students (e.g., TAG, ELL, SPED, & Alternative Education).

Support and guide literacy instruction with leveled and accessible text while teaching social sciences concepts.

Aligned to the Oregon Social Science standards.

Provide guidance on discussing controversial or sensitive topics.

Materials provide a wide variety of age appropriate primary and secondary sources (both written and oral traditions) including but not limited to: a) real-life situations or mirror real-life situations; b) highlight vocabulary; c) focused and clear graphics, illustrations, maps, and other multimedia; d) case studies; e) art.

Emphasize academic vocabulary at all levels.

Provide various achievement level models of formative and summative assessments that are aligned to the Oregon Academic Content Standards for Social Sciences, the standards for Literacy in History/Social Studies, and Oregon Essential Skills for (1) reading, (2) writing, (3) applying mathematics.

Provide multiple opportunities and formats within each unit (e.g., debate, oral presentation) for students to demonstrate skills, content knowledge, and receive feedback.

Assessments employ use of higher level thinking (e.g., synthesis, evaluation, and analysis) with accompanying scoring guides.

Assess student proficiency using a variety of methods that recognize various perspectives, and are accessible, adaptable, and culturally unbiased for all students (e.g., Talented and Gifted (TAG), English Language Learners (ELL), Special Education (SPED) students, and Alternative Education Students).

## Section II: Student Engagement

Offer authentic and meaningful student-centered activities that build interest and understanding of varied lived experiences.

Foster and encourage conversations, discourse, empathy, critical thinking, and curiosity while addressing past and present forms of systemic oppression.

Offer guidance for a variety of inclusive, cooperative strategies that question stereotypes to engage all student.

Utilize students' prior knowledge, skills, and experiences to provide a context for making sense of events and/or seeking solutions to problems.

Provide activities that incorporate the arts.

## Section III: Differentiated Instruction

Facilitate planning and implementation of differentiated instruction addressing the needs of Talented and Gifted (TAG), English Language Learners (ELL) and Special Education (SPED), and Alternative Education students.

Provide direct access to equitable resources through various levels of technology.

- a. Speech to text
- b. Text to speech
- c. Audio books
- d. Digital copies
- e. Available in various languages.

## Section IV: Extensions & Educator Supports

Contain a variety of regularly updated and user-friendly, online materials and resources in culturally-sensitive language that are responsive to current events and changes in perspectives that are available to teachers, students and families.

Provide ongoing and embedded professional development (e.g. video tutorials, webinars) for implementation and continued use of the instructional materials.

Include high interest material and activities in various formats (e.g. photographs, videos, graphics, oral histories, artifacts).

Avoid tokenistic presentations of cultures.

Include objectives and learning targets written in student centered language.

Materials provide access to materials that address current events (digitally, magazine form, etc.)

Provide at-home activities with text translation to ensure access.

Provides varied instructional materials including, but not limited to:

- a. maps (print and interactive)
- b. picture books
- c. videos
- d. suggestions for integrated units (chapter books)
- e. supplemental group sets of books (chapter books, guided reading books)
- f. vocabulary words with pictures
- g. content presented through multiple means (e.g., art, music, etc.)

Supplemental texts, visuals, & primary sources address Oregon history and geography.

Access to developmentally appropriate materials and vetted websites for student research that are regularly updated.

### **Section V: Monitoring Student Progress**

Allow teachers to access, revise/edit, share and print from digital sources to create and/or modify assessments (e.g., readings, labs, rubrics, primary source documents, simulations, case studies, political cartoons, graphs, maps, test bank).

Provides teacher access and use of varied modes of assessment (e.g., pre-, formative, summative, peer, group/ collaborative, and self-assessment).

Provides a variety of exit tickets both written and electronic.

Includes embedded online performance tasks that are aligned to state required testing.