



Social Sciences

Curriculum Adoption

Phase Two

Spring 2022

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May 2022

Background and Context of K-12 Social Sciences in Oregon

In just the past several years, Oregon has become a national leader in shifting and expanding the content of Social Sciences classrooms from kindergarten through high school. More specifically, the adoption of the [2021 Social Science Standards integrated with Ethnic Studies](#) made Oregon the first state in the U.S. to include integrated ethnic studies in K–12 Social Sciences standards.

Additionally, several Oregon legislative efforts including (but not limited to) Senate Bill (SB) 13 (Tribal History/Shared History), SB664 (Holocaust & Genocide education), and SB512 (Civics education) have all legitimized and prioritized an approach to K-12 Social Sciences that empowers students to become active democratic participants by engaging with/in their communities to pursue a more just and equitable society.

As stated in the opening of our BSD Social Sciences Position Paper (Appendix 1), we in BSD believe:

The Social Sciences play a central role in preparing students for informed civic engagement and responsible participation within and across their local and global communities. However, abundant research illustrates the troubling reality that fewer and fewer young people are receiving a high quality Social Sciences education. In the Beaverton School District, we believe that a transformative K-12 Social Sciences education - and our students - can be part of the change that leads to a more just and equitable community and world (pg.1).

We in BSD also believe that this incredibly important work must be done with and alongside our diverse and dynamic community, and we acknowledge that with these big shifts and changes comes both potential and likely lots of questions and learning opportunities.

We hope this Phase 2 report serves as a map for continuing to engage in this important work, and we look forward to continuing to improve our work and efforts in meaningful, responsive, and sustainable ways.

Beaverton School District Process

In August of 2020, the Beaverton School District Board charged the Social Sciences Project Team with the task of evaluating and making specific programmatic recommendations for the Beaverton School District. The Social Sciences curriculum review, as outlined in Board Policy and Administrative Regulation for the Quality Curriculum Cycle (QCC), was to include learning targets, instructional practices, assessment, instructional resources and staff development.

Within and across the review process, the Social Sciences Project Team studied Social Sciences education in the context of today's world. The focus on and demand for higher levels of Social Sciences education is evident in [Oregon's 2021 K-12 Social Science Standards](#)

[Integrated with Ethnic Studies](#), which were adopted by the Oregon State Board of Education in February of 2021. The 2021 Social Sciences standards integrate ethnic studies into each of the Social Sciences domains, and reflect a shift in content best addressed through pedagogical methods that create a safe and inclusive learning environment for all students to study and discuss issues of discrimination, equity, racism, and prejudice.

Our goal is to prepare students to engage with/in their communities and world as knowledgeable lifelong learners, critical thinkers, researchers, communicators, and culturally competent members of their community and society; all of which are skill sets deemed essential for college and career readiness and post-secondary success. Additionally, the Social Sciences play a central role in preparing students for informed civic engagement and responsible participation within and across their local and global communities. Ultimately, we believe *all* students deserve a strong K-12 Social Sciences education.

The work of this Project Team has placed an intentional focus on best practices in Social Sciences instruction as well as professional development for educators. Additionally, the Social Sciences Teacher Cadre and Project Team engaged in deep discussions about essential practices in every classroom as well as the necessary professional learning needed to support and sustain these practices.

The Social Sciences Project Team defined a comprehensive set of Phase I recommendations in May 2021 that included:

- K-12 Social Sciences Position Paper (Appendix 1)
- K-12 Best Practices in Social Sciences (Appendix 2)
- Middle School (grades 6, 7, 8) Learning Targets
- Middle School Professional Development Plan
- Middle School Instructional Resources Recommendation

Further, this Phase 2 report (May 2022) outlines the Social Sciences Project Team's recommendations including:

- Elementary Learning Targets
- High School Learning Targets
- Specialized Programs Learning Targets (K-12)
- Elementary Instructional Resources Review Process & Recommendation
- Middle School Supplementary Instructional Resources Review Process & Recommendation
- High School Instructional Resources Review Process & Recommendation
- K-12 Specialized Programs Instructional Resources and Professional Development Recommendation
- Elementary Professional Development Plan
- Secondary (Grades 6-12) Professional Development Plan
- Community Engagement: BSD Community Conversations About K-12 Social Sciences (Fall 2022)
- K-12 Budget Implications

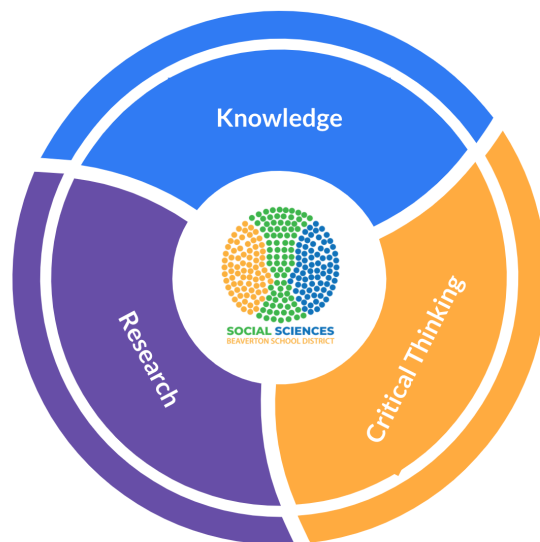
These recommendations point the Beaverton School District towards high quality instructional practices that engage and challenge students in 21st century Social Sciences learning.

Elementary Social Sciences Learning Targets

The BSD K-12 Social Sciences learning target model has 4 Academic Learning Targets (ALTs): Knowledge, Critical Thinking, Communication, and Research. The Academic Supporting Targets (ASTs) are student-friendly “I can” statements derived from the [2021 Oregon Social Science Standards Integrated with Ethnic Studies](#). The ASTs cover the Social Sciences domains of: Civics & Government, Economics, Financial Literacy, Geography, Historical Knowledge, Historical Thinking, and Social Science Analysis.

The goal of the BSD Social Sciences 4 ALT model is to encompass the knowledge, skills, and practices of a critically-minded social scientist, and to deepen the student experience beyond historical knowledge acquisition.

*In the K-5 learning target model, our team is proposing addressing the skills relevant to the ALT Communication through already-published K-5 Writing, Language, and Speaking & Listening learning targets that have overlapping skills with Social Sciences ([Communication targets in K-5](#)). Therefore, the K-5 Social Sciences learning target model has 3 Academic Learning Targets: Knowledge, Critical Thinking, and Research.



The K-5 learning targets are bilingual (English/Spanish). The Spanish version of the targets follow the same color code (blue) as used in the Dual Language classrooms in the district.

K-5 ALT 1- Knowledge: I can learn and show what I know about *grade-level focus*

- **Kindergarten:** I can learn and show what I know about myself and my world.
- **1st:** I can learn and show what I know about my school and family.
- **2nd:** I can learn and show what I know about my neighborhood and community.
- **3rd:** I can learn and show what I know about our community and beyond. [Emphasis on Oregon Geography and Local/ Regional History].
- **4th:** I can learn and show what I know about Oregon’s past.
- **5th:** I can learn and show what I know about U.S. History from 1492-1786.

K-5 ALT 2- Critical Thinking: I can think deeply, share ideas, and ask questions about what I learn.

K-5 ALT 3- Research: I can research and learn how to find out more about a topic by myself and in groups.

Kindergarten Social Sciences

Academic Learning Target #1- Knowledge: *I can learn and show what I know about myself and my world.*

Original Language from 2021 Standards (new standards have an asterisk*)	Student-Friendly Learning Targets
K.4 Distinguish between personal wants and needs. (Economics)	<p>I can name a _____ (need or want). I can tell the difference between a need and a want. I can sort wants and needs within a collection.</p> <p><i>Puedo nombrar un deseo o necesidad. Puedo clasificar necesidades y deseos dentro de una colección. Puedo explicar la diferencia entre una necesidad y un deseo.</i></p>
K.5 Identify forms of US money and explain how money is used. (Financial Literacy)	<p>I can identify different forms of money and explain how they are used.</p> <p><i>Puedo identificar diferentes formas de dinero y explicar cómo se usa.</i></p> <p><i>Note: The standard refers to forms of US money; we decided to leave the “I can” statement open, so you and your students have the opportunity to learn about other currencies besides the US ones.</i></p>
K.6 Give examples of different jobs performed in communities. (Financial Literacy)	<p>I can give examples of different kinds of jobs that people have.</p> <p><i>Puedo dar ejemplos de diferentes tipos de trabajos.</i></p>
K.7 Identify examples of ownership of different items, recognizing the difference between private and public ownership, the responsibility for stewardship and guardianship, (such as classroom, playground, library, community, the environment, etc.) and the opportunity for borrowing and sharing. (Financial Literacy)	<p>I can name what is my property and what is shared property. I can participate in classroom activities, while sharing and taking turns. I can demonstrate care for shared spaces and materials.</p> <p><i>Puedo identificar mi propiedad y la propiedad compartida. Puedo participar en actividades de grupo compartiendo y tomando turnos. Puedo cuidar materiales y espacios compartidos.</i></p>
K.8 Explain how people earn income and that some jobs earn money while others are volunteer. (Financial Literacy)	<p>I can explain that people are paid for the work they do. I can describe how people volunteer to help the</p>

	<p>community.</p> <p>Puedo explicar que las personas reciben un pago por el trabajo que hacen.</p> <p>Puedo describir cómo las personas hacen trabajos voluntarios para ayudar a la comunidad.</p>
K.9 Identify, compare, and contrast pictures, maps, and globes. (Geography)	<p>I can describe how pictures, maps, and globes are similar and different.</p> <p>Puedo describir similitudes y diferencias entre fotos o mapas.</p>
K.10 Locate, identify and describe places of importance to self, family, school, and culture. (Geography)	<p>I can locate and describe important places for me and my family on a map by using location and directional words.</p>
K.12 Use terms related to location, direction, and distance (such as over/under, here/there, left/right, above/below, forward/backward, between). (Geography)	<p>Puedo ubicar y describir lugares importantes para mí y mi familia en un mapa usando palabras de ubicación y dirección.</p>
K.14 * Identify examples of unfairness or injustice towards individuals or groups and the “changemakers,” who worked to make the world better. (Historical Knowledge)	<p>I can give examples of changemakers around the world and the situations their work helped to change.</p> <p>Puedo dar ejemplos de agentes de cambio alrededor del mundo y las situaciones que ayudaron a mejorar con su trabajo.</p>
K.13 Understand that events happen in a sequential order. (Historical Knowledge)	<p>I can create a timeline and show what happened in the beginning, middle and end of events that I experienced.</p>
K.16 Understand and create timelines to show basic personal events in sequential order. (Historical Thinking Skills)	<p>Puedo crear una línea del tiempo y mostrar lo que pasó primero, después y al final de algo que yo viví.</p>

Kindergarten Social Sciences

Academic Learning Target #2- Critical Thinking: *I can think deeply, share ideas, and ask questions about what I learn.*

Original Language from 2021 Standards (new standards have an asterisk*)	Student-Friendly Learning Targets
K.1 * Engage in respectful dialogue with classmates to define diversity comparing and contrasting visible and invisible similarities and differences. (Civics and Government)	<p>I can engage in respectful dialogue about similarities and differences among people and cultures.</p> <p>I can describe what I have in common with other people and how I am unique at the same time.</p> <p>I can respectfully listen to the stories of others.</p> <p>Puedo explicar por qué es importante respetar ser</p>

K.17 * Make connections identifying similarities and differences including race, ethnicity, culture, disability, and gender between self and others. (Historical Thinking Skills)	<p>únicos como personas. Puedo describir lo que tengo en común con otras personas y en lo que soy único. Puedo escuchar respetuosamente las historias de los demás.</p>
K.2 Use and identify respectful dialogue, taking turns, and explain how rules are different in different settings. (Civics and Government)	<p>I can engage in respectful conversations by taking turns, both listening and sharing my ideas. I can explain that there are different rules in different places.</p> <p>Puedo participar en conversaciones respetuosas tomando turnos, escuchando y compartiendo mis ideas. Puedo explicar que hay diferentes reglas en diferentes lugares.</p>
K.3 *Develop an understanding of one's own identity groups including, but not limited to, race, gender, family, ethnicity, culture, religion, and ability. (Civics and Government)	<p>I can persevere to understand what makes me who I am.</p> <p>Puedo perseverar en comprender qué es lo que me hace ser quien soy.</p>
K.11 * Examine culturally significant traditions, celebrations, days, and places including those from cultures that are currently and historically marginalized. (Geography)	<p>I can demonstrate appreciation of different cultures, places, and traditions.</p> <p>Puedo demostrar mi aprecio por lugares, culturas y tradiciones de diferentes culturas.</p>
K.15 Distinguish between past and present. (Historical Thinking Skills)	<p>I can tell the difference between the past and present of _____ (events or practices, people, places, things, etc).</p>
K.18 Compare and contrast past and present events or practices. (Historical Thinking Skills)	<p>I can explain how something (an event or practice, etc) has changed and has stayed the same throughout the years.</p> <p>Puedo comparar el pasado y el presente _____ (eventos o prácticas, personas, lugares, cosas, etc). Puedo explicar cómo algo (un evento o práctica, etc) ha cambiado y ha permanecido igual a través del tiempo.</p>
K.19 * Identify possible solutions to injustices that demonstrate fairness and empathy. (Social Science Analysis)	<p>I can show when something is unjust and take action to find solutions that are fair and empathetic. I can seek to understand different perspectives when finding possible solutions to an injustice.</p> <p>Puedo demostrar cuando algo es injusto y actuar para encontrar soluciones justas y empáticas. Puedo encontrar posibles soluciones a las injusticias tratando de entender otras perspectivas.</p>

Academic Learning Target #3- Research: *I can research and learn how to find out more about a topic by myself and in groups.*

Original Language from 2021 Standards (new standards have an asterisk*)	Student-Friendly Learning Targets
K.20 *Given context clues, develop a reasonable idea about who, when, where, and why the primary or secondary source was created. (Social Science Analysis)	I can figure out where a source comes from using clues. Puedo aprender sobre el origen de una fuente de información usando pistas.
Student Inquiry (not derived from OR standards, added by team, suggested for all grades K-5)	I can learn about how to contribute to change in our city/state/country/world through inquiry and investigation. Puedo aprender cómo contribuir al cambio en nuestra ciudad/estado/país/mundo preguntando y buscando información. *Can include social, political, or environmental ideas/issues.
Current Events (not derived from OR standards, added by team, suggested for all grades K-5)	I can investigate current issues and how they relate to Oregon, the U.S., and other countries. Puedo investigar problemas actuales y cómo se relacionan con Oregon, los Estados Unidos y otros países.

1st Grade Social Sciences

Academic Learning Target #1- Knowledge: *I can learn and show what I know about my school and family.*

Original Language from 2021 Standards (new standards have an asterisk*)	Student-Friendly Learning Targets
1.1 * Describe the responsibilities of leaders and team members and participate in the creation and following of rules for group activities. (Civics & Government)	I can explain how rules are created for ____ (a group of people) ____. I can collaborate to create and follow rules in our community. Puedo explicar cómo las reglas son creadas para ____ (un grupo de personas). Puedo colaborar para crear y seguir reglas en

	nuestra comunidad.
1.2 * Identify and apply civic virtues (such as freedom, liberty, respect for individual rights, diversity, equity, justice, deliberation, and equality) when interacting with classmates, families, and the school community. (Civics & Government)	<p>I can demonstrate _____ when interacting with _____.</p> <p>Puedo demostrar _____ cuando interactúo con _____.</p> <p>Example: I can demonstrate <u>respect for individual rights</u> when interacting with <u>my classmates</u>. Por ejemplo: Puedo demostrar <u>respeto por los derechos individuales</u> cuando interactúo con <u>mis compañeros</u>.</p>
1.3 Identify sources of income (some examples could be gifts, borrowing, allowance, work wages, government assistance). (Economics)	<p>I can identify different ways of earning/receiving money.</p> <p>Puedo identificar diferentes maneras de ganar/recibir dinero.</p>
1.6 Locate and identify important places in the community (school, library, fire department, cultural places, etc.). (Geography)	<p>I can explain what makes a _____ important in a community. I can locate important places in our community for me and my family on a map.</p> <p>Puedo explicar lo que hace a _____ (una biblioteca, escuela) importante en una comunidad. Puedo ubicar lugares importantes en la comunidad para mí y mi familia en un mapa.</p>
1.7 Explain how seasonal changes influence activities in school and community. (Geography)	<p>I can explain how the season and/or weather affects the choices I make at school. I can explain how the season and/or weather affects the choices I make in our community.</p> <p>Puedo explicar cómo las estaciones y/o el clima impactan mis actividades en la escuela. Puedo explicar cómo las estaciones y/o el clima impactan mis actividades en mi comunidad.</p>
1.8 Give examples of local natural resources and describe how people use them. (Geography)	<p>I can explain how _____ is an important natural resource. I can explain how people in our community use _____.</p> <p>Puedo explicar cómo _____ es un recurso natural importante. Puedo explicar cómo las personas en nuestra comunidad usan _____.</p>

1.9 Construct maps (including mental maps), graphs, and other representations of familiar places. (Geography)	I can construct a map to represent _____. Puedo crear un mapa para representar ____.
1.15 Use terms related to time to place events that have occurred in sequential order. (Historical Thinking Skills)	I can use time and/or sequence words to compare an (the) order of events. Puedo usar palabras relacionadas con el tiempo (pasado, presente) para comparar una serie de eventos.
1.16 Develop and analyze a simple timeline of important family events in sequential order. (Historical Thinking Skills)	I can build a timeline about important events. Puedo crear una línea de tiempo acerca de eventos importantes.

1st Grade Social Sciences

Academic Learning Target #2- Critical Thinking: *I can think deeply, share ideas, and ask questions about what I learn.*

Original Language from 2021 Standards (new standards have an asterisk*)	Student-Friendly Learning Targets
1.4 * Define equity, equality, and systems of power. (Economics)	I can define equity, equality, and systems of power. Puedo definir equidad, igualdad, sistemas de poder.
1.5 Identify choices and decisions for various uses of money (saving, spending and sharing/contributing). (Financial Literacy)	I can identify choices I have to make with the money that I earn. Puedo identificar opciones para gastar el dinero que gano/recibo.
1.10 Understand that families have a past. (Historical Knowledge)	I can explain that families have stories that share their past. Puedo explicar que las familias tienen historias que reflejan su pasado.
1.12 * Describe how individual and group characteristics are used to divide, unite, and categorize racial, ethnic, and social groups. (Historical Knowledge)	I can explain how our identities are used to unite or divide us as a community. Puedo explicar cómo nuestras identidades son usadas para unir o dividirnos como comunidad.
1.13 * Examine and understand your own self-identity and how it fits with the identity of the family, school, and the local community. (Historical Knowledge)	I can explain my role within my family. I can explain how I am a member of our classroom community. I can identify my role in our community. Puedo explicar mi rol dentro de mi familia.

	<p>Puedo explicar cómo soy un miembro de nuestra comunidad del salón.</p> <p>Puedo identificar mi rol en nuestra comunidad.</p>
1.14 * Identify and explain the perspectives of racial, ethnic, and social groups in our community on local issues including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano/a, Latino/a, or Middle Eastern descent; individuals from all religious backgrounds; and individuals from traditionally marginalized groups. (Historical Knowledge)	<p>I can learn about and from the perspectives of racial, ethnic and social groups in our community.</p> <p>Puedo aprender las perspectivas de diferentes grupos sociales, raciales y étnicos en nuestra comunidad.</p>
1.19 Identify cause-and-effect relationships. (Social Science Analysis)	<p>I can explain how _____ affects _____.</p> <p>Puedo explicar cómo _____ afecta _____.</p>
1.20 Identify and explain a range of issues and problems and some ways that people are addressing them. (Social Science Analysis)	<p>I can identify problems within our school/ community/ the world.</p> <p>I can explain ways that people have addressed problems within our school/ community/ the world.</p> <p>Puedo identificar problemas en nuestra escuela/comunidad/el mundo.</p> <p>Puedo explicar las maneras en que las personas han enfrentado los problemas en nuestra escuela/comunidad/el mundo.</p>
1.21 * Identify ways that students can take informed action to help address issues and problems at school and/or in the community. (Social Science Analysis)	<p>I can identify a problem.</p> <p>I can brainstorm solutions for solving a problem I have identified.</p> <p>Puedo identificar un problema.</p> <p>Puedo contribuir con soluciones para resolver un problema.</p>

1st Grade Social Sciences

Academic Learning Target #3- Research: *I can research and learn how to find out more about a topic by myself and in groups.*

Original Language from 2021 Standards (new standards have an asterisk*)	Student-Friendly Learning Targets
1.11* Identify, affirm, respect, and explain the diverse cultural heritage, songs, symbols, and celebrations of my community and the diverse social and ethnic groups in Oregon and the United States of America. (Historical Knowledge)	<p>I can research and explain the cultural heritage of my community and different ethnic groups in Oregon and the United States.</p> <p>I can share the importance of celebrations from different communities and the people that celebrate</p>

	<p>them.</p> <p>I can explain why celebrations are special and important for everyone to know.</p> <p>Puedo investigar y explicar la herencia cultural de mi comunidad y de los diversos grupos étnicos en Oregon y en Estados Unidos.</p> <p>Puedo compartir la importancia de las celebraciones de diferentes comunidades y las personas que las celebran.</p> <p>Puedo explicar por qué es importante y especial conocer las celebraciones.</p>
1.17 Explain the use of different kinds of historical sources to study the past. (Historical Thinking Skills)	<p>I can investigate, ask questions about, and explain the past by using different sources of information.</p> <p>Puedo investigar, hacer preguntas y explicar el pasado usando diferentes fuentes de información.</p>
1.18 Generate questions about a particular historical source (such as photo, letter, or document) as it relates to a family's history. (Historical Thinking Skills)	<p>I can ask questions that help me to think about a family's history.</p> <p>Puedo hacer preguntas que me ayudan a pensar sobre la historia de una familia.</p>
1.22 Determine if a source is primary or secondary and distinguish whether it is mostly fact or opinion. (Social Science Analysis)	<p>I can determine if the author is sharing a fact or an opinion.</p> <p>Puedo determinar si el autor está compartiendo un hecho o una opinión.</p>
<p>Student Inquiry</p> <p><i>(not derived from OR standards, added by team, suggested for all grades K-5)</i></p>	<p>I can learn about how to contribute to change in our city/state/country/world through inquiry and investigation.</p> <p>Puedo aprender cómo contribuir al cambio en nuestra ciudad/estado/país/mundo preguntando y buscando información.</p> <p><i>*Can include social, political, or environmental ideas.</i></p>
<p>Current Events</p> <p><i>(not derived from OR standards, added by team, suggested for all grades K-5)</i></p>	<p>I can investigate current issues and how they relate to Oregon, the U.S., and other countries.</p> <p>Puedo investigar problemas actuales y cómo se relacionan con Oregon, los Estados Unidos y otros países.</p>

2nd Grade Social Sciences

Academic Learning Target #1- Knowledge: *I can learn and show what I know about my neighborhood and community.*

Original Language from 2021 Standards (new standards have an asterisk*)	Student-Friendly Learning Targets
2.2 Identify services provided by the city government. (Civics & Government)	I can tell you what the city government does for people living in that city. Puedo decir qué es lo que hace el gobierno de una ciudad por la gente que vive en esa ciudad.
2.5 Identify city and civic leaders and their functions. (Civics & Government)	I can tell you about city leaders and their jobs. Puedo hablar sobre los líderes de una ciudad y sus trabajos.
2.7 Identify local businesses and the goods and services they produce. (Economics)	I can explain what local businesses are and tell what they do. Puedo explicar qué son los negocios locales y qué hacen.
2.8 Describe the role of banks in an economy. (Economics)	I can describe what banks do. Puedo describir lo que hacen los bancos.
2.9 Explain various methods of saving and how saving can help reach both short and long-term financial goals.	I can talk about different ways to save and how those ways will help us now and later. Puedo hablar sobre las diferentes maneras de ahorrar y cómo éstas nos ayudan en el presente y en el futuro.
2.11 Use basic information on maps and other geographic tools to locate, identify and describe physical and human features of the community.	I can tell the difference between human-made structures and natural structures. Puedo decir cuál es la diferencia entre las estructuras hechas por los humanos y las estructuras naturales.
2.12 Identify relative location of school and community in the state, nation and the world. (Geography)	I can show where the school and community are in the state, country, and the world. Puedo mostrar en dónde se encuentran la escuela y comunidad en el estado, país y en el mundo.
2.14 Use and apply cardinal directions to locate and identify features on maps (such as oceans, cities, continents). (Geography)	I can use North, South, East, and West to find different places on the globe. I can use features on a map to find places.
2.15 Use a simple grid system, symbols, and other information to locate the physical and political features of places on maps and globes. (Geography)	

	Puedo usar elementos en un mapa para encontrar lugares.
2.16 * Identify the history and narratives of traditionally included and excluded individuals, groups, and circumstances that impact the local community.	<p>I can tell about the history of our own cultures and other cultural groups of the lands we are on, and how these different communities created the local community. (<i>stories and impact of both majority and minority cultures in my community</i>)</p> <p>Puedo hablar sobre la historia de mi cultura y la de otras comunidades y cómo éstas juntas crean nuestra comunidad local. (Impacto de las culturas e historias de la mayoría y minoría en mi comunidad).</p>
2.18 Differentiate between events that happened in the recent and distant past.	<p>I can tell the difference between events in the recent and distant past.</p> <p>Puedo diferenciar entre eventos en el pasado reciente y remoto.</p>

2nd Grade Social Sciences

Academic Learning Target #2- Critical Thinking: *I can think deeply, share ideas, and ask questions about what I learn.*

Original Language from 2021 Standards (new standards have an asterisk*)	Student-Friendly Learning Targets
2.1 * Compare personal point of view with others' perspectives when participating in rule setting and addressing issues of fairness. (Civics & Government)	<p>I can compare my own opinion with the opinions of others to make rules based on fairness.</p> <p>Puedo comparar mi opinión con las opiniones de los demás para ayudar a crear reglas y resolver problemas de justicia.</p>
2.3 * Explain and evaluate how individuals, groups, and communities identify and manage conflict and promote justice and equity. (Civics & Government)	<p>I can explain and decide how people can solve problems in a way that is fair for everyone.</p> <p>Puedo explicar y decidir cómo las personas pueden resolver problemas de una manera que sea justa para todos.</p>
2.4 * Give examples of and identify appropriate and inappropriate use of power and its effect in creating outcomes for diverse groups. (Civics & Government)	<p>I can explain how power is used to help a group of people and when it is being used to impact others unfairly.</p> <p>Puedo explicar cómo el poder se usa para ayudar a un grupo de personas y cómo se usa para afectar a otros de manera injusta.</p>
2.6 * Describe and analyze the different ways students can have an effect on their local community. (Civics & Government)	<p>I can think about and discuss ways students can have an effect on their communities.</p>

	Puedo pensar y conversar sobre diferentes maneras en las que los estudiantes pueden tener impacto en sus comunidades.
2.10 * Explain how inherited wealth and scarcity affect individual and group power and the ability to make decisions about personal savings and spending.	<p>I can explain how having money and not having money and savings affects the options individuals or groups have.</p> <p>Puedo explicar cómo tener dinero, cómo no tenerlo y cómo el ahorro afectan las opciones que tienen las personas o comunidades.</p>
2.13 * Identify the cultural characteristics of my group identity, (including race, culture, and gender) and of the local community. (Geography)	<p>I can describe the culture of my community as well as the culture of different communities, including our local community.</p> <p>Puedo describir la cultura de mi comunidad así como la cultura de otras comunidades, incluida nuestra comunidad local.</p>
2.17 Identify and describe community celebrations, landmarks, symbols from a variety of traditions and explain why they are significant to the cultural heritage of members of the community. (Historical Knowledge)	<p>I can describe celebrations and places important to different cultures in the community.</p> <p>Puedo describir celebraciones y lugares importantes para diferentes culturas en la comunidad.</p>
2.21 Explain how people and events of the past influence the present.	<p>I can explain how people and events in the past can affect today.</p> <p>Puedo explicar cómo las personas y los eventos del pasado tienen impacto en el presente.</p>
2.22 Understand that cause and effect relationships help recount events, and understand the events that led to the development of the community. (Historical Thinking Skills)	<p>I can use the cause and effect of events to help us understand how our community grows and changes.</p> <p>Puedo usar las causas y efectos de los eventos para ayudarme a entender cómo nuestra comunidad crece y cambia.</p>
2.23 Describe the connection between two or more current or historical events. (Social Science Analysis)	<p>I can compare two or more events from the past or from today.</p> <p>Puedo comparar dos o más eventos del pasado o del presente.</p>
2.24 Compare and contrast past and present situations, people, and events in neighborhoods and communities.	<p>I can tell what is similar and different about what happened in the past and what is happening now.</p> <p>Puedo decir en qué es similar y en qué es diferente lo que sucedió antes y lo que está sucediendo ahora.</p>

2.25 Evaluate information relating to an issue or problem. (Social Science Analysis)	<p>I can analyze information about a social problem and explain why it is a social problem.</p> <p>Puedo analizar información sobre un problema social y decir por qué es un problema social.</p>
2.26 * Use listening, consensus-building, and voting procedures to decide on and take informed action to interrupt injustice or promote justice in their community.	<p>I can communicate and vote in a way that is fair for everyone. I can take action to interrupt injustice and promote justice in our community.</p> <p>Puedo comunicarme y votar de una manera justa para todos. Puedo actuar para interrumpir injusticias y promover justicia en nuestra comunidad.</p>
2.19 Develop and analyze a timeline of events in the history of the local community.	<p>I can create and analyze a timeline of local historical events.</p> <p>Puedo crear y analizar una línea de tiempo de eventos históricos locales.</p>

2nd Grade Social Sciences

Academic Learning Target #3- Research: *I can research and learn how to find out more about a topic by myself and in groups.*

Original Language from 2021 Standards (new standards have an asterisk*)	Student-Friendly Learning Targets
2.20 Generate questions using a historical source as it relates to the local community's history.	<p>I can ask questions by using a historical source (newspaper, pictures, play, poem, story, book, oral histories) about the history of the community. OR Using a historical source (newspaper, picture, play, poem, story, or book), I can create questions about the history of the community.</p> <p>Puedo hacer preguntas sobre el pasado de la comunidad local usando una fuente histórica (periódico, imagen, poema, libro, historias orales). O Usando una fuente histórica (periódico, imagen, poema, libro, historias orales) puedo hacer preguntas sobre el pasado de la comunidad local.</p>
Student Inquiry (<i>not derived from OR standards, added by team, suggested for all grades K-5</i>)	<p>I can learn about how to contribute to change in our city/state/country/world through inquiry and investigation.</p> <p>Puedo aprender sobre cómo contribuir al cambio en nuestra ciudad/estado/país y mundo a través de</p>

	<p>preguntas e investigación.</p> <p><i>*Can include social, political, or environmental ideas.</i></p>
Current Events <i>(not derived from OR standards, added by team, suggested for all grades K-5)</i>	<p>I can investigate current issues and how they relate to Oregon, the U.S., and other countries.</p> <p>Puedo investigar problemas actuales y cómo se relacionan con Oregon, los Estados Unidos y otros países.</p>

3rd Grade Social Sciences

Academic Learning Target #1- Knowledge: *I can learn and show what I know about our community and beyond [Emphasis on Oregon Geography and Local/ Regional History].*

Original language from 2021 standards	Condensed, stu-friendly I Can statements
3.1 Examine how different levels of city and county government provide services to members of a community. (Civics and Government)	<p>I can study how city and county governments provide services to the community.</p> <p>Puedo analizar cómo los gobiernos de una ciudad y condado proveen servicios a la comunidad.</p>
3.2 Describe the responsibilities of people in their community and state. (Civics and Government)	<p>I can describe the responsibilities people have in their community and state.</p> <p>Puedo describir las responsabilidades que tienen las personas en su comunidad y estado.</p>
3.3 Explain how a community relies on active civic participation and identify opportunities for student participation in local and regional issues. (Civics and Government)	<p>I can explain why communities need active civic participation and find ways to get involved in local and regional issues.</p> <p>Puedo explicar por qué es importante para las comunidades la participación cívica activa y buscar maneras de participar en asuntos locales y regionales.</p>
<p>3.6 Identify key industries of Oregon. (Economics)</p> <p>3.10 Identify and analyze Oregon's natural resources and describe how people in Oregon and other parts of the world use them. (Geography)</p>	<p>I can identify important industries in Oregon.</p> <p>I can identify Oregon's natural resources and describe how people in Oregon and other parts of the world use them.</p> <p>Puedo identificar industrias importantes en Oregon.</p>

	Puedo identificar los recursos naturales en Oregon y describir cómo las personas en Oregon y otras partes del mundo los usan.
3.8 Use geographical tools (maps, satellite images, photographs, Google Earth, and other representations) to identify multiple ways to divide Oregon into areas (such as tribal, river systems, interstate highways, county, physical, industry, agricultural). (Geography)	I can use geographical tools to divide Oregon into specific areas. I can describe and compare physical and human characteristics of those regions.
3.9 Describe and compare physical and human characteristics of regions in Oregon (tribal, cultural, agricultural, industrial, etc.). (Geography)	Puedo usar herramientas de geografía para analizar Oregon en diferentes áreas o regiones. Puedo describir y comparar características físicas y humanas en esas regiones.

3rd Grade Social Sciences

Academic Learning Target #2- Critical Thinking: *I can think deeply, share ideas, and ask questions about what I learn.*

Original Language from 2021 Standards (new standards have an asterisk*)	Student-Friendly Learning Targets
3.4 * Describe the use of stereotypes and targeted marketing in creating demand for consumer products. (Economics) Demographic trends??	I can describe how advertising uses stereotypes to make a specific group of people want to buy certain goods or services . Puedo describir cómo la publicidad usa estereotipos para hacer que un grupo específico de personas quiera ciertos productos/bienes o servicios.
3.5 Explain how profit influences sellers in markets. (Economics)	I can explain how profit affects people selling goods and services. Puedo explicar cómo las ganancias influyen en las personas que venden productos/bienes y servicios.
3.7 Analyze the impact of personal financial decisions on personal, community, regional, and world resources. (i.e. how individual financial actions have an impact on myself/others/resources.) (Financial Literacy)	I can explain how personal financial decisions have an impact on myself/others/resources. Puedo explicar cómo las decisiones financieras personales tienen impacto en mi vida, la de los demás y los recursos disponibles.

<p>3.11 * Describe how the inclusion or exclusion of individuals, social and ethnic groups, including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent, religious groups, and other traditionally marginalized groups has shaped events and development of the local community and region. (Historical Knowledge)</p>	<p>I can describe how the inclusion or exclusion of individuals and certain groups has affected local communities and regions.</p> <p>I can describe how certain people or groups are included or excluded for being who they are.</p> <p>Puedo describir cómo la inclusión o exclusión de ciertas personas y grupos impactan las comunidades y regiones locales.</p> <p>Puedo describir cómo ciertas personas o grupos son incluidos o excluidos por ser quienes son.</p>
<p>3.12 * Describe how the identity of the local community shaped its history and compare it to other communities in the region. (Historical Knowledge)</p>	<p>I can describe how the identity of the local community shaped its history and compare it to other communities in the region.</p> <p>Puedo describir cómo la identidad de la comunidad local define su historia y compararla con otras comunidades en la región.</p>
<p>3.18 * Identify how systems of power, including white supremacy, institutional racism, racial hierarchy, and oppression affect the perspectives of different individuals and groups when examining an event, issue, or problem with an <u>emphasis on multiple perspectives</u>. (Social Science Analysis)</p>	<p>I can explore different ways in which systems of power and oppression affect different individuals and groups.</p> <p>Puedo identificar diferentes maneras en las que los sistemas de poder y opresión afectan a diferentes personas y comunidades.</p> <p>I can examine an event/issue/problem from many perspectives.</p> <p>Puedo analizar un evento/asunto/problema desde diferentes perspectivas.</p> <p>I can identify how systems of power and oppression influence a person's perspective.</p> <p>Puedo identificar cómo los sistemas de poder y opresión influyen en la perspectiva de una persona.</p> <p>I can understand there can be multiple perspectives when an event, issue, or problem is examined.</p> <p>Puedo entender que puede haber múltiples perspectivas al analizar un evento, tema o problema.</p>

3.14 Explain why individuals and groups (e.g. socioeconomic, ethnic, and religious groups, and other traditionally marginalized groups) in the same historical period differed in the way they viewed and interpreted historical events.	<p>I can explain why certain people and groups view historical events in a different way than other people or groups do.</p> <p>Puedo explicar por qué lo que ocurre en el presente y pasado se puede ver de diferente manera dependiendo de la persona y/o comunidad.</p>
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3rd Grade Social Sciences

Academic Learning Target #3- Research: *I can learn how to find out more about a topic by myself and in groups.*

Original Language from 2021 Standards (new standards have an asterisk*)	Student-Friendly Learning Targets
3.13 Apply research skills and technologies to gather information about the past in a region. (Historical Thinking)	<p>I can use research skills and technologies to collect information about the past in a region.</p> <p>Puedo usar habilidades de investigación y tecnologías para recolectar información acerca del pasado en una región.</p>
3.15 Explain how sources serve different purposes for answering historical questions. (Historical Thinking)	<p>I can explain how different sources are used for researching specific historical questions.</p> <p>Puedo explicar cómo distintas fuentes de información sirven distintos propósitos para responder preguntas históricas.</p>
3.16 Generate questions using multiple historical sources and examine their validity. (Historical Thinking)	
3.17 Use a variety of historical sources including artifacts, pictures and documents to identify factual evidence. (Social Science Analysis)	
	<p>I can use a variety of historical sources (newspaper, pictures, play, poem, story, book, oral histories) to find factual evidence and ask questions to check if the information is correct.</p> <p>Puedo usar una variedad de fuentes de información histórica para encontrar evidencia y hacer preguntas para confirmar que la información sea correcta.</p>
3.19 Analyze different ways that people, other living things, and the environment might be affected by an event, issue, or problem. (Social Science Analysis)	<p>I can analyze the different ways living things are affected by an event, issue, or problem.</p> <p>Puedo analizar diferentes maneras en que las personas, otros seres vivos y el medio ambiente se ven afectados por un evento o problema.</p>

<p>Student Inquiry (not derived from OR standards, added by team, suggested for all grades K-5)</p>	<p>I can inquire about and investigate ideas and concerns* I have about our city/state/country/world that affects me and my life and I can contribute to change.</p> <p>Puedo hacer preguntas e investigar sobre ideas y preocupaciones que tengo acerca de nuestra(o) ciudad/estado/país/mundo que afectan mi vida y puedo contribuir al cambio.</p> <p><i>*Can include social, political, or environmental ideas/concerns.</i></p>
<p>Current Events (not derived from OR standards, added by team, suggested for all grades K-5)</p>	<p>I can investigate current issues and how they relate to Oregon, the U.S., and other countries.</p> <p>Puedo investigar asuntos/problemas actuales y cómo se relacionan con Oregon, Estados Unidos y otros países.</p>

4th Grade Social Sciences

Academic Learning Target #1- Knowledge: *I can learn and show what I know about Oregon's past.*

Original Language from 2021 Standards (new standards have an asterisk*)	Student-Friendly Learning Targets <i>*italicized context is added for teachers where relevant.</i>
4.2 Explain how Oregon achieved statehood and identify the stakeholders involved. (Civics and Government)	<p>I can explain how Oregon became a state in the U.S. and identify different groups of people that were involved and impacted.</p> <p>Puedo explicar cómo Oregon se volvió un estado de los Estados Unidos y puedo identificar diferentes comunidades involucradas en esto y que se vieron impactadas.</p>
4.3 * Examine the Government and Constitutions of the nine federally recognized Oregon tribes. (Civics and Government)	<p>I can examine the Government and Constitutions of the nine federally recognized Oregon tribes*.</p> <p>Puedo analizar el gobierno y las constituciones de las nueve Tribus/Naciones Nativas de Oregon federalmente reconocidas*.</p> <p><i>*Nine Federally Recognized Oregon Tribes: Grand Ronde, Coos/ Lower Umpqua/Siuslaw, Klamath, Coquille, Cow Creek Band of Umpqua, Burns Paiute, Siletz, Warm Springs, Umatilla.</i></p>

4.6 Demonstrate understanding of needs and wants using a budget. (Financial Literacy)	<p>I can show understanding of my needs and wants using a budget.</p> <p>Puedo mostrar mi entendimiento sobre mis necesidades y gustos usando un presupuesto.</p>
4.7 Determine the consequences of sharing personal information with others. (Financial Literacy)	<p>I can determine the consequences of sharing my personal information* with others.</p> <p>Puedo determinar las consecuencias de compartir mi información* personal con otras personas.</p> <p><i>Personal information including but not limited to name, address, phone number, contact information, pictures, etc.</i></p>
4.8 Explain the interactions between the Pacific Northwest physical systems and human systems, with a focus on Native Americans in that region. (Geography)	<p>I can explain how Native American nations and tribes in Oregon interact(ed) with each other and with their environment (different human and physical systems*).</p> <p>Puedo explicar cómo las naciones nativo americanas y tribus en Oregon interactúan y han interactuado entre ellas y con el medio ambiente (diferentes sistemas físicos y humanos*).</p> <p><i>*Human systems can include but are not limited to things such as language, religion, political systems, economic systems, social class and status, social institutions and population distribution. Physical systems can include but are not limited to climate, soil, distributions of plants and animals, landforms, etc.</i></p>
4.10 * Identify political, economic, cultural and physical conflicts, including genocide, involving the use of land, natural resources, economic interests, competition for scarce resources, different political views, boundary disputes, and cultural differences within Oregon's different geographical areas and people groups who lived in those areas. (Geography)	<p>I can identify conflicts* across different parts of Oregon and the people involved and impacted.</p> <p>Puedo identificar conflictos* en diferentes partes de Oregon y las personas/comunidades involucradas e impactadas por los mismos.</p> <p><i>*See standard for example.</i></p>
4.15 Give examples of how changes in Oregon's agricultural, industrial, political, and business development over time, impacts people of the state including traditionally underrepresented groups. (Historical Knowledge)	<p>I can give examples of how changes* in Oregon over time have impacted different people in different ways (including traditionally underrepresented groups**).</p> <p>Puedo dar ejemplos de cómo los cambios* en Oregon a través del tiempo han impactado a diferentes comunidades de diferentes maneras (incluye especialmente las comunidades** tradicionalmente marginadas).</p> <p><i>*Changes: agricultural, industrial, political, and business development over time.</i></p>

	<i>**Traditionally underrepresented groups can include people of different socioeconomic status, racial/ethnic groups, religious groups, and other traditionally marginalized groups.</i>
4.17 * Create and evaluate timelines exploring the relationships among the people, events, and movements of resistance and justice in Oregon. (Historical Thinking)	I can create and evaluate timelines that show the relationships between people, events, and movements of resistance and justice in Oregon. Puedo crear y evaluar líneas del tiempo que muestran relaciones entre las personas, eventos y movimientos de resistencia y justicia en Oregon.
4.18 Use primary and secondary sources to explain events in Oregon history. (Historical Thinking)	I can use primary and secondary sources to explain events in Oregon history. Puedo usar fuentes de información primarias y secundarias para explicar eventos en la historia de Oregon.
4.21 Construct explanations using reasoning, correct sequence, examples and details with relevant information and data. (Social Science Analysis)	I can construct explanations using important and accurate facts, information, and numbers. Puedo construir explicaciones usando hechos, números e información correcta e importante.

4th Grade Social Sciences

Academic Learning Target #2- Critical Thinking: *I can think deeply, share ideas, and ask questions about what I learn.*

Original Language from 2021 Standards (new standards have an asterisk*)	Student-Friendly Learning Targets <i>*italicized context is added for teachers where relevant.</i>
4.1. * Investigate how the establishment, organization, and function of the Oregon government, its Constitution and its laws enforced and/or violated democratic conceptions of equity and justice for individuals and groups including Native Americans, African-Americans, Asian-Americans, and other immigrant groups. (Civics and Government)	I can investigate how the Oregon Government, Constitution, and laws are related to equity and justice for all people and groups*. Puedo investigar cómo el gobierno de Oregon, su constitución y leyes se relacionan con equidad y justicia para todas las personas y comunidades.* <i>*Groups including but not limited to: Native Americans, African-Americans, Asian-American, and other ethnic and social groups.</i>
4.4 * Examine the consequences of power and privilege on issues associated with poverty, income, and the accumulation of wealth. (Economics)	I can examine the consequences of power and privilege as they relate to different groups of people (socially and economically). Puedo analizar las consecuencias sociales y

	<p>económicas del sistema de poder y privilegio relacionadas con diferentes grupos de personas/comunidades.</p>
<p>4.5 Analyze different buying choices and opportunity costs. (Financial Literacy)</p>	<p>I can analyze different buying choices and opportunity costs.*</p> <p>Puedo analizar diferentes costos de oportunidad* y elecciones de compra.</p> <p><i>*Opportunity costs represent the potential benefits an individual, investor, or business misses out on when choosing one alternative over another. Ex. A farmer chooses to plant wheat; the opportunity cost is planting a different crop, or an alternate use of the resources (land and farm equipment).</i></p>
<p>4.9 Compare and contrast varying patterns of settlements in Oregon, considering, past, present, and future trends. (Geography)</p>	<p>I can compare and contrast different ways people have moved around in Oregon while thinking about the past, present, and future.</p> <p>Puedo comparar diferentes maneras en que las personas se han desplazado en Oregon mientras tengo en consideración el pasado, presente y futuro.</p>
<p>4.11 * Understand the impact and legacy of colonialism on marginalized communities and describe the decisions made to shape the human (e.g., tribal, cultural, agricultural, industrial, etc.) and physical geography (dams, wind turbines, climate change, transportation, etc.) and its effect on Oregon's environmental sustainability. (Geography)</p>	<p>I can describe the impacts of colonialism* on different (marginalized) communities, lands, and environments.</p> <p>Puedo describir el impacto del colonialismo* en diferentes comunidades, territorios y medio ambiente.</p> <p><i>*In this context, colonialism can be grounded in White American settler colonialism and the impact(s) on human and physical geography topics in Oregon: tribal, cultural, agricultural, industrial, dams, wind turbines, climate change, transportation, etc.</i></p>
<p>4.12 * Analyze the distinct way of knowing and living amongst the different American Indian tribes in Oregon prior to colonization, such as religion, language, and cultural practices and the impact of acculturation and the ongoing perseverance and exercise of tribal sovereignty of Native Americans. (Historical Knowledge)</p>	<p>I can research and analyze the various distinct ways of knowing and living* amongst the different Native American tribes in Oregon before colonization.</p> <p>Puedo investigar y analizar las distintas maneras de conocimiento y estilos de vida* entre las diferentes tribus/naciones nativo americanas en Oregon antes de la colonización.</p> <p>AND/ Y</p> <p>I can research and analyze the impact of Native Americans adapting to, or being forced to adapt to, certain White American ways of life (such as dress, language, religion) after colonization.</p>

	<p>Puedo investigar y analizar el impacto en los nativos americanos en adaptarse, o ser forzados a adaptarse a cierto estilo de vida estadounidense asociado con el grupo racial blanco después de la colonización.</p> <p>AND/ Y</p> <p>I can analyze the ongoing strength, perseverance, and tribal sovereignty of Native American Tribal Nations and peoples.</p> <p>Puedo analizar la fuerza, perseverancia y soberanía de las personas y Naciones Tribales Nativo Americanas.</p> <p><i>*Ways of Knowing and Living: May include but not be limited to unique traditions, cultures, religions, and languages. and cultural practices. "Educators do not need to know the nuances and complexities of Indigenous lifeways but they need to be aware that indigenous, languages, cultures, and traditions are alive and practiced across Oregon, despite numerous attempts at their destruction." (from Essential Understandings of Native Americans in Oregon)</i></p>
<p>4.13 * Identify and explain how discrimination based on race, gender, economic, and social group identity created and continues to affect the history, growth, and current experience of residents of Oregon. (Historical Knowledge)</p>	<p>I can identify and explain how discrimination* towards various groups created and continues to affect the experiences of Oregon residents.</p> <p>Puedo identificar y explicar cómo la discriminación* hacia distintas comunidades afectó y sigue afectando la experiencia de vida de los residentes oregonianos.</p> <p><i>*Discrimination can include but not be limited to race, ethnicity, gender, economic status, and social group identity.</i></p>
<p>4.14 * Give examples of how early non-American Indian explorers and settlers in Oregon changed Oregon's agriculture, settlement patterns, industrial, political, and business development over time, and its impact on the people of the state including people of different socioeconomic status, racial/ethnic groups, religious groups, and other traditionally marginalized groups. (Historical Knowledge)</p>	<p>I can research and give examples of how early non-Native American settlers in Oregon changed various parts* of Oregon and impacted different people** in different ways.</p> <p>Puedo investigar y dar ejemplos de cómo los colonizadores en Oregon cambiaron varias partes* del estado e impactaron a diferentes comunidades** de distintas maneras.</p> <p><i>*Parts: agriculture, settlement patterns, industrial, political, and business development.</i></p> <p><i>**People: socioeconomic status, racial/ethnic groups, religious groups, and other traditionally marginalized</i></p>

	<i>groups.</i>
4.22 Analyze historical accounts related to Oregon to understand cause-and-effect. (Social Science Analysis)	<p>I can analyze historical voices and stories that show how Oregon continues to change (illustrating cause-and-effect).</p> <p>Puedo analizar voces históricas e historias que muestran cómo Oregon continúa cambiando (mostrando causa y efecto).</p>
4.24 Explain individual and cooperative approaches people have taken, or could take in the future, to address local, regional, and global problems, as well as predict possible results of those actions. (Social Science Analysis)	<p>I can explain and analyze different approaches to addressing problems in Oregon, the U.S., and the world.</p> <p>Puedo explicar y analizar diferentes enfoques para atender problemas en Oregon, los Estados Unidos y en el mundo.</p>

4th Grade Social Sciences

Academic Learning Target #3- Research: *I can research and learn how to find out more about a topic by myself and in groups.*

Original Language from 2021 Standards (new standards have an asterisk*)	Student-Friendly Learning Targets <i>*italicized context is added for teachers where relevant.</i>
Student Inquiry <i>(not derived from OR standards, added by team, suggested for all grades K-5)</i>	<p>I can inquire about and investigate ideas or concerns* I have about our city/state/country/world that affect me and my life, and I can learn about how to contribute to change.</p> <p>Puedo hacer preguntas e investigar sobre ideas y preocupaciones* que tengo acerca de nuestra(o) ciudad/estado/país/mundo que afectan mi vida y puedo contribuir al cambio.</p> <p><i>*Can include social, political, or environmental ideas/concerns.</i></p>
Current Events <i>(not derived from OR standards, added by team, suggested for all grades K-5)</i>	<p>I can investigate current issues in the news and how they relate to Oregon, the U.S., and other countries.</p> <p>Puedo investigar asuntos/problemas actuales y cómo se relacionan con Oregon, Estados Unidos y otros países.</p>
Citations <i>(not derived from OR standards, aligned with Lang Arts and Middle School Social Science targets)</i>	<p>I can organize and state where my facts and ideas came from.</p> <p>Puedo organizar y citar las fuentes de los hechos y</p>

	mis ideas.
4.16 Distinguish between fact and fiction in historical accounts by comparing documentary sources on historical figures and events with fictional characters and events in stories. (Historical Thinking)	I can tell the difference between fact and fiction in historical voices and stories. Puedo distinguir hechos y ficción en voces históricas e historias.
4.19 Infer the purpose of a primary source and from that the intended audience. (Historical Thinking)	I can make a reasonable guess why a primary source might have been created and who it was intended for. Puedo hacer una inferencia razonable del por qué fue creada una fuente primaria y para quién estuvo dirigida.
4.20 Compare eyewitness and secondhand accounts of an event. (Social Science Analysis)	I can compare eyewitness and secondhand accounts of an event. Puedo comparar testigos de primera mano e historias de segunda mano de un evento.
4.23 Determine the validity of multiple sources, both historical and current, including but not limited to, diverse, primary and secondary sources. (Social Science Analysis).	I can determine the validity of multiple sources.* Puedo determinar la confiabilidad de múltiples fuentes. *Can include but is not limited to: letters, pictures, maps, speeches, articles/journals, etc.

5th Grade Social Sciences

Academic Learning Target #1- Knowledge: *I can learn and show what I know about U.S. History from 1492-1786.*

Original Language from 2021 Standards (new standards have an asterisk*)	Student-Friendly Learning Targets <i>*italicized context is added for teachers where relevant.</i>
5.3 * Compare and contrast the British monarchy, American colonial governments, and Tribal governments through their various interactions. (Civics and Government)	I can compare and contrast the British monarchy, U.S. colonial governments, and Native American Tribal governments. Puedo comparar la monarquía británica, los gobiernos coloniales de Estados Unidos y los gobiernos nativo americanos tribales.
5.4 * Identify the mechanisms of power and the principles of democracy found in the ideas and laws of the founding documents of the U.S. Government. (Civics and Government)	I can identify the role of power and democracy in the founding documents and ideas of the U.S government. Puedo identificar el rol del poder y la democracia en documentos e ideas de edificación del gobierno de Estados Unidos.

<p>5.5 Describe how the national government affects local, state, and Oregon tribal governments. (Civics and Government)</p>	<p>I can describe how the national government affects local, state, and Oregon tribal* governments.</p> <p>Puedo describir cómo el gobierno nacional afecta los gobiernos estatales, y los gobiernos tribales* de Oregon.</p> <p><i>*Nine Federally Recognized Oregon Tribes: Grand Ronde, Coos/ Lower Umpqua/Siuslaw, Klamath, Coquille, Cow Creek Band of Umpqua, Burns Paiute, Siletz, Warm Springs, Umatilla</i></p>
<p>5.6 * Examine the significance of the slave trade in, among, and between the North American colonies, Europe, Asia, and Africa. (Economics)</p>	<p>I can explain the many impacts*, including the economic impact, of the slave trade throughout the North American colonies, the Caribbean, Europe, Asia, and Africa.</p> <p>Puedo explicar los múltiples impactos*, incluido el económico, del comercio de esclavos a lo largo de las colonias de norteamericanas, el Caribe, Europa, Asia y África.</p> <p><i>* “Many impacts” is included above so as not to reduce the significant impacts of the trade of enslaved peoples to solely economic impacts.</i></p>
<p>5.7 Explain the purpose of taxes and give examples of their use from current and U.S. history. (Economics)</p>	<p>I can explain the purpose of taxes and give examples of their use both today and in the past.</p> <p>Puedo explicar el propósito de los impuestos y dar ejemplos de su uso hoy y en el pasado.</p>
<p>5.9 Use geographical tools (maps, satellite images, photographs, Google Earth, and other representations) to investigate and compare how areas in the United States can be divided in multiple ways. (Geography)</p>	<p>I can use geographical tools* to investigate and compare how the U.S. can be divided in different ways.</p> <p>Puedo usar herramientas geográficas* para investigar y comparar cómo distintas áreas de Estados Unidos pueden ser divididas de diferentes maneras.</p> <p><i>*Geography Tools: maps, satellite images, photographs, Google Earth, and other representations</i></p>
<p>5.11 Describe how physical, human, and political features influence events, movements, and adaptation to the environment. (Geography)</p> <p>5.12 Describe how technological developments, societal decisions, and personal practices affect sustainability in the United States. (Geography)</p>	<p>I can describe how physical, political, technological, and human actions* influence the environment and sustainability.</p> <p>Puedo describir cómo las acciones* humanas, políticas, tecnológicas y físicas influyen el medio ambiente y la sustentabilidad.</p> <p><i>*Actions can include but are not limited to things such as political systems, technological creations, and</i></p>

	<i>human interactions that impact climate, soil, distributions of plants and animals, landforms, etc.</i>
5.13 Describe how natural and human-made events in one place affect people in other places. (Geography)	<p>I can describe how natural and human-made events* in one place affects people in other places.</p> <p>Puedo describir cómo los eventos* naturales y los causados por humanos en un lugar afectan a las personas en otros lugares.</p> <p><i>*Can include but is not limited to floods, storms, earthquakes, droughts, forest fires, shipping or railway accidents, water pollution, the release of toxic substances into the environment, etc..</i></p>
5.18 Explain multiple perspectives and probable causes and effects of events leading to colonial independence from British Rule. (Historical Knowledge)	<p>I can explain causes and effects (from multiple perspectives) that led to colonial independence from British rule.</p> <p>Puedo explicar las causas y los efectos (de acuerdo con múltiples perspectivas) que llevaron a la independencia colonial del gobierno británico.</p>
5.21* Identify the scope and explain the significance of the enslavement of Indigenous Peoples and Africans in the establishment of North American colonies. (Historical Knowledge)	<p>I can explain the scope and impact of enslavement of Indigenous Peoples in the establishment of the North American colonies.</p> <p>Puedo explicar el objetivo y el impacto de esclavizar a las comunidades indígenas en el establecimiento de las colonias de norteamérica.</p> <p>I can explain the scope and impact of enslavement of Africans in the establishment of the North American colonies.</p> <p>Puedo explicar el objetivo y el impacto de esclavizar a personas africanas en el establecimiento de las colonias de norteamérica.</p>

5th Grade Social Sciences

Academic Learning Target #2- Critical Thinking: *I can think deeply, share ideas, and ask questions about what I learn.*

Original Language from 2021 Standards (new standards have an asterisk*)	Student-Friendly Learning Targets <i>*italicized context is added for teachers where relevant.</i>
5.1 Analyze how cooperation and conflict among people contribute to political, economic, religious, and	I can analyze how cooperation and conflict* among different people can contribute to current events and situations in the United States.

current social events and situations in the United States. (Civics and Government)	<p>Puedo analizar cómo la cooperación y el conflicto* entre diferentes personas puede contribuir a los eventos y situaciones actuales en los Estados Unidos.</p> <p><i>* Including but not limited to political, economic, religious, and social issues.</i></p>
5.2 * Examine and critique how colonial and new states' governments established, limited or denied rights and responsibilities of specific groups and individuals with particular attention to citizens, enslaved peoples, foreigners, nobles, religious groups, women, class systems, tribes. (Civics and Government)	<p>I can examine and critique the ways colonial and new states' governments established, limited, or denied rights to certain people and groups*.</p> <p>Puedo examinar y criticar las maneras en que los gobiernos coloniales y de los nuevos estados establecieron, limitaron o negaron derechos a ciertas personas y grupos*.</p> <p><i>*Groups can include: citizens, enslaved peoples, foreigners, nobles, religious groups, women, tribes, class systems.</i></p>
5.8 Analyze career choices through the return on investment (qualifications, education, and income potential). (Financial Literacy)	<p>I can analyze different career choices (based on qualifications, education and income potential).</p> <p>Puedo analizar diferentes opciones de carreras (con base en cualidades, educación e ingreso potencial).</p>
<p>5.10 * Identify and analyze the implications and cultural ramifications for Native American Tribes of the movement of people, goods, ideas, and cultural patterns to what became the United States, considering past, present, and future trends. (Geography)</p> <p>5.14 Analyze the distinct way of knowing and living amongst the different American Indian tribes of North America prior to contact in the late 15th and 16th centuries, such as religion, language, and cultural practices and the subsequent impact of that contact. (Historical Knowledge)</p>	<p>I can identify and explain how the movement of people, goods, ideas, and cultures have affected Native American Tribes.</p> <p>Puedo identificar y explicar cómo el movimiento de personas, bienes, ideas y culturas han afectado a las tribus nativo americanas.</p> <p>I can analyze and explain some of the distinct ways of knowing and living* of different Native American tribes and nations of North America, both before and after European contact.</p> <p>Puedo analizar y explicar algunas de las distintas maneras de conocimiento y estilos de vida* de diferentes tribus y naciones nativo americanas de norteamérica, antes y después del contacto europeo.</p> <p><i>*Ways of Knowing and Living: May include but not be limited to unique traditions, cultures, religions, and languages, and cultural practices. Please note that "Educators do not need to know the nuances and complexities of Indigenous lifeways but they need to</i></p>

	<p><i>be aware that indigenous, languages, cultures, and traditions are alive and practiced across Oregon, despite numerous attempts at their destruction.” (from Essential Understandings of Native Americans in Oregon)</i></p>
5.15 Locate and examine accounts of early Spanish, French and British explorations of North America noting major land and water routes, reasons for exploration, and the location and impact of exploration and settlement. (Historical Knowledge)	<p>I can examine different accounts of exploration and colonization and their many impact(s).</p> <p><i>Puedo examinar diferentes historias de exploración y colonización y sus múltiples impactos.</i></p>
5.16 Explain the religious, political, and economic reasons for the movement of people from Europe to the Americas, and analyze the multiple perspectives of the interactions between settlers and American Indians. (Historical Knowledge)	<p>I can explain religious, political, and economic reasons why people from Europe immigrated to the Americas.</p> <p><i>Puedo explicar las razones religiosas, políticas y económicas de por qué las personas provenientes de Europa inmigraron en América (continente).</i></p> <p>AND / Y</p> <p>I can analyze multiple perspectives of the interactions between White European settlers and Native Americans.</p> <p><i>Puedo analizar múltiples perspectivas sobre las interacciones entre los colonizadores europeos y los nativos americanos.</i></p>
5.19 Identify and examine the roles and impact of diverse groups of people (e.g. gender roles, social roles, political and economic structures) within the 13 British colonies that became the United States including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent, religious groups, and other traditionally marginalized groups. (Historical Knowledge)	<p>I can identify and examine the role(s)** and the impact(s) of diverse groups* of people in the 13 British colonies (that later became the United States).</p> <p><i>Puedo identificar y examinar los roles** e impactos de grupos* diversos de personas en las 13 colonias británicas (que se volvieron los Estados Unidos después).</i></p> <p><i>The timeline for this standard is 1492-1786 within the 13 colonies.</i></p> <p><i>**Roles: gender, social, political and economic structures.</i></p> <p><i>*Diverse groups: American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent, religious groups, and other traditionally marginalized groups.</i></p>

5.20 Identify and examine the roles that American Indians had in the development of the United States. (Historical Knowledge)	I can identify and examine the dynamic and important role that Native Americans played, and continue to play, in the development of the United States. Puedo identificar y analizar el rol dinámico e importante que tuvieron y siguen teniendo los nativos americanos en el desarrollo de los Estados Unidos.
5.22 * Examine how the decisions of those in power affected those with less political/economic power in past and current movements for equality, freedom, and justice with connections to the present-day reality. (Historical Knowledge)	I can examine how decisions made by people in power affect those with less (political and economic) power in past and present* movements for equality, freedom, and justice. Puedo examinar cómo las decisiones hechas por las personas en el poder afectan a aquellos con menos poder (político y económico) en los movimientos de lucha por igualdad, libertad y justicia en el pasado y en el presente*. <i>*Present movements: Connect to the present-day reality.</i>
5.25 * Develop an understanding of why individuals and groups from various ethnic and religious and traditionally marginalized groups during the same historical period, differed in their perspectives of events, laws/policies, or movements in the United States. (Historical Thinking)	I can demonstrate an understanding of why different people* from the same time period had different perspectives of events, laws/policies, or movements in the United States. Puedo demostrar entendimiento de por qué diferentes personas* del mismo período de tiempo tenían perspectivas diferentes sobre los eventos, leyes/políticas o movimientos en los Estados Unidos. <i>*People from different ethnic or religious groups, and/or any other traditionally marginalized groups.</i>

5th Grade Social Sciences

Academic Learning Target #3- Research: *I can research and learn how to find out more about a topic by myself and in groups.*

Original Language from 2021 Standards (new standards have an asterisk*)	Student-Friendly Learning Targets <i>*italicized context is added for teachers where relevant.</i>
Student Inquiry <i>(not derived from OR standards, added by team, suggested for all grades K-5)</i>	I can inquire about and investigate ideas or concerns* I have about our city/state/ country/world that affect me and my life, and I can learn about how to contribute to change. Puedo hacer preguntas e investigar sobre ideas y preocupaciones* que tengo acerca de nuestra(o) ciudad/estado/país/mundo que afectan mi vida y puedo contribuir al cambio.

	<i>*Can include social, political, or environmental ideas/concerns.</i>
Current Events (not derived from OR standards, added by team, suggested for all grades K-5)	I can investigate current issues in the news and how they relate to Oregon, the U.S., and other countries. Puedo investigar asuntos/problemas actuales y cómo se relacionan con Oregon, Estados Unidos y otros países.
Citations (not derived from OR standards, aligned with Lang Arts and Middle School Social Science targets)	I can organize and state where my facts and ideas came from. Puedo organizar y citar las fuentes de los hechos y mis ideas.
5.23 Summarize how different kinds of historical sources are used to explain events in the past. (Historical Thinking)	I can summarize how different sources of historical information are used to explain events in the past. Puedo resumir cómo diferentes fuentes de información histórica son usadas para explicar eventos en el pasado.
5.24 * Use primary and secondary sources to formulate historical questions and to examine multiple accounts or perspectives of a historical issue or time. (Historical Thinking)	I can use primary and secondary sources to create historical questions, and I can examine multiple perspectives of a historical issue or time. Puedo usar fuentes primarias y secundarias para crear preguntas sobre la historia y puedo examinar múltiples perspectivas de un asunto histórico o tiempo.
5.26 Gather, assess, and use information from multiple primary and secondary sources (such as print, electronic, interviews, speeches, images) to examine an event, issue, or problem through inquiry and research. (Social Science Analysis)	I can gather various primary/secondary sources* to research an event or issue. Puedo reunir varias fuentes primarias/secundarias para investigar un evento o tema. AND / Y I can examine the validity and purpose of different sources. Puedo examinar la confiabilidad y propósito de diferentes fuentes. *Primary and secondary sources: print/electronic sources, pictures, speeches, interviews, etc.
5.27 Identify characteristics of an event, issue, or problem, suggesting possible causes and results. (Social Science Analysis)	I can research and identify characteristics of an event, issue, or problem, and I can suggest possible causes and results.

	Puedo investigar e identificar las características de un evento, asunto o problema y puedo sugerir posibles causas y resultados.
5.28 Propose a response or solution to an issue or problem, utilizing research, to support the position. (Social Science Analysis)	<p>I can propose a response or solution to an issue or problem and use research and evidence to support my position.</p> <p>Puedo proponer una respuesta o solución a un asunto o problema y usar investigación y evidencia para apoyar mi posición.</p>
5.29 Use a range of collaborative procedures to make decisions about and act on civic issues or problems. (Social Science Analysis)	<p>I can research and collaborate with others to make decisions about and act on civic issues or problems.</p> <p>Puedo investigar y colaborar con los demás para tomar decisiones y actuar para contribuir en solucionar asuntos o problemas.</p>

High School Social Sciences Learning Targets

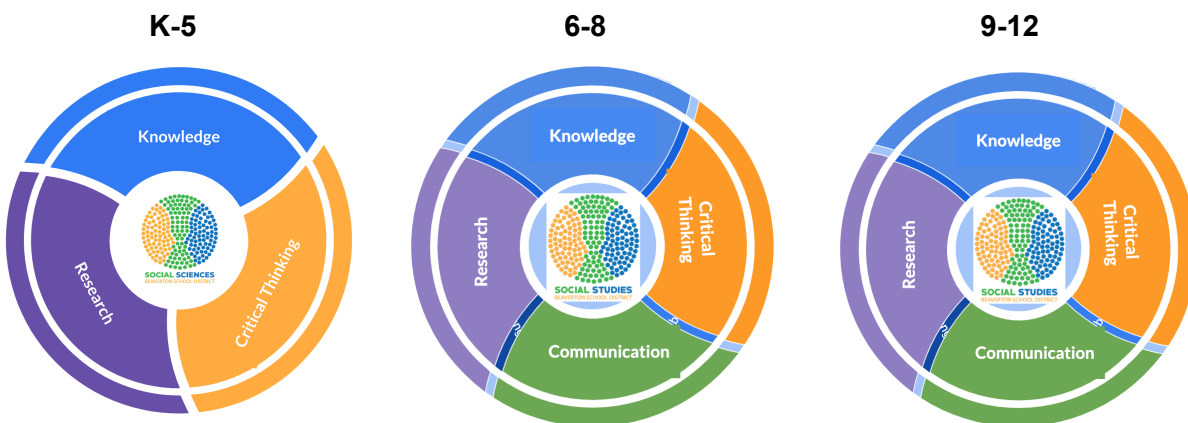
The BSD High School learning target model has 4 Academic Learning Targets (ALTs): Knowledge, Critical Thinking, Communication, and Research. The goal of the BSD K-12 Social Sciences 4 ALT model is to encompass the knowledge, skills, and practices of a critically-minded social scientist, and to deepen the student experience beyond historical knowledge acquisition.

The High School Social Sciences Academic Supporting Targets (ASTs) will be derived from the [2021 Oregon Social Science Standards Integrated with Ethnic Studies](#), and will be divided appropriately across the developing BSD high school courses including U.S. History, Civics and Economics, and World History/Studies. The ASTs cover the Social Sciences domains of: Civics & Government, Economics, Financial Literacy, Geography, Historical Knowledge, Historical Thinking, Social Science Analysis.

An example of the 4 ALTs and potential ASTs in an instructional unit in U.S. History is included below.

The learning targets are bilingual (English/Spanish). The Spanish version of the targets follows the same color code (blue) as used in the Dual Language classrooms in the district.

In adopting this 4 ALT model at the high school level, the Social Sciences program in BSD will have a cohesive and longitudinal learning target model across K-12.



ALT 1: Knowledge

I can develop and demonstrate factual and conceptual knowledge about [topics in United States History Post Reconstruction – Present & World History].

Puedo desarrollar y demostrar conocimiento factual y conceptual acerca de [La Historia Post Reconstrucción de Estados Unidos - Historia Mundial y Contemporánea].

ALT 2: Critical Thinking

I can develop and demonstrate deep, analytical, historical thinking and analysis skills.

Puedo desarrollar y demostrar habilidades de análisis y pensamiento histórico, analítico, profundo.

ALT 3: Communication

I can organize, document, and demonstrate my learning and action(s) in a variety of ways.

Puedo organizar, documentar y demostrar mi aprendizaje y acciones en diferentes maneras.

ALT 4: Research

I can develop and demonstrate independent and collaborative research skills and practices for inquiries and investigations.

Puedo desarrollar y demostrar habilidades y prácticas de investigación independiente y colaborativa.

Example of the 4 High School ALTs and potential ASTs in an instructional unit in High School U.S. History.

ALT 1: Knowledge: I can develop and demonstrate factual and conceptual knowledge about the Oregon and U.S. Constitution [an example topic in United States History- Post-Reconstruction].

Puedo desarrollar y demostrar conocimiento factual y conceptual acerca de la Constitución de Oregon y Estados Unidos [ejemplo de tema en la historia post reconstrucción de Estados Unidos].

ASTs:

- HS.2 I can identify and analyze the existence and perpetuation of discrimination and inequity in the local, state, national, or global context.
- HS.3 I can identify, discuss, and explain the exclusionary language and intent of the Oregon and U.S. Constitution.
- HS.4 I can describe core elements of early governments that are evident in United States government structure.
- HS.8 I can examine the institutions, functions, and processes of Oregon's state, county,

- local and regional governments.
- HS.62 I can identify, analyze, and celebrate the histories and contributions of traditionally marginalized groups and individuals in shaping the cultures of Oregon, the United States, and the world.
- HS.2 Puedo identificar y analizar la existencia y perpetuación de discriminación e inequidad en el contexto local, estatal, nacional o global.
- HS.3 Puedo identificar, discutir y explicar lenguaje e intención de exclusión en la Constitución de Oregon y de Estados Unidos.
- HS.4 Puedo describir elementos clave de los primeros gobiernos que son evidentes en la estructura del gobierno de Estados Unidos.
- HS.8 Puedo examinar las instituciones, funciones y procesos del estado, condado, gobiernos locales y regionales de Oregon.
- HS.62 Puedo identificar, analizar y celebrar las historias y contribuciones de grupos e individuos tradicionalmente marginalizados en la construcción de las culturas de Oregon, Estados Unidos y el mundo.

ALT 2: Critical Thinking: I can develop and demonstrate deep, analytical, historical thinking and analysis skills.

Puedo desarrollar y demostrar habilidades de análisis y pensamiento histórico, analítico, profundo.

ASTs:

- HS.1 I can analyze the positive and negative implications of the US Constitution, Bill of Rights and Amendments, Supreme Court decisions, Federal Laws, and executive orders, for political, legal, economic, and social equality for all, including traditionally marginalized groups.
- HS.52 I can evaluate continuity and change over the course of world and United States history.
- HS.53 I can analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of world, U.S., and Oregon history.
- HS.57 I can examine and evaluate the origins of fundamental political debates and how conflict, compromise, and cooperation have shaped unity and diversity in world, U.S., and Oregon history.
- HS.1 Puedo analizar las implicaciones positivas y negativas de la Constitución de Estados Unidos, Declaración de Derechos y Enmiendas, decisiones de la Suprema Corte, leyes federales y órdenes ejecutivas en términos de igualdad política, legal, económica y social para tod@s, incluidos los grupos tradicionalmente marginalizados.
- HS.52 Puedo evaluar continuidad y cambio sobre el curso de la historia mundial y de Estados Unidos.
- HS.53 Puedo analizar la complejidad de la interacción de múltiples perspectivas en la investigación de causas y efectos de eventos significativos en el desarrollo de la historia del mundo, Estados Unidos y Oregon.

- HS. 57 Puedo examinar y evaluar los orígenes de debates políticos fundamentales y cómo el conflicto, compromiso y cooperación ha impactado la unidad y diversidad en la historia del mundo, Estados Unidos y Oregon.

ALT 3: Communication: I can organize, document, and demonstrate my learning and action(s) in a variety of ways.

Puedo organizar, documentar y demostrar mi aprendizaje y acciones en diferentes maneras.

ASTs:

- HS.69 I can create and defend a historical argument utilizing primary and secondary sources as evidence.
- HS.77 I can engage in informed and respectful deliberation and discussion of issues, events, and ideas applying a range of strategies and procedures to make decisions and take informed action.
- HS.69 Puedo crear y defender un argumento histórico utilizando fuentes primarias y secundarias como evidencia.
- HS.77 Puedo participar en deliberación y discusión informada y respetuosa de asuntos, eventos e ideas aplicando un rango de estrategias y procedimientos para tomar decisiones y acción informada.

ALT 4: Research: I can develop and demonstrate independent and collaborative research skills and practices for inquiries and investigations.

Puedo desarrollar y demostrar habilidades y prácticas de investigación independiente y colaborativa.

ASTs:

- HS.61 I can analyze and explain the multiple experiences and perspectives of ethnic and traditionally marginalized groups to investigate conflicting interpretations of past and present events of national and/ or global interest.
- HS.67 I can evaluate historical sources for perspective, limitations, accuracy, and historical context.
- HS.68 I can select and analyze historical information, including contradictory evidence, from a variety of primary and secondary sources to support or reject a claim.
- HS.61 Puedo analizar y explicar las experiencias y perspectivas múltiples de grupos étnicos y tradicionalmente marginados para investigar interpretaciones que conflictúan sobre eventos pasados y presentes de interés nacional y/o global.
- HS.67 Puedo evaluar fuentes históricas para encontrar perspectivas, limitaciones, exactitudes y contexto histórico.
- HS.68 Puedo seleccionar y analizar información histórica, incluyendo evidencia contradictoria, proveniente de una variedad de fuentes primarias y secundarias para apoyar o descartar un argumento.

Specialized Programs Social Sciences Learning Targets (K-12)

Some BSD students who receive special education services will work and learn with/in their school's resource rooms. This service delivery model option provides students access to general education settings, grade-level content, instructional resources, and learning targets; and a diverse population of peers with a range of abilities and skill sets. This service delivery model option also provides students additional support through Specially Designed Instruction that is offered by a certified teacher through a removal model and/or a push-in/co-teaching model.

Some students may require a higher level of support through one of our district specialized programs. The following learning targets are for the following BSD Specialized Programs: Academic Learning Center (ALC), Structured Routines Center (SRC), Structured Learning Center (SLC), Academic and Communication Enhancement Program (ACE), and Independent Skills Center (ISC).

The BSD ALC, SRC, SLC, ACE, & ISC K-12 Social Sciences learning target model has 3 Academic Learning Targets (ALTs) specifically in the realm of Social Sciences: Knowledge, Critical Thinking, and Research. The goal of the BSD Social Sciences ALT model is to encompass the knowledge, skills, and practices of a critically-minded social scientist, and to deepen the student experience beyond knowledge acquisition.



It is worth noting that the BSD 6-12 Learning Target model has 4 ALTs, which includes an additional ALT titled Communication. However, because there are many already published Writing, Language, and Speaking & Listening targets that have overlapping skills within and across the skills with the ALT Communication, especially in K-5, the proposed ALC, SRC, SLC & ISC Learning Target model has 3 overlapping and universal ALTs for Social Sciences, those being ALT 1: Knowledge, ALT 2: Critical Thinking, and ALT 3: Research.

K-5 Social Sciences Learning Target Model

The K-5 learning target model only has ALTs, without specific supporting targets (ASTs), to encourage a more universal and flexible approach to developing both skills and content knowledge in the Social Sciences. The [2021 Oregon Social Science Standards Integrated with Ethnic Studies](#) outline the Social Sciences domains of: Civics & Government, Economics, Financial Literacy, Geography, Historical Knowledge, Historical Thinking, and Social Science Analysis.

The specialized program Social Sciences learning targets are bilingual (English/Spanish). The Spanish version of the targets follows the same color code (blue) as used in the Dual Language classrooms in the district.

Therefore, the proposed ALC, SRC, SLC, ACE, & ISC K-12 Social Sciences Learning Targets are as follows:

K-5 SS ALT 1: Knowledge: I can learn and show what I know about (insert grade-level focus).
[Puedo aprender y mostrar lo que sé acerca de \(enfoque del grado\).](#)

*Guidance to BSD educators: There are Social Sciences grade-level foci that should be kept in mind:

- K: Me and My World / [Mi Mundo y Yo](#)
- 1: My School and Family / [Mi Escuela y Mi Familia](#)
- 2: My Neighborhood, My Community / [Mi barrio, Mi Comunidad](#)
- 3: Our Community and Beyond [Emphasis on Oregon Geography and Local History] / [Nuestra Comunidad y Más Allá de Ella \[Énfasis en la geografía e historia local de Oregon\]](#)
- 4: Oregon's Past / [El Pasado de Oregon](#)
- 5: U.S. History (1492-1786) / [Historia de Estados Unidos \(1492-1786\)](#)

K-5 SS ALT 2: Critical Thinking: I can think deeply (connect to my personal experiences), share ideas, and ask questions about what I learn in a variety of ways.
[Puedo pensar profundamente, compartir ideas y hacer preguntas de diferentes maneras acerca de lo que aprendo.](#)

K-5 SS ALT 3: Research: I can research and learn how to find out more about a topic by myself, in teams, and in a variety of ways.
[Puedo investigar y aprender de diferentes maneras cómo saber más sobre un tema por mí misma\(@\)\(o\) y en equipo.](#)

6-12 Social Sciences Learning Target Model

In the 6-12 learning target model, there are several modified Academic Supporting Targets (ASTs) that are derived from the 2021 Oregon Social Science Standards Integrated with Ethnic Studies. The ASTs cover the Social Sciences domains of: Civics & Government, Economics, Financial Literacy, Geography, Historical Knowledge, Historical Thinking, and Social Science Analysis.

Therefore, the ALC, SRC, SLC, ACE, & ISC 6-12 Social Sciences Learning Targets are as follows:

6-12 SS ALT 1: Knowledge: I can learn and show what I know about United States and World History.

ASTs:

1. I can identify and describe important people, places, and events. (History, Geography)
2. I can identify and explain the roles and responsibilities of governments and people in the community (Civics & Government)
3. I can identify and describe economic issues (i.e. trade, supply, demand, cost, savings, scarcity, debt) and how they affect me (Economics and Financial Literacy)

Puedo aprender y mostrar lo que sé acerca de Historia Mundial y Estados Unidos.

1. Puedo identificar y describir personas, lugares y eventos importantes. (Historia, geografía)
2. Puedo identificar y explicar los roles y responsabilidades de los gobiernos y las personas de la comunidad. (Civismo y gobierno)
3. Puedo identificar y describir temas de economía (ej. comercio, oferta, demanda, costo, ahorros, escasez, deuda) y cómo me impactan. (Economía y Finanzas)

6-12 SS ALT 2: Critical Thinking: I can think deeply, share ideas, and ask questions about what I learn.

ASTs:

1. I can identify and analyze how different people, places, cultures, and ideas have impacted and changed the world. (History, Geography)
2. I can identify and analyze past and present ways that individuals and groups fight for more justice, equality, and equity. (Civics & Government)
3. I can analyze the costs and benefits of economic issues to different groups of people (i.e. trade, supply, demand, cost, scarcity, savings, debt) (Economics and Financial Literacy)

Puedo pensar profundamente, compartir ideas y hacer preguntas acerca de lo que aprendo.

1. Puedo identificar y analizar cómo las diferentes personas, lugares, culturas e ideas tienen un impacto y han cambiado el mundo. (Historia, geografía)
2. Puedo identificar y analizar maneras en el pasado y presente en que los individuos y los grupos luchan por justicia, igualdad y equidad. (Civismo y gobierno)
3. Puedo analizar los costos y beneficios que los asuntos de economía tienen en diferentes grupos de la sociedad. (Ej. comercio, oferta, demanda, costo, ahorros, escasez, deuda) (Economía y Finanzas)

6-12 SS ALT 3: Research: I can research and learn how to find out more about a topic by myself and in groups.

ASTs:

1. I can gather, use, and organize information from many different sources, formats (i.e. timelines, maps, pictures, etc.) perspectives, and historical times. (History, Geography, Civics & Government, Economics & Financial Literacy)

Puedo investigar y aprender cómo saber más sobre un tema por mí misma(@)(o) y en equipo.

1. Puedo compilar, usar y organizar información proveniente de múltiples fuentes diferentes, formatos (ej. líneas del tiempo, mapas, fotografías, etc.), perspectivas y épocas. (Historia, geografía, gobierno y civismo, economía y finanzas).

Elementary Instructional Resources Review Process & Recommendation

In the fall of 2020, the K-12 Social Sciences Teacher Cadre began reviewing and adopting a set of working criteria to review instructional resources to address Oregon Social Sciences standards and the BSD learning targets. The Teacher Cadre utilized BSD's Selection Criteria for Instructional Materials ([BSD Policy IIA/IIA-AR](#)), the state-adopted [2021 Oregon Social Science Standards Integrated with Ethnic Studies](#), the Criteria for Oregon Instructional Materials in Social Sciences (Appendix 3), and the BSD K-2 Social Sciences Teacher Cadre Essential Considerations for Instructional Materials (Appendix 4).

It is important to note that materials reviewed and recommended for adoption were selected and carefully evaluated based on the aforementioned standards and guidelines. As consistent with [BSD Policy IIA/IIA-AR](#), "In most instances, the selected materials should meet a significant number of the criteria listed, although a single resource need not meet all the criteria in order to be selected. Materials will be selected for their strengths rather than rejected for their weaknesses."

Upon reviewing the two sets of instructional materials that were formally reviewed by the Oregon Department of Education (ODE) - Pearson myWorld and McGraw Hill - it became clear that both were primarily comprehensive K-5 instructional platforms with mostly digital content, that they were more conducive towards national social science standards and less Oregon-specific standards and contexts, and that the materials were aligned with the 2018 Oregon Social Sciences standards. When the [2021 Oregon K-12 Social Science Standards Integrated with Ethnic Studies](#) were formally adopted in February of 2021, the K-12 BSD teacher cadre committed to working towards those standards.

Upon further and additional reviews of available instructional materials in the 2021-2022 school year, the BSD teacher cadre and content specialists determined that the ultimate choice for instructional materials came down to two different approaches: the recommendation of a comprehensive platform, or an approach based on a variety of targeted and intentionally-selected materials. A general breakdown of the two approaches, along with brief strengths and limitations, are listed below (see Table 1).

Table 1: Comprehensive Instructional Platforms vs. Variety of Targeted Materials/Multiple Sources

Comprehensive Platforms	Variety of Targeted Materials/ Multiple Sources
<p>Possible Strengths</p> <ul style="list-style-type: none">- Teacher training and teacher/student familiarity: "one stop shop"- Generally very robust with significant number of resources/materials available- Generally more supported with tools like language translation, tech tools, lexile adjustment, etc.	<p>Possible Strengths</p> <ul style="list-style-type: none">- Options for more inclusion of multiple and diverse perspectives, authorship, and formats- Generally lend themselves to more teacher autonomy and creative decision-making in how to bring things together- Can include more authentic local resources and perspectives (ex. Tribal history, state history, etc.)- Can include bilingual (Spanish/English) and authentic

	<p>resources in Spanish to serve the needs of students in the Dual Language program and beyond.</p> <ul style="list-style-type: none"> - Aligned with early learning (K/1)
<p>Possible Limitations</p> <ul style="list-style-type: none"> - Can lack multiple and diverse perspectives, authorship, and formats. - Can potentially limit teacher creativity and autonomy outside of the platform - With online platforms, can result in high amounts of screen time and digital reading - Can lack authentic local resources and perspectives (ex. Tribal history, state history, etc.) - Can lead to more isolation of content areas (especially in K-5) - Non-existent or limited bilingual (Spanish/English) and authentic resources in Spanish. 	<p>Possible Limitations</p> <ul style="list-style-type: none"> - Can require multiple teacher professional learning opportunities to learn variety of materials/sources - Can be challenging - and very time consuming - to create/curate multiple resources into a cohesive scope & sequence/units. - Can be more limited with tools like translation, tech tools, lexile adjustment, etc.

With this framing in mind, the teacher cadre and content TOSAs came up with 11 options for consideration for elementary school Social Sciences instructional resources (see Table 2).

Table 2: K-5 Instructional Resources Options and Progression

K-5 Instructional Materials: Began with the following options	K-5 Instructional Materials: Narrowed to the following options (Based on teacher review & feedback; open to public viewing and feedback)
<p>Comprehensive Platforms:</p> <ol style="list-style-type: none"> 1. Pearson myWorld 2. McGraw Hill 3. Active Classroom 4. Discovery Education 5. InquirEd: Inquiry Journeys <p>Targeted Materials/Multiple Sources:</p> <ol style="list-style-type: none"> 1. Teacher and TOSA-created book lists that include English, Spanish and bilingual books. 2. SS text & non-text materials (i.e. atlases, local texts from OR Historical Society, etc.) 3. Studies Weekly 4. Time for Kids 5. Teacher-Created-Materials Company 6. Newsela 	<p>Comprehensive Platform:</p> <ol style="list-style-type: none"> 1. InquirEd: Inquiry Journeys <p>Targeted Materials/Multiple Sources:</p> <ol style="list-style-type: none"> 1. Teacher and TOSA-created book lists that include English, Spanish and bilingual books. 2. SS text & non-text materials (i.e. atlases, local texts from OR Historical Society, etc.) 3. Newsela

After reviewing the materials against the aforementioned set of four working criteria, a large majority of the platforms and materials were considered insufficiently aligned to the [2021 Social Science Standards Integrated with Ethnic Studies](#) and the instructional goals and vision for our proposed elementary school Social Sciences program (see Appendix 1: BSD Social Sciences Position Paper; Appendix 2: BSD Best Practices in Social Sciences). To view an abbreviated summary of the review notes for the aforementioned 11 resources, please see Appendix 5. Further, the 11 options were narrowed to two approaches that took part in a more rigorous review with the K-5 teacher cadre.

The two finalists for instructional materials, InquirEd Inquiry Journeys (comprehensive platform) and an approach with a variety of targeted materials/multiple sources, were shared on the BSD district webpage for public review and community input from April 22 - May 8, 2022. A summary of the responses can be found below (see Table 3).

Table 3: Summary of Beaverton Community Public Viewing Input for K-5 Instructional Materials

10 total respondents (6 BSD parents, guardians, or family members, 1 community member, 3 BSD educators)

Summary of Likert-Scale Questions:	Summary of open-ended responses
Targeted Materials (4 responses) <ul style="list-style-type: none"> 3 of 4 respondents marked “Always” or “Often” for meeting 5 of 6 BSD IIA-AR standards. 	Targeted Materials (4 responses): <ul style="list-style-type: none"> “The students should have material from as many different viewpoints as possible.” “I appreciate the inclusivity especially in regards to history. I find the overall information valuable.” “Great book list for the classroom bins!” Proposed materials “have a political agenda behind them” “We should always include multiple voices/primary sources to represent all individuals involved in historical events.”
InquirEd (6 responses): <ul style="list-style-type: none"> 5 of 6 respondents marked “Always” or “Often” for meeting 5 of 6 BSD IIA-AR standards 	InquirEd (6 responses): <ul style="list-style-type: none"> “I like that the core of what needs to be covered is SS there and laid out in inquiry style lessons.” “Some ideas were not presented balanced as they could be.” Proposed materials include controversial topics/social issues (gender identity is named as an example) that are “propagandized,” “political,” and “do not belong in the classroom.”

Further, and in brief, a summary of the K-5 teacher cadre’s final considerations for core instructional materials for elementary school Social Sciences can be found below:

- Intentional alignment with [2021 Social Science Standards Integrated with Ethnic Studies](#), specifically with local Oregon history and contexts (mostly in grades 2, 3, 4)
- Centrality of multiple and diverse perspectives

- The initial needs/wants from the K-5 teacher cadre was for curated book lists with diverse authorship, and other text & non-text resources conducive towards integration with Language Arts, as well as resources that would respond to the needs of the English and Dual Language Programs as well as Specialized Programs.
- Inclusion of authentic local resources and Oregon authors and contexts (i.e. Oregon Historical Society, 5 Oaks Museum, Portland State University, Grand Ronde tribal educators, Senate Bill 13: Tribal History/Shared History lesson inclusion, etc.)
- Prioritization of customized and responsive professional development (PD) and curricular support that addresses:
 - Equity/justice, cultural and linguistic-relevance, interdisciplinary inquiry, literacy integration, backwards design with state standards.
 - Support for educators to teach anti-oppressive social sciences and ethnic studies by using inclusive protocols in the classroom.
- Instructional resources conducive towards a co-constructed scope and sequence, and that could be used flexibly with available time BSD students and schools have for Social Sciences.
- Shared concerns about instructional resources that are:
 - Less customizable, require significant amounts of SS instructional time (and not as conducive towards integration with other BSD content areas), do not align with local history & 2021 standards, lack more authentic & responsive PD opportunities, would require supplements for local history.

Ultimately, the final K-5 Teacher Cadre vote was 15 for targeted materials and 0 for InquirEd: Inquiry Journeys. The Project Team also voted unanimously (with no dissenting opinions) to move the teacher cadre's recommendation to the school board.

Elementary Instructional Resources Recommendation

Variety of Targeted Materials/Multiple Sources Background:

1. Intentionally Selected Mentor Texts

Early in the process, elementary teacher cadre members expressed the interest in finding picture books and other non-fiction texts to serve as a highly engaging launch and a gateway to Social Sciences instruction. Grade-level book lists were intentionally curated to have a variety of English, Spanish and bilingual (English and Spanish) picture books, reference and trade books, and anthologies that are aligned and consistent 2021 Social Sciences standards - specifically the integrated ethnic studies standards. These books will be part of classroom libraries and used with students as mentor texts, and/or targeted and shared read-alouds launching inquiry and discussion. Many of the books will come with accompanying culturally and historically responsive literacy framework plans (Muhammad, 2020).

To see the sample book lists for Social Sciences grades K-5, please see Appendix 6.

The titles in the initial draft lists were created through a rigorous process that included (but was not limited to):

- Lists created and revised by BSD teacher cadre members, and K-12 TOSAs within and across Social Sciences, Language Arts, Multilingual Department, and District Librarians.
- Alignment with 2021 Oregon Social Science Standards Integrated with Ethnic Studies, and Oregon Department of Education's ethnic studies themes of identity, histories/perspectives, resistance, resilience, and civic engagement.
- Oregon Department of Education recommendations and considerations.
- Collaborations with other local Oregon district specialists and offices of teaching and learning.
- Social Justice Books: a non-profit organization whose mission is to provide teachers and parents with the tools to create schools where students learn to read, write and change the world.
- School Library Journal: a national publication for librarians and information specialists.
- Public Library resources and recommendations (Multnomah County and Washington County).
- Scholarly blogs, websites, and scholar suggestions from social media.
- Own voices – books about characters who reflect the author's own identity and the writing is based on the author's own lived experiences and perspectives.

Further, the following guidelines were established:

- Books were evaluated with [BSD IIA/AR standards](#), amongst other criteria.
- The texts are not meant to be read independently by students, but instead through thoughtful, intentional teacher planning with relevant excerpts and/or sections.

- If there are sections of texts that are not developmentally appropriate for elementary students (see [BSD IIA-AR](#) Standard 3: Materials shall be appropriate for the ability level, learning styles, emotional and social development of the students for whom the materials are selected”), there will be guidance on excluding their use in the classroom with students.
- Texts would be available in English and in Spanish.
- The current list includes relevant titles that reflect and center counternarratives that would enhance critical thinking and learning.
 - The titles are also aligned & consistent with the [2021 standards](#), specifically the integrated ethnic studies standards.

Note: The draft book lists are examples of titles that may be included in book bins. The final lists will be revisited and updated regularly based on teacher and student feedback, and based on text availability.

2. Additional Non-Fiction Texts

- **Local, authentic texts** are another central piece of the Social Sciences instructional materials. These include (but are not limited to) the following: *Portland Biographies* (Oregon Historical Society, 2022), *Portland Becomes a City* (Oregon Historical Society, 2022), *Portland Stories of Action and Impact* (Oregon Historical Society, 2022), *Since Time Immemorial* (Oregon Historical Society, 2022), *Oregon is Indian Country: The Nine Federally-Recognized Tribes of Oregon*, *Student Magazine* (Oregon Historical Society, 2009), and the *Student Atlas of Oregon: A Classroom Atlas for Elementary and Middle Schools* (Portland State University, 2015).
- **Newsela:** BSD currently has a subscription to Newsela Language Arts and Social Studies, along with promising teacher and student usage data. The teacher cadre would like Newsela Social Studies to be a supplementary instructional resource for the elementary school Social Sciences program. Briefly, Newsela offers:
 - Thousands of real-world texts that feature diverse perspectives and new content added daily.
 - Texts published at 5 reading levels and built-in scaffolds such as read aloud and annotation, and texts available in English and Spanish.
 - More information can be found at <https://newsela.com/>

3. Units of Inquiry written by Dr. Katy Swalwell

Dr. Katy Swalwell will write initial, grade-level bilingual (English and Spanish) units of inquiry using the aforementioned instructional resources. These inquiry units will include:

- Overarching essential questions to develop authentic disciplinary knowledge from multiple perspectives.
- Read-aloud or mentor text suggestions from the grade-level book lists mentioned

above, and accompanying guidance and/or lesson plans for reading those books.

- Inspiration and special considerations for teachers as they launch this in their classrooms.
- Additional instructional resources (in both English and Spanish) for investigating the unit question(s) and following student-led lines of inquiry.
- Inclusive protocols for having meaningful classroom discussions and responding to student questions, with an intentional layer of support for teachers regarding issues and topics related to the 2021 ethnic studies integrated standards.
- Local, grade-level specific resources integrated into the units (Oregon Historical Society Texts, Senate Bill 13 Tribal History/Shared History lessons, etc).
- Ongoing teacher professional development, collaboration, and consultation with Dr. Katy Swalwell (see Elementary School Professional Learning Plan for more information).

Middle School Supplementary Instructional Resources Review Process & Recommendation

In the spring of 2021, Discovery Education's *Social Studies TechBook* was recommended and adopted as the core instructional resource for BSD middle school Social Sciences. A review of Discovery and its strengths and limitations can be found in the Social Sciences Phase 1 Curriculum Adoption Project Team Report (May 2021).

Briefly, the Discovery *Social Studies Techbook* is a digital core resource that uses an inquiry-based approach to enhance literacy and critical thinking skills while building students' capacity to engage in historical and contemporary Social Sciences topics through the 5Es: Engage, Explore, Explain, Elaborate, Evaluate. Students experience both history and current events through a combination of close reading, project-based learning, inquiry, critical thinking, and civic engagement. The *Techbook* pairs standards-based core content with essential questions, primary source analysis, multiple perspectives, and project-based tasks.

After year one of implementation (SY 2022-2023), many BSD teachers and teacher cadre members - both formally (i.e. in teacher cadre meetings) and informally (i.e. in emails to content specialists) - voiced a need for more non-digital supplementary resources, as well as supplementary resources that highlighted the perspectives, importance, and contributions of historically underrepresented groups in Oregon, the United States, and the world.

Further, Supplemental Adopted Instructional Materials are defined as:

- "Instructional materials adopted and paid for by the district, in addition to the Core Adopted Instructional Materials. These may be adopted during the regular adoption window or adopted later in response to student performance data. These materials are selected by teachers for use based upon the needs of their students and their professional judgment" ([BSD Policy IIA/IIA-AR](#)).

More specifically regarding middle school social sciences, BSD educators were looking for more non-digital supplementary resources that more-so centered multiple and diverse perspectives, as specified in the relevant adopted [2021 Social Science Standards Integrated with Ethnic Studies](#) pasted below:

- 8.27 Determine and explain the importance and contributions (products, events, actions, and ideas) of key people, cultures, and ethnic groups,* religious groups, and other historically underrepresented groups in Oregon, the United States, and the world.
 - *American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent, religious groups, and other traditionally marginalized groups (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender).
- 6.4 Identify and analyze historical and contemporary means that societies have undertaken for the expansion of justice, equality, and equity for individuals and/or groups of previously historically underrepresented groups.
- 6.19 Examine the historic and current contributions and relevance of indigenous cultures.

- 6.20 Identify and analyze the causes and effects of oppression and resistance in the living histories of historically marginalized groups in the Western Hemisphere.
- 6.21 Identify the motivations, tools, and implications of power, authority, and governance as it relates to systems and tools of oppression (e.g., bias, injustice, discrimination, racism, antisemitism, and stereotypes) and its impact on ethnic and religious groups and other historically marginalized groups of the Western Hemisphere. (note, 7th grade has a similar standard for the Eastern Hemisphere, 7.25).
- 6.23 Explain and analyze the historical context of key people, cultures, products, events, and ideas over time including the examination of different perspectives from indigenous people, ethnic and religious groups, and other traditionally marginalized groups throughout the Western Hemisphere.
- 7.20 Identify and examine the roles and impact of diverse groups of people (social roles, political and economic structures and family and community systems) across indigenous civilizations, ethnic and religious groups, and other historically underrepresented groups throughout the Eastern Hemisphere.
- 8.9 Compare historical and contemporary means of changing societies and identify individuals and/or groups, promoting the common good including the importance of advocacy and activism related to socio-economic resistance (i.e. civil rights, LGBTQ+ rights, worker's rights) for the expansion of justice, equality, and equity for individuals and/or groups of previously historically underrepresented groups.

Further, to identify supplemental materials for the middle school Social Sciences program, The Teacher Cadre utilized BSD's Selection Criteria for Instructional Materials (BSD Policy IIA/IIA-AR), the state-adopted [2021 Oregon Social Science Standards Integrated with Ethnic Studies](#), the Criteria for Oregon Instructional Materials in Social Sciences (Appendix 3), and the BSD K-2 Social Sciences Teacher Cadre Essential Considerations for Instructional Materials (Appendix 4).

It is important to note that materials reviewed and recommended for adoption were selected and carefully evaluated based on the aforementioned standards and guidelines. As consistent with BSD Policy IIA/IIA-AR: "In most instances, the selected materials should meet a significant number of the criteria listed, although a single resource need not meet all the criteria in order to be selected. Materials will be selected for their strengths rather than rejected for their weaknesses."

Upon the search and review of relevant and responsive instructional materials, the teacher cadre and content specialists determined that intentionally selected texts and primary and secondary sources for social sciences teacher and team libraries were of central importance, and that such texts would be used with students in the context of serving as mentor texts and/or suggested and targeted read-alouds.

The final 6-8 Teacher Cadre vote was 10-0 in favor of the aforementioned approach and recommended supplementary instructional resources. The Project Team also voted unanimously (with no dissenting opinions) to move the teacher cadre's recommendation to the school board.

Middle School Social Sciences Supplementary Instructional Resources Recommendation

1. Intentionally-selected mentor texts

The draft titles in the initial middle school Social Sciences supplementary text list contains a variety of texts ranging from historical anthologies, reference books, atlases and maps, teacher activity books, student magazines, picture books, graphic novels, and collections of primary and secondary sources (see Appendix 7). Also, the lists were created and revised through a rigorous process that included (but was not limited to):

- Lists created and revised by BSD teacher cadre members, and K-12 TOSAs within and across Social Sciences, Language Arts, Multilingual Department, and District Librarians
- Alignment with [2021 Oregon Social Science Standards Integrated with Ethnic Studies](#), and Oregon Department of Education's ethnic studies themes of identity, histories/perspectives, resistance, resilience, and civic engagement.
- Oregon Department of Education recommendations and considerations.
- Collaborations with other local Oregon district specialists and offices of teaching and learning.
- Social Justice Books: a non-profit organization whose mission is to provide teachers and parents with the tools to create schools where students learn to read, write and change the world.
- School Library Journal: a national publication for librarians and information specialists.
- Public Library resources and recommendations (Multnomah County and Washington County).
- Scholarly blogs, websites, and scholar suggestions from social media.
- Own voices – books about characters who reflect the author's own identity and the writing is based on the author's own lived experiences and perspectives.

Further, the following guidelines were established for middle school supplementary texts:

- The texts are not meant to be read independently by students, but instead through thoughtful, intentional teacher planning with relevant excerpts and/or sections.
- If there are sections of texts that are not developmentally appropriate for middle schoolers (see [BSD IIA-AR](#) Standard 3: Materials shall be appropriate for the ability level, learning styles, emotional and social development of the students for whom the materials are selected"), there will be guidance on excluding their use in the classroom with students.
- Texts would be available in English and in Spanish.
- The current list includes relevant titles that reflect and center counternarratives that would enhance critical thinking and learning.
 - The titles are also aligned & consistent with the [2021 Oregon Social Science Standards Integrated with Ethnic Studies](#), specifically the integrated ethnic studies standards (text in blue and marked with an asterisk).

- The titles also meet BSD IIA/AR standards.
- The texts are meant to be read, discussed, and critically reflected on with the following state standards in mind:
 - 6.24 Gather, interpret, document, and use information from multiple sources and diverse media, distinguish facts from opinions while recognizing points of view through inquiry and research.
 - 6.25 Critique information by determining its sufficiency to answer questions and if the source is credible.
 - 8.30 Use and interpret relevant primary and secondary sources pertaining to U.S. History from multiple perspectives.
 - 8.31 Synthesize information and data to construct an account of historical events that includes multiple sources and varied perspectives.
 - 8.33 Critique and analyze information for point of view, historical context, distortion, bias, propaganda, and relevance including sources with conflicting information in order to question the dominant narratives in history.

Note: These titles and book lists will be revisited and updated regularly, based on teacher and student feedback and based on text availability.

Titles and book lists would also be accompanied with teacher guidance and suggestions on excerpts and sections to highlight, as well as overarching essential questions to develop authentic disciplinary knowledge from multiple perspectives, targeted supporting questions, additional resources for investigating the unit questions and following student-led lines of inquiry, and inclusive protocols for having meaningful classroom discussions and responding to student questions.

Titles and texts will also be available at Curriculum Camp in the summer of 2022 for teachers to work with as they co-construct and enhance instructional units with and alongside Oregon Writing Project Curriculum Development Coaches (for more information, please see Secondary *grades 6-12* Social Sciences Professional Development Plan) .

2. Primary and Secondary Sources:

a. The DBQ Project (Document-Based Questions)

In addition to intentionally selected texts, the middle school teacher cadre also recommended the DBQ Project's Document-Based Questions in World and U.S. History as supplementary materials. More specifically, the following DBQ binders:

- World History Mini-Q Binders - Volume 1
- World History Mini-Q Binders - Volume 2
- US Volume 1 Mini-Q Binder
- US Mini-Q NEW Binder
- SPANISH Mini-Qs in World History Vol 1
- SPANISH Mini-Qs in World History Vol 2
- SPANISH Mini-Qs in American History Vol 1
- SPANISH Mini-Qs in NEW American History

Briefly, the DBQ Project:

- Document-based questions (DBQs) require students to evaluate primary and secondary sources, to analyze and evaluate their importance and to take a position and defend a

point of view of their own.

- Promotes strong writing and thinking about history.
- As part of the process, students learn vocabulary and gain strong content knowledge about history as they collaborate with peers, explore ideas verbally, and ultimately analyze and write an evidence-based analytical essay, or participate in an informed discussion, debate, or collaborative conversation.
 - These skills resemble what professional historians do, but perhaps more importantly, they provide the skills of a thoughtful citizenry capable of using factual data to formulate and defend ideas.
- More information can be found at <https://www.dbqproject.com/>

b. Newsela

BSD currently has a subscription to Newsela Language Arts and Social Studies, along with promising teacher and student usage data. The teacher cadre recommends Newsela Social Studies as a supplementary resource for the middle school Social Sciences program.

Briefly, Newsela offers:

- Thousands of real-world texts that feature diverse perspectives, and new content added daily
- Texts published at 5 reading levels and built-in scaffolds, and texts available in English and Spanish.
- More information can be found at <https://newsela.com/>

High School Instructional Resources Review Process & Recommendation

In the fall of 2021, the Social Sciences Teacher Cadre began reviewing and adopting a set of four working criteria to review instructional resources to address state standards and the BSD learning targets. The Teacher Cadre utilized BSD's Selection Criteria for Instructional Materials (IIA/IIA-AR), the state-adopted [2021 Oregon Social Science Standards Integrated with Ethnic Studies](#), the Criteria for Oregon Instructional Materials in Social Sciences (Appendix 3), and the BSD K-2 Social Sciences Teacher Cadre Essential Considerations for Instructional Materials (Appendix 4).

It is important to note that materials reviewed and recommended for adoption were selected and carefully evaluated based on the aforementioned criteria and guidelines. As consistent with [BSD Policy IIA/IIA-AR](#), "In most instances, the selected materials should meet a significant number of the criteria listed, although a single resource need not meet all the criteria in order to be selected. Materials will be selected for their strengths rather than rejected for their weaknesses."

Upon review of a variety of High School Social Science instructional resources, it became clear that many of the Oregon Department of Education (ODE) reviewed instructional resources were primarily comprehensive platforms with mostly digital content, and were more conducive towards national social science standards and less Oregon-specific standards and contexts. Additionally, the ODE reviewed materials were aligned with the 2018 Oregon Social Sciences standards. When the [2021 Oregon K-12 Social Science Standards Integrated with Ethnic Studies](#) were formally adopted in February of 2021, the K-12 BSD teacher cadre committed to working towards those standards.

Upon further and additional reviews of available instructional resources in the 2021-2022 school year, the BSD high school teacher cadre and content specialists determined that the ultimate choice for materials came down to two different approaches: the recommendation of a comprehensive platform, or an approach based on a variety of targeted and intentionally-selected materials. A general breakdown of the two approaches, along with brief strengths and limitations, are below (Table 1).

Table 1: Comprehensive Instructional Platforms vs. A Variety of Targeted Materials/Multiple Sources.

Comprehensive Platforms	Variety of Targeted Materials/ Multiple Sources
<p>Possible Strengths</p> <ul style="list-style-type: none">- Teacher training and teacher/student familiarity: "one stop shop"- Generally very robust with significant number of resources/materials available- Generally more supported with tools like language translation, tech tools, lexile adjustment, etc.	<p>Possible Strengths</p> <ul style="list-style-type: none">- Options for more inclusion of multiple and diverse perspectives, authorship, and formats- Generally lend themselves to more teacher autonomy and creative decision-making in how to bring things together- Can include more authentic local

	resources and perspectives (ex. Tribal history, state history, etc.)
<p>Possible Limitations</p> <ul style="list-style-type: none"> - Can lack multiple and diverse perspectives, authorship, and formats. - Can potentially limit teacher creativity and autonomy outside of the platform - With online platforms, can result in high amounts of screen time and digital reading. - Can lack authentic local resources and perspectives (ex. Tribal history, state history, etc.) - Can lead to more isolation of content areas. 	<p>Possible Limitations</p> <ul style="list-style-type: none"> - Can require multiple teacher professional learning opportunities to learn variety of materials/sources - Can be challenging - and very time consuming - to create/curate multiple resources into a cohesive scope & sequence/units. - Can be more limited with tools like translation, tech tools, lexile adjustment, etc.

With this framing in mind, the high school teacher cadre and content TOSAs came up with 15 options for consideration for High School Social Sciences instructional resources (see Table 4).

Table 4: 9-12 Instructional Resources Options and Progression

9-12 Instructional Materials: Began with the following options	9-12 Instructional Materials: Narrowed to the following options <i>(Based on teacher review & feedback; open to public viewing and feedback)</i>
<p>Comprehensive Platforms:</p> <ol style="list-style-type: none"> 1. Actively Learn 2. Active Classroom 3. Cengage/National Geographic 4. Discovery Education 5. Houghton Mifflin 6. McGraw Hill <p>Targeted Materials/Multiple Sources</p> <ol style="list-style-type: none"> 1. Black History 365 2. Choices 3. Classroom Law Project 4. DBQ Project 5. History Unerased 6. National Council for Economics Education 7. Newsela 8. Social Studies School Service 9. Teacher Libraries 	<p>Targeted Materials Resources</p> <ol style="list-style-type: none"> 1. Choices 2. Classroom Law Project 3. DBQ Project 4. History Unerased 5. Newsela 6. Social Studies School Service 7. National Council for Economics Education 8. Teacher Libraries <p>Additional Teacher Cadre resources to consider:</p> <ol style="list-style-type: none"> 1. Stanford History Education Group 2. iCivics

After reviewing the materials against the aforementioned set of four working criteria, a large majority of the platforms and materials were considered insufficiently aligned to the [2021 Social Science Standards Integrated with Ethnic Studies](#) and the instructional goals and vision for our proposed elementary school social sciences program (see Appendix 1: BSD Social Sciences Position Paper; Appendix 2: BSD Best Practices in Social Sciences).

Additionally, due to the rigor and specificity of the Oregon high school social sciences standards, the high school cadre determined that targeted materials and resources would be the most appropriate in addressing the [2021 Social Science Standards Integrated with Ethnic Studies](#).

The cadre-recommended variety of high school targeted materials/multiple sources were shared on the district webpage for public review and community input from April 22 - May 8, 2022. A summary of the responses can be found below (see Table 5).

Table 5: Summary of Beaverton Community Public Viewing Input for 9-12 Instructional Materials.

12 total respondents (1 BSD parent, guardian, or family member, 6 community members, 5 BSD educators)

Summary of Likert-Scale Questions:	Summary of open-ended responses
<p>Targeted Materials (8 responses)</p> <ul style="list-style-type: none"> 7 of 8 respondents marked “Always” or “Often” for meeting 5 of 6 BSD IIA-AR standards. 	<p>Targeted Materials (8 responses)</p> <ul style="list-style-type: none"> “The thematic and intersectionality of the material is unlike anything I've ever seen before. It truly provides multiple ways and easy to use materials in any high school social studies class and beyond.” “I have used these materials for years, and they are great. It provides flexible materials that really foster critical thinking and critical reading.”
<p>Comprehensive Platforms (4 respondents reviewed Actively Learn and Cengage)</p> <ul style="list-style-type: none"> 1 of 4 respondents marked “Always” or “Often” for meeting 5 of 6 BSD IIA-AR standards. 	<p>Comprehensive Platforms (4 respondents reviewed Actively Learn and Cengage)</p> <ul style="list-style-type: none"> “Another portal resource ends up being more textbook like. For teachers and students, this would be yet another system to learn and manage.” Don't get me wrong, I like textbooks, but this one is cumbersome like the others. Lots of clicking, lots of "supports" on each page that actually end up just being distractions or confusing.” “I really like the variety of accessibilities modifications available to students as well as the low stakes polls/questions that are customizable throughout the lesson.”

Further, and in brief, a summary of the high school teacher cadre's final considerations for core instructional materials for high school Social Sciences can be found below:

- Intentional alignment with Oregon 2021 standards, specifically with integrated ethnic studies standards.
- Centrality of multiple and diverse perspectives; historiography
- Intentional alignment with Oregon Civics and Holocaust/Genocide legislation
- Materials conducive towards a co-constructed instructional units and scope and sequence through a long term professional development plan (Curriculum Camp)
- Shared concerns about materials that are:
 - Do not align with Oregon 2021 standards and new legislation
 - Less customizable
 - Require significant amounts of time to learn new platforms
 - Conduciveness towards a more unengaged, more passive student experience
 - Lower level of scholarship/sourcing and historiography

The final High School Teacher Cadre's vote was 12-0 for targeted materials and 0 for a comprehensive platform for U.S. History and Civics.

The final High School Teacher Cadre's vote was 11-0 for targeted materials and 0 for a comprehensive platform for World History and Economics.

The Project Team also voted unanimously (with no dissenting opinions) to move the teacher cadre's recommendation to the school board.

High School Social Sciences Instructional Resources

Variety of Targeted Materials/Multiple Sources Background:

The high school teacher cadre unanimously voted to recommend a variety of targeted materials/multiple sources as the core instructional resources in the BSD High School Social Sciences program. This targeted approach is anchored in a variety of intentionally-selected materials and multiple sources that will help our high school Social Sciences courses achieve the aims and vision of our district's social sciences programs (see Appendix 1: BSD Social Sciences Position Paper; Appendix 2: BSD Best Practices in Social Sciences).

More specifically, the recommended variety of targeted materials/multiple sources will:

- Integrate a variety of multiple and diverse perspectives and historiography
- Include more materials that meet 2021 Oregon standards and Oregon Civics and Holocaust/Genocide legislation.
- Emphasize materials that provide different levels of access and accessibility, as well as adequate Spanish materials for Spanish speaking and dual language learners.
- Provide BSD educators with the opportunity to select and curate resources from the following instructional materials to co-construct instructional units and scope & sequences for the new high school courses.

A list of the current recommended targeted materials/multiple sources can be found below:

The Choices Program: Brown University

- Choices develops curriculum materials in collaboration with Brown University faculty members.
- Choices curriculum reflects the most current scholarship and historiography.
- Choices Program's curriculum materials develop the skills and knowledge young people need to be informed global citizens capable of engaging in thoughtful discussions about history and decision making on contested contemporary policy issues.
- Budget reserved for appropriate translation
- More information can be found at <https://www.choices.edu/>

Classroom Law Project (includes Spanish Resources)

- Classroom Law Project is a local Oregon non-profit organization of individuals, educators, lawyers, and civic leaders working to equip students with the knowledge, essential skills, and motivation to participate in our democracy.
- Brings Oregon's education, legal, and business communities together by providing innovative, relevant, and fun programs for students.
- Learning experiences include but are not limited to Courthouse Experience Tours, We the People: The Citizen & The Constitution, Oregon High School Mock Trial, Community Action Projects (Project Citizen), and Law Day Conference for Students.
- More information can be found at <https://classroomlaw.org/>

DBQ Project (includes Spanish Resources)

- Promotes strong writing and thinking about history.
- Document-based questions (DBQs) require students to evaluate primary and secondary

sources, to analyze and evaluate their importance and to take a position and defend a point of view of their own.

- As part of the process, students learn vocabulary and gain strong content knowledge about history as they collaborate with peers, explore ideas verbally, and ultimately analyze and write an evidence-based analytical essay, or participate in an informed discussion, debate, or collaborative conversation.
 - These skills resemble what professional historians do, but perhaps more importantly, they provide the skills of a thoughtful citizenry capable of using factual data to formulate and defend ideas.
- More information can be found at <https://www.dbqproject.com/>

History Unerased (includes Spanish Resources)

- The first and only organization entirely dedicated to providing K-12 schools with the curriculum and training they need to teach LGBTQ-inclusive, intersectional history
- Curriculum is anchored in copyright-secured primary sources curated from digital and print collections from libraries and archives across the nation, as well as the Library of Congress, National Archives, National Park Service, and more.
- Curriculum brings LGBTQ history into the stories of people and events that were critical to the founding and shaping of the United States and our world. This visibility is conveying messages of belonging, respect, and empowerment—and everyone benefits.
- More information can be found at <https://unerased.org/>

Newsela (includes Spanish Resources)

- Thousands of real-world texts that feature diverse perspectives, and new content added daily from a variety of sources
- Texts published at 5 reading levels and built-in scaffolds, and texts available in English and many in Spanish.
- More information can be found at <https://newsela.com/>

Social Studies School Service (includes Spanish Resources)

- Hundreds of topic specific resources in U.S. History, Government, Geography, and World History.
- Curriculum Specialist dedicated to Oregon State Standards
- Extensive variety of resources including primary source collections, Spanish maps collection, etc.
- More information can be found at <https://www.socialstudies.com/>

National Council for Economics Education

- Extensive lessons for high school economics
- Variety of case studies and sequenced teaching activities
- Automatic lesson updates
- Economics and personal finance video resources
- [Budget reserved for appropriate translation](#)
- More information can be found at <https://store.councilforeconed.org/>

Teacher Libraries (will include Spanish resources)

- The high teacher cadre and content specialists determined that intentionally selected texts and primary and secondary sources for social sciences teacher and team libraries were of central importance, and course book lists will be developed collaboratively.
- Texts will be available in English and in Spanish.
- Book lists will include titles and authors that reflect and center counternarratives that will enhance critical thinking and learning that is consistent with the [2021 SS standards](#), specifically the integrated ethnic studies standards.
 - Texts will help address, for example, the following high school social sciences standards:
 - HS.61 Analyze and explain the multiple experiences and perspectives of ethnic and traditionally marginalized groups to investigate conflicting interpretations of past and present events of national and/or global interest.
 - HS.65 Identify and explain strategies of survivance, resistance and societal change by individuals and traditionally marginalized groups confronting discrimination, genocide, and other forms of violence, based on race, national origin, ethnicity, religion, sexual orientation, and gender.
 - HS.67 Evaluate historical sources for perspective, limitations, accuracy, and historical context.
 - HS.68 Select and analyze historical information, including contradictory evidence, from a variety of primary and secondary sources to support or reject a claim.
- Titles will also meet [BSD Policy IIA/IIA-AR](#).

Stanford History Education Group (SHEG) (includes Spanish resources)

- Developed by an award-winning research and development group that comprises Stanford faculty, staff, graduate students, post-docs, and visiting scholars.
- SHEG seeks to improve education by conducting research and reaching directly into classrooms with free materials for teachers and students.
- SHEG's Reading Like a Historian curriculum and Beyond the Bubble assessments have been downloaded more than 10 million times.
- More information can be found at <https://sheg.stanford.edu/>

iCivics (includes Spanish resources)

- Provider of high-quality, non-partisan, engaging, and free resources to more than 9 million students annually, in all 50 states.
- Digital [civic library](#) includes more than 260 curricular resources, digital literacy tools, professional learning materials, and educational video games.
- More information can be found at <https://www.icivics.org/>

***A note on professional development and ensuing course and unit development**

While more specific information can be found in the section *Secondary (grades 6-12) Social Sciences Professional Development Plan*, it is important to note that the work of using the aforementioned targeted resources to co-construct instructional units and course scope and sequences will be supported with the Oregon Writing Project's Curriculum Development Institute (alias "Curriculum Camp") and the program's director, Linda Christensen.

Briefly, this ongoing professional development experience and coaching support will assist BSD high school social sciences teachers with:

- Developing overarching essential questions to develop authentic disciplinary knowledge from multiple perspectives.
- Dividing Oregon state standards into high school courses and thematic instructional units
- Integrating best practices in Special Education and multilingual and dual-language teaching and learning.

K-12 Specialized Programs Instructional Resources and Professional Development Recommendation

Some BSD students who receive special education services will work and learn with/in their school's resource rooms. This service delivery model option provides students access to general education settings, grade-level content, instructional resources, and learning targets; and a diverse population of peers with a range of abilities and skill sets. This service delivery model option also provides students additional support through Specially Designed Instruction that is offered by a certified teacher through a removal model and/or a push-in/co-teaching model.

Additionally, some BSD students may require a higher level of support through one of our district specialized programs. The goals of these programs, both individually and collectively, is to meet the unique needs and goals of individual students who may be working towards a modified diploma, extended diploma, or alternative certificate. *All* BSD students are entitled to new and powerful social sciences resources and approaches, and the K-12 Social Sciences adoption includes the following BSD Specialized Programs:

- Academic Learning Center (ALC)
- Structured Routines Center (SRC)
- Structured Learning Center (SLC)
- Academic and Communication Enhancement Program (ACE)
- Independent Skills Center (ISC)

It is important to note that the BSD Office of Special Education, with support from BSD specialists and teachers, has already identified core and supplemental instructional materials for BSD students with significant disabilities who work and learn with alternate curricular options. Unique Learning Systems (ULS) is the core K-12 instructional resource, and Attainment serves as supplemental resources (grades 6-12). Further, core and supplemental materials are defined in [BSD Policy IIA/IIA-AR](#) as:

Core Adopted Instructional Materials:

Instructional materials adopted and paid for by the District for use by all teachers with all students.

Supplemental Adopted Instructional Materials:

Instructional materials adopted and paid for by the district, in addition to the Core Adopted Instructional Materials. These may be adopted during the regular adoption window or adopted later in response to student performance data. These materials are selected by teachers for use based upon the needs of their students and their professional judgment.

In the context of BSD Specialized Programs, there are additional criteria that are considered when identifying instructional resources - whether core or supplemental resources - including but not limited to:

- Alignment with state academic content standards
- Age and developmental-appropriateness for the learner

- Highly differentiated, with options for symbol-supported instruction
- Accommodations with multiple methods of engaging with and responding to materials

Even though BSD Specialized Programs have Unique Learning Systems (core resources) and Attainment (supplemental resources), BSD Specialized Programs teachers and district specialists wanted to include additional instructional resources to usher in the next chapter of Social Sciences in BSD.

A survey was sent out to all BSD ALC, SRC, SLC, ACE, & ISC teachers about both instructional materials and professional development, and the following requests were made:

- Ways to increase engagement with/in Unique Learning Systems (core materials)
- “More hands-on materials other than books would be helpful.”
- “Attainment curriculum [would be helpful] in government, civics, world and American history and supplemental materials, maps, workbooks, etc.”
- “Think and spend more time on the accessibility tools for students with visual and physical impairments because to me those are the hardest needs to meet.”
- Suggestion: “Pre-made lessons with age appropriate but 1st-2nd grade level books, perhaps graphic novels, and links to videos.”
- Hands-on materials (i.e. globes, raised maps, etc.)
- Ideas integrated within and across reading, life skills, and/or science.

Given the above requests, the following instructional resources and professional development plans are recommended for BSD Specialized Programs as follows (see Table 6):

Table 6: Recommended Instructional Resources for BSD Specialized Programs.

Specialized Programs Recommended Instructional Resources Phase 1 (SY 2022-2023)	Specialized Programs Recommended Instructional Resources Phase 2 (SY 2023-2024)
<ul style="list-style-type: none"> • *Core: Unique Learning Systems (K-12)* • Supplementary: <ul style="list-style-type: none"> ○ K-5: 30 mentor texts that cover SS themes across grade-levels <ul style="list-style-type: none"> i. K-2 List 3-5 List ○ *6-12: Attainment (SS subject specific materials)* ○ 6-12: Teacher/TOSA-created essentialized units of study ○ K-12: Hands-on materials (i.e. globes, maps) 	<ul style="list-style-type: none"> • Collecting ongoing feedback on teachers’ needs/wants with new materials and approaches. • Additional Teacher/TOSA-collaborative guidance with mentor texts (K-5) and essentialized units of study (6-12).

** Indicates that the resources were identified and selected by the Office of Special Education.*

Table 7: Recommended Professional Development (PD) Plans for BSD Specialized Programs.

Specialized Programs Recommended Professional Development Plans Phase 1 (SY 2022-2023)	Specialized Programs Recommended Professional Development Plans Phase 2 (SY 2023-2024)
<ul style="list-style-type: none"> ● Fall 2022: Introductory and ongoing Professional Development opportunities with BSD TOSAs and teachers. ● Ongoing: K-5 PD with Dr. Katy Swalwell (see Elementary Social Sciences Adoption Professional Development Plan for more information) . ● Ongoing: 6-12 PD with Oregon Writing Project's Curriculum Development Institute (Curriculum Camp) and Linda Christensen (see Secondary Social Sciences Adoption Professional Development Plan for more information). 	<ul style="list-style-type: none"> ● Collecting ongoing feedback on teachers' needs/wants with new materials and approaches. ● Ongoing collaborative PD opportunities for K-12 Special Education and General Education educators on modifying content and integration.

Elementary Social Sciences Professional Development Plan

The Elementary Social Sciences Professional Development (PD) Plan will be informed and shaped by ongoing educator and student input and feedback, as well as the contributions of elementary teacher cohort members. The K-5 Social Sciences cohort, made up of teacher cadre members and additional teachers from a variety of schools and grade levels across BSD, will collaborate on unit/lesson plans that apply their professional learning into classroom practice. This collaborative principles-to-practices model will allow teachers to learn with and from each other's expertise, share knowledge, and develop a shared vision within and across their professional community. Ultimately, the goal of this PD plan is to empower and improve high-quality, culturally-relevant instruction, and to improve culturally-responsive support(s) offered to students.

A central part of the elementary PD plan is the partnership, consultation, and collaboration with Dr. Katy Swalwell (Ph.D. in curriculum and instruction), a national expert in K-5 Social Sciences and co-author of *Social Studies for a Better World: An Anti-Oppressive Approach for Elementary Educators* (2022). BSD will be partnering with Dr. Swalwell in two main areas: professional development and the writing of instructional units of inquiry.

A former elementary classroom teacher and university professor with over 20 years of experience in education, Dr. Swalwell works with districts in consulting, curriculum development, and professional development for teachers and educational leaders. Dr. Swalwell and her consulting team are dedicated to equity-centered instructional and curricular change. Her approach is to inspire educators to foster experiences for their students that encourage curiosity, growth, and open-mindedness to learn from the perspectives and experiences of others, especially those who have been historically marginalized and underrepresented.

All Social Sciences PD will be centered in culturally and linguistically responsive teaching, equity and justice, and the [2021 Oregon Social Science Standards Integrated with Ethnic Studies](#) and ethnic studies themes of identity, histories/perspectives, resistance, resilience, and civic engagement. Differentiated, customized professional development opportunities will be offered throughout the school year, focusing on understanding the standards, best instructional practices, interdisciplinary inquiry, and responsive support(s) for educators to teach anti-oppressive social sciences and integrated ethnic studies. Another key component of the PD plan is empowering, educating, and exciting teachers within and across the domains of Social Sciences (Civics & Government, Economics, Financial Literacy, Geography, Historical Knowledge, Historical Thinking, and Social Science Analysis), and providing tools for using inclusive protocols and strategies in the classroom.

There will be district-required PD during the fall of the 2022-2023 school year, as well as multiple pathways for all K-5 teachers to engage in ongoing professional learning in the months following. These professional learning opportunities will include, but are not limited to, optional and paid after-school sessions with grade-level colleagues across the district and asynchronous learning opportunities.

During Summer 2022, BSD will hold a K-5 Social Sciences Institute PD with Dr. Katy Swalwell. The first day of the workshop will be open to all K-5 teachers, with a focus on best practices in Social Sciences, followed by two days of in-depth training with a cohort of teacher leaders who will continue to lead the work in their buildings with periodic consultation with Dr. Swalwell.

Additionally, this cohort of teacher leaders will meet throughout the year for collaboration on instructional units and customized, sustained professional development. This collaborative model will be built around engaging, job-embedded tasks to support teacher leaders in teaching Social Sciences in an integrated, inquiry-based manner, as well as supporting their colleagues to make these shifts in their practice to best serve all of our BSD students.

PD opportunities will extend and evolve over time to be responsive to what participants are learning, to provide time to debrief, collaborate, adapt and refine units; and to deepen knowledge and practices. For more specifics, please see below:

Specific PD goals with Dr. Swalwell:

- Summer Institute 2022:
 - Day 1: Social Sciences general overview that includes best practices, inquiry training, and building excitement and confidence in teaching Social Sciences. Open to any K-5 BSD teachers who would like to attend.
 - Days 2 & 3: Teacher leader cohort members will dive into instructional unit 1 and be trained on tools for teaching Social Sciences using an anti-oppressive approach. Teachers who participate in this training will have the opportunity to become teacher leaders in their buildings.
- Fall 2022:
 - All K-5 teachers will take part in a training with Dr. Swalwell
- 2022-23 School Year:
 - Ongoing collaboration with and surveying of teacher cohort members.
 - Optional after-school grade-level collaboration sessions will be offered every other month. These sessions, facilitated by TOSAs, will allow opportunities for teachers to dive into new units, share stories, challenges, and successes, and provide feedback and reflection after teaching a unit.

Secondary (grades 6-12) Social Sciences Professional Development Plan

The Secondary School Social Sciences Professional Development (PD) Plan will be informed and shaped by ongoing educator and student input and feedback, as well as the contributions of secondary teacher cohort members. The secondary Social Sciences cohort, made up of teacher cadre members and additional teachers from a variety of schools and high school courses across BSD, will collaborate on instructional units that apply their professional learning and expertise into classroom practice. This collaborative principles-to-practices model will allow teachers to learn with and from each other's expertise, share knowledge and ideas, and develop a shared vision within and across their professional community of Social Sciences educators.

Ultimately, the role of Social Sciences teacher cadre and cohort members will be paramount in this PD plan, as they will be the central teacher group(s) helping craft, plan, facilitate, and build on cultivating and empowering transformative practices. Additionally, there will also be shared opportunities that both middle school and high school will engage with/in together, as well as separate pathways, both of which are laid out in this PD plan.

Further, the Secondary PD plan will include opportunities for face-to-face learning and collaborations, as well as remote professional learning including synchronous and asynchronous online opportunities. PD will include both ongoing BSD-facilitated opportunities, which will be planned and led by BSD teachers and TOSAs, as well as PD led by the Oregon Writing Project's (OWP) Curriculum Development Institute (alias "Curriculum Camp"), which is housed at Lewis and Clark College in Portland, OR. Secondary Social Sciences PD will be open to all Social Science teachers within and across all programs and courses including dual-language and specialized programs educators.

All Social Sciences PD will be centered in culturally and linguistically responsive teaching, equity and justice, and the [2021 Oregon Social Science Standards Integrated with Ethnic Studies](#) and ethnic studies themes. Differentiated, customized professional development opportunities will be offered throughout the school year, focusing on understanding the standards, best instructional practices, and responsive support(s) for educators to teach anti-oppressive Social Sciences and integrated ethnic studies.

Additional and important elements and foci of BSD Secondary PD will include (but not be limited to) critical literacy integration, enhancing student engagement and academic discourse, and responsive support(s) and inclusive protocols and strategies in the classroom. Further, there will be both district-required PD, as well as more flexible and multiple pathways for how teachers can engage in professional learning including but not limited to optional and paid after-school sessions and asynchronous learning.

Oregon Writing Project's (OWP) Curriculum Development Institute (alias "Curriculum Camp")

A central element of the Secondary Social Sciences PD plan is the partnership and collaboration with OWP's Curriculum Camp and director, Linda Christensen. Linda is the author of *Reading, Writing, and Rising Up: Teaching about Social Justice and the Power of the Written Word* (2017), editor of *Rhythm and Resistance: Teaching Poetry for Social Justice* (2015) and has given keynote addresses at local, national, and international conferences about her work on literacy and social justice. She also both taught and worked as a curriculum specialist for almost 40 years in Portland, Oregon.

More specifically, the OWP's Curriculum Camp hones educators' capacities to co-construct and enhance curriculum and instruction from the ground up. During an initial one-week course in the summer of 2022, secondary Social Sciences educators will work together on a Social Sciences course-based unit to use in the upcoming year. The PD learning experience begins with morning lessons embedded in a historical unit, as OWP coaches demonstrate teaching strategies that bring history to life grounded in the study of a particular piece of grade/subject level material.

Each afternoon, educators will gather in grade-level or content-area groups, working with an OWP coach and educators from other buildings to create engaging instructional units. After deciding on the unit of study, teachers will have time to research historical background information for their units, or to find the just-right photograph, speech, or historical document to enhance student understanding. They will map out a curricular route that includes "show, don't tell" activities, such as perspective-taking and/or simulations; personal narratives that ground the curriculum in students' lives; critical reading activities of historical or literary documents; artistic expressions like poetry, interior monologues, or historical fiction, and a culminating project—for example, an essay, pamphlet, or podcast that allows students to demonstrate their grasp of complex issues.

After the initial one-week intensive course, BSD educators will continue to work together and with OWP coaches at ongoing PD offerings throughout the school year, including both face-to-face learning and collaborations with sub-release days, as well as remote professional learning including synchronous and asynchronous online opportunities. For more specifics, please see below:

Specifics of Secondary Social Sciences Curriculum Camp:

- Spring 2022: Ongoing BSD collaboration and planning with Oregon Writing Project director and coaches.
- Summer 2022: 5 full PD days for secondary Social Sciences educators (offered for middle school educators in June 2022 and high school educators in August 2022).
- SY 2022-23: Approximately 2-4 working sub-release days to continue to enhance the BSD Social Sciences program and vision (see Appendix 1: BSD Social Sciences Position Paper; Appendix 2: BSD Best Practices in Social Sciences),

and to establish a sustainable process for the continued growth and improvement of BSD instructional units and co-constructed scope and sequences.

Specifics of High School Course Development, Implementation, and Associated Professional Development Timeline

Summer 2022	2022-2023	Summer 2023	2023-2024	Summer 2024	2024-2025	Summer 2025	2025-2026
9th Grade Curriculum Development	9th Grade Unit Development	9th Grade Curriculum Camp	9th Grade Course begins Monthly Teacher Meet-Ups			9th Grade Revision Curriculum Camp	
		10th Grade Curriculum Development	10th Grade Unit Development	10th Grade Curriculum Camp	10th Grade Course begins Monthly Teacher Meet-Ups	10th Grade Revision Curriculum Camp	
				11th Grade Curriculum Development	11th Grade Unit Development	11th Grade Curriculum Camp	11th Grade Course begins Monthly Teacher Meet-Ups

BSD High School Social Sciences Courses

	Mountainside, Southridge, Sunset, BASE, ACMA	Aloha, Beaverton, Westview, ISB
9th Grade	United States History	Global Studies
10th Grade	Civics and Economics	United States History
11th Grade	World History (IB)	Civics Semester (11th or 12th)

High School Social Sciences Course Development Cycle

Stage 1: Course Development

- When: 5 full days in August 2022, two summers before course implementation
- Where: A BSD high school
- Purpose: Divide state standards assigned to course into thematic units, develop overarching essential questions, unit questions, and integrating skill development
- Who: 2 teachers/school, teachers familiar with specific course(s) or grade level(s), content TOSAs, Dual-Language, SPED, AVID.

Stage 2: Unit Development

- When: School year before course implementation, monthly meetings, sub-days for participants
- Where: District location
- Purpose: Each monthly meeting will develop one unit including essential questions, skills, themes/concepts, possible case studies, list of possible resources and materials
- Who: 1 teacher/school from the course team per monthly meeting. All course team teachers should participate in at least one unit development monthly meeting

Stage 3: Curriculum Camp

- When: 5 full days in June. Summer before course implementation
- Where: A BSD high school
- Purpose: Cross-school teams of course teachers will write the major components of each unit, including case studies, lessons, assessments, scaffolding, and materials.
- Who: All course team teachers, TOSAs, ELL, SPED, AVID, Linda Christensen, Oregon Writing Project Coaches

Stage 4: Course Implementation, Monthly Teacher Meet-Ups

- When: Monthly meet-ups of course team teachers (optional) during first year of course implementation
- Where: District location or Zoom
- Purpose: To share progress on the new course, including challenges and successes
- Who: All course team teachers

Stage 5: Evaluation and Revision

- When: 5 full days in June, Curriculum Camp summer 2025
- Where: A BSD high school
- Purpose: To evaluate new course and rewrite units and/or create new units
- Who: Open to all teachers

Community Engagement:
BSD Community Conversations About K-12 Social Sciences (Fall 2022)

In the Beaverton School District, we believe that the incredibly important work of ushering in a new chapter of Social Sciences education must be done with and alongside our diverse and dynamic community, and we acknowledge that with these big shifts comes big potential and likely lots of questions.

In the Fall of 2022, we will be hosting an event titled *BSD Community Conversations about K-12 Social Sciences*.

This event will be open to all BSD educators and community members, and will be on Zoom to offer both synchronous and asynchronous engagement. The event will feature:

- Important information on our new K-12 Social Sciences programs and highlights from this report.
- Keynote addresses from internal and external speakers and leaders (to be announced)
- Grade-level and topic specific breakout sessions for deeper learning. Sessions will include (but not be limited to):
 - BSD educators modeling example lessons from K-5, 6-8, and 9-12
 - Dual-Language and Special Education lessons and considerations
 - Engaging with the 2021 Social Sciences standards
 - Student voice and experiences
 - Local, authentic Oregon history
 - And more!
- General Questions and Answers

K-12 Social Sciences Budget Implications

Yearly (digital) subscriptions (ongoing)

1. Newsela Social Studies (K-12)
2. Discovery Education: Social Studies TechBook (6-8)

Additional ongoing budget implications (K-12)

1. [Budget reserved for appropriate translation of English-only instructional resources](#)

One-time startup purchases (School Year 2022-2023)

Elementary Instructional Resources

1. Core book bins (initial purchase of texts from SIA; no 2022-23 budget implications)
 - a. Ensuing, minimal maintenance costs (lost and updated texts)
2. Current contract with Dr. Katy Swalwell to draft instructional units of inquiry

Middle School Instructional Resources

1. Supplementary texts (initial purchase of texts from SIA; no 2022-23 budget implications)
 - a. Ensuing, minimal maintenance costs (lost and updated texts)

High School Instructional Resources

1. Choices Curriculum: Brown University
2. Classroom Law Project
3. DBQ Project
4. History Unerased
5. Social Studies School Service
6. National Council for Economics Education
7. Teacher libraries

Specialized Programs Instructional Resources

1. K-5: Book bins (initial purchase of texts from SIA; no 2022-23 budget implications)
2. 6-12: Attainment supplementary materials (Social Sciences subject-specific)
3. K-12: Hands-on materials (i.e. globes, maps, etc.)

Professional Development Budget Implications (School Year 2022-2023)

Elementary Professional Development

1. Ongoing consultation and training with Dr. Katy Swalwell
2. Sub-release days for BSD educators
3. Hourly rate of pay for educators participating in PD/work sessions outside of contract time

Middle School Professional Development

1. Ongoing consultation and training with Oregon Writing Project and Linda Christensen

2. Sub-release days for BSD educators
3. Hourly rate of pay for educators participating in PD/work sessions outside of contract time

High School Professional Development

1. Ongoing consultation and training with Oregon Writing Project and Linda Christensen
2. Sub-release days for BSD educators
3. Hourly rate of pay for educators participating in PD/work sessions outside of contract time



K-12 BSD

SOCIAL SCIENCES

POSITION PAPER

Not simply to study the world, but to *change* it.



The Social Sciences play a central role in preparing students for informed civic engagement and responsible participation within and across their local and global communities. However, abundant research illustrates the troubling reality that fewer and fewer young people are receiving a high quality Social Sciences education.¹ In the Beaverton School District, we believe that a transformative K-12 Social Sciences education - and our students - can be part of the change that leads to a more just and equitable² community and world.

¹ [National Council for the Social Studies, 2013](#); Scruggs, Mastropieri & Okolo, 2008

² Our district commitment to equity means that students' success will not be predicted based on race, ethnicity, color, religion, national origin, immigration status, language, family economics, age, culture, geographic location, mobility, gender, sexual orientation, gender identity, gender expression, disability, or initial proficiencies. Equity in education is about inclusiveness and social justice and not to be used interchangeably with the principles of equality ([BSD Educational Equity Policy](#))

Social Sciences education* helps cultivate the intellectual and critical power for students to develop historical and contemporary knowledge, critical thinking, communication, and research skills. Additionally, Social Sciences education invites students to learn through multiple perspectives with an intentional inclusion of historically marginalized and historically excluded groups. Student learning expectations and learning targets are grounded in the 2021 Oregon Social Science Standards integrated with Ethnic Studies³, and across domains of:

- Civics and Government
- Geography
- Historical Knowledge and Historical Thinking
- Economics and Financial Literacy
- Social Science Analysis
- Multicultural and Ethnic Studies



BSD student art by: Anya Talbert



*K-12 Social Sciences education also includes specific learning through Tribal History/ Shared History in Oregon, Holocaust and other genocides education, and international human rights education.

A culturally relevant approach and a culturally responsive Social Sciences education

invites students to learn about the past and present, to build and grow within their community, to identify and work to dismantle injustice, and to promote liberty, justice, and equity in their communities and world. This includes learning that:

- Validates students' lived experiences and values
- Disrupts power dynamics that privilege dominant groups and perspectives
- Empowers students 1) to connect to experiences beyond their own, 2) to examine their own perspective by learning through multiple perspectives, and 3) to develop a historical and contemporary sociopolitical or critical consciousness of the world around them.

³ [2021 Oregon Social Science Standards Integrated with Ethnic Studies](#), 2021

⁴ Ladson-Billings 1995, 2014; Gay, 2000, 2010; Hammond, 2015; [J. Bryan-Gooden, M. Hester, & L. Q. Peoples, 2019](#)

In BSD, we believe a transformative Social Sciences education invites our students to:



Students explore one's self, community, nation, and world.

From the first days of Kindergarten, a transformative Social Sciences education meaningfully and inclusively invites students to explore their own identity and self, school and family, neighborhood and community, local and regional history, state and national history, and world history.



Students believe, belong, and thrive in an inclusive learning community.

A transformative Social Sciences education honors all viewpoints to the extent that they do not promote hate or bias,⁵ racism, objectification or exploitation, or discrimination.

- Social Science classes must be inclusive, dynamic, and affirming places where all students and staff of all backgrounds, cultures, and abilities feel welcomed, valued, challenged, seen and heard.



Students practice civic engagement by exploring historical and current events and issues from multiple perspectives.

A transformative Social Sciences education seeks to identify, explore, and analyze civic virtues (including respect for individual rights, community rights, democratic participation, diversity, equity, justice, freedom, liberty, and deliberation). Additionally, Social Sciences education addresses the complex nature of systemic oppression in the pursuit of a better world both now and in the future. Ultimately, Social Sciences education can help secure and enhance our dynamic and evolving democracy.

⁵ Hate and/or bias incidents are a person's hostile expression of animus toward another person, relating to the other person's perceived race, color, religion, gender identity, sexual orientation, disability or national origin ([BSD All Students Belong Policy](#); [BSD Guidance on Social and Political Expression](#))



Students acknowledge and learn through the histories, contributions, resilience and resistance, and perspectives of many racial, ethnic, and social groups.

A transformative Social Sciences education includes learning through and from multiple perspectives with an intentional inclusion of historically marginalized and historically excluded groups. This includes learning from multiple racial, ethnic, and social groups, including intersecting groups; tribal nations, and religious groups. Further, this includes but is not limited to individuals who are:

- American Indian/Alaska Native/Native Hawaiian, or Americans of African, Asian, Pacific Island, Chicanx, Latinx, or Middle Eastern descent; individuals from all religious backgrounds; and individuals from historically marginalized groups including but not limited to women, people with disabilities, immigrants, refugees, seniors/elders, and individuals who are lesbian, gay, bisexual, transgender, queer/questioning +.



Students develop into critical consumers, producers of knowledge, and future leaders.

A transformative Social Sciences education recognizes and analyzes issues of historical and contemporary significance, as well as issues of local and societal significance. This includes asking critical questions and developing research investigations, separating evidence-based claims from opinions, and evaluating the usefulness and degree of reliability of different historical and current sources.⁶

- Sustained engagement in the Social Sciences cultivates students as media-literate learners, inquirers, change-makers, and responsible global citizens.



BSD student art by: Jason Nuesa

⁶ [National Council for the Social Studies, 2013](#)

We believe a transformative Social Sciences education calls our educators and schools to believe, belong, grow, and thrive in our dynamic and diverse community.

Ultimately, a Social Sciences education is achieved through a partnership between teachers, students, families, schools, administrators, and our diverse communities. We all must work together to ensure all students are valued for their diversity and contributions to our community, fostered in their historical and current thinking, and equipped to explore, analyze, collaborate, and act on local, societal, and global problems. We all must continue learning, growing, and coming together to secure and enhance our dynamic and evolving democracy.

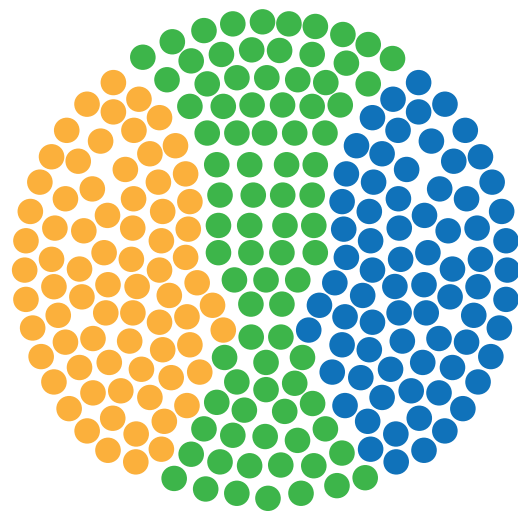
We, as educators in the Beaverton School District, have the incredible responsibility and humble privilege of helping facilitate this transformational learning. Additionally, we as educators also have the responsibility to challenge our own biases and perceptions, and to look inward and constantly examine our own teaching practices, pedagogy, attitudes, and instructional materials with an anti-biased/antiracist focus.

In BSD, we believe that a transformative K-12 Social Sciences education - and our students - can be part of the change that leads to a more just and equitable community and world. We believe the change starts within our school district and our educators.

⁷ An anti-bias/antiracism focus includes a sustained commitment to evaluate and mitigate the role of and perpetuation of bias and/or racism in our work, learning, and schools.







SOCIAL SCIENCES
BEAVERTON SCHOOL DISTRICT

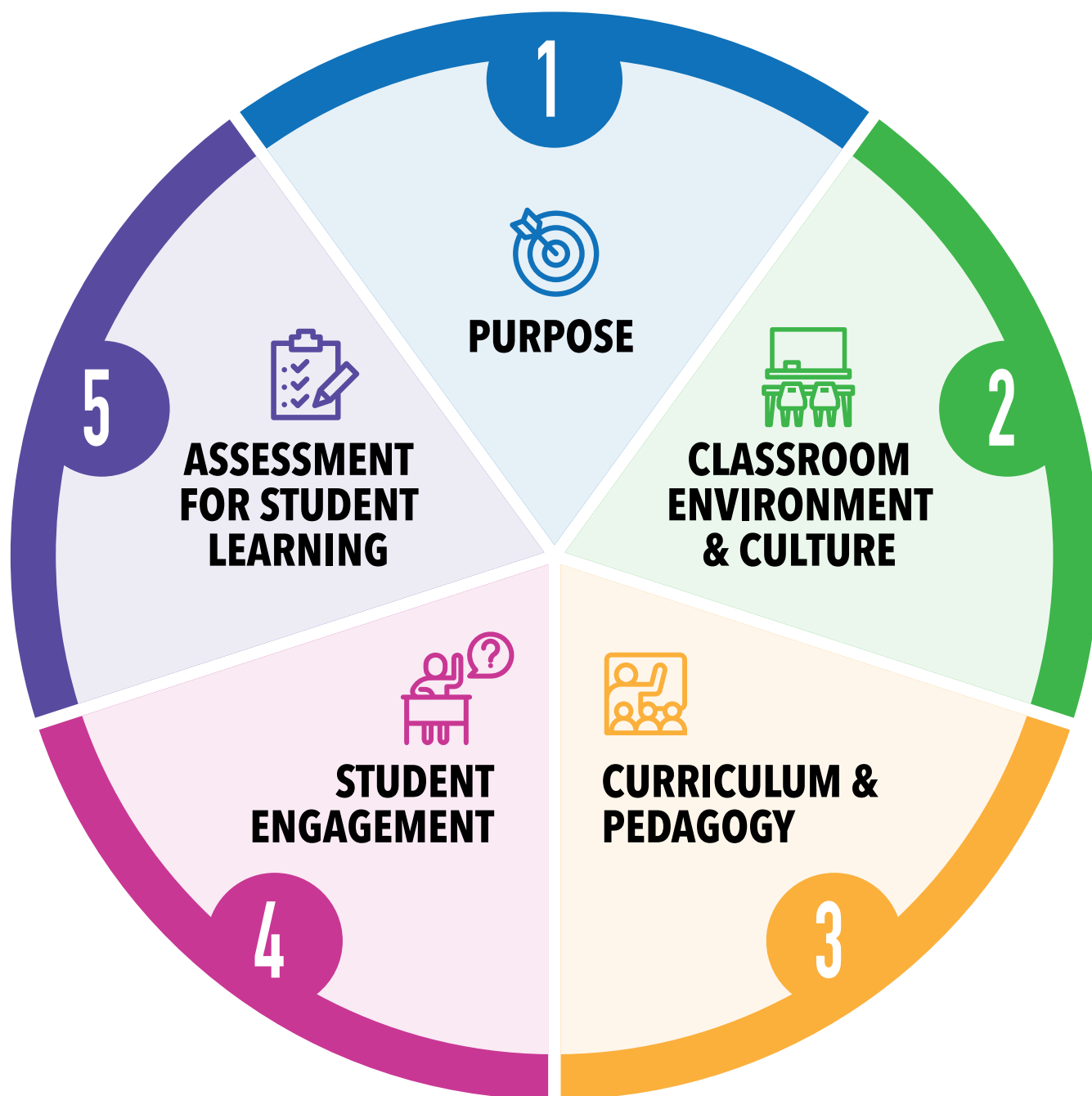


BEST PRACTICES IN K-12 SOCIAL SCIENCES

*Written by and for K-12 Social Sciences
teachers in the Beaverton School District*



The Social Sciences Best Practices document summarizes research-based strategies for Social Sciences instruction in alignment with the 5 Dimensions (5D™) of Teaching and Learning.¹ The 5D™ instructional framework provides a common language of instruction that defines teaching and learning along five dimensions: purpose, student engagement, curriculum and pedagogy, assessment for student learning, and classroom environment and culture.



¹ 5 Dimensions (5D™) of Teaching and Learning version 4.5, University of Washington Center for Educational Leadership, 2020

In Beaverton School District (BSD), it is our belief that through the implementation of these teaching and learning practices, we can achieve our mission and vision for K-12 Social Sciences education in BSD: Not just to study the world, but to change it. In BSD, we believe that a transformative K-12 Social Sciences education - and our students - can be part of the change that leads to a more just and equitable² community and world.

This document was co-constructed and peer reviewed by K-12 classroom teachers in BSD, as well as by district content specialists, district administrators, community representatives, and student representatives. Culturally relevant and responsive elements,³ as well as an anti-bias/antiracism focus,⁴ are integrated into the 5 dimensions and serve as a centrally unifying focus.

SUGGESTIONS ON HOW THIS DOCUMENT CAN BE USED:

- ▶ To guide personal and professional growth plan(s) as a Social Sciences teacher
- ▶ To guide professional development and professional learning choices and aspirations
- ▶ To support grade level collaboration and unit/lesson development, refinement, and reflection
- ▶ Suggested prompts for personal, professional, and collaborative reflection:
 - ▷ *How does this look in my classroom? How could this look in my classroom?*
 - ▷ *To me, this means... I'm curious about...*
 - ▷ *What does this tell me about what I can add, change, or evolve in my classroom this year?*

² A district commitment to equity means that students' success will not be predicted based on race, ethnicity, color, religion, national origin, immigration status, language, family economics, age, culture, geographic location, mobility, gender, sexual orientation, gender identity, gender expression, disability, or initial proficiencies. Equity in education is about inclusiveness and social justice and not to be used interchangeably with the principles of equality ([BSD Educational Equity Policy](#))

³ Ladson-Billings 1995, 2014; Gay, 2000, 2010; Hollie, 2011; Hammond, 2015; [J. Bryan-Gooden, M. Hester, & L. Q. Peoples, 2019](#)

⁴ An anti-bias/antiracism focus includes a sustained commitment to evaluate and mitigate the role of and perpetuation of bias and/or racism in our work, learning, and schools.



1 PURPOSE

The purpose of Social Sciences education is not simply to study the world, but to change it. We believe that the Social Sciences play a central role in preparing students for empowered civic engagement and responsible participation within and across their local, national, and global communities.⁵

STANDARDS

- a. Content and context rich expectations: Oregon's 2021 Social Science Standards Integrated with Ethnic Studies⁶ engage students in the domains of Civics and Government, Geography, Historical Knowledge and Historical Thinking, Economics and Financial Literacy, Social Science Analysis, and Multicultural and Ethnic Studies. These standards ground student learning expectations and learning targets.

LEARNING TARGETS AND TEACHING POINTS

- a. K-12 academic learning targets (ALTs) are based on the real-world relevance and work of social scientists, which includes 1) building knowledge, 2) critical thinking, 3) research, and 4) communication skills.
 - i. The grade-level academic supporting targets (ASTs) are derived directly from the 2021 Oregon Social Science Standards Integrated with Ethnic Studies.
- b. A standards-based learning and assessment model provides students with clear and objective learning targets, which takes the mystery out of assessment for students. Through learning targets:
 - i. Students are able to:
 - 1. See learning targets posted that are relevant to the unit/lesson.
 - 2. Explain the meaning of the learning target and how it connects to the learning.
 - 3. Experience a consistent set of expectations within a course and see the progression to subsequent classes where applicable.
 - ii. Teachers are able to:
 - 1. Create lessons that are aligned to learning targets.
 - 2. Communicate the learning target both verbally and visually to students.
 - 3. Use instructional materials and tasks that align with the learning targets.⁷

⁵ BSD Social Sciences Position Paper, 2021

⁶ [Social Science Standards Integrated with Ethnic Studies](#), 2021

⁷ [Best Practices Connection to the Nine Components of the BSD SBLS](#)



2 CLASSROOM ENVIRONMENT & CULTURE

Social Science classrooms should be welcoming and inclusive for students and staff of all backgrounds, cultures and abilities. Different and multiple perspectives and voices are welcomed, heard, discussed and deliberated upon to ensure a classroom culture that is adaptable and dynamic. Further, a culturally responsive classroom environment and culture is one ripe with care, inclusivity, mutual trust and respect, affirmation and validation of students' diverse cultural backgrounds as strengths, and teacher and student learning partnerships.⁸

USE OF PHYSICAL ENVIRONMENT

- a. Physical arrangement of the room communicates to students that both student collaboration and developing independence and self-reflection is valued (e.g., intentional meeting areas, available resources, varied student seating, physical accessibility, etc.).
 - i. Accessibility: The classroom is physically accessible and responsive to students with disabilities, and includes appropriate equipment and materials to increase students' comfort and opportunities to be successful.
 - ii. The physical environment can also include local community spaces and opportunities outside of school buildings, including but not limited to field trips, community events, community speakers, experiential learning, etc.
- b. Visual/Instructional materials (i.e. libraries, maps, posters, etc.) feature the histories, contributions, resilience and resistance, and perspectives of many racial, ethnic, and social groups - past and present - with an intentional inclusion of historically marginalized and historically excluded groups.

CLASSROOM ROUTINES AND RITUALS

- a. Student agency, ownership, and community: Classroom routines and rituals foster student ownership, independence, participation, responsibility, and they reflect the values of community and shared accountability for learning.

⁸ Gay, 2000/2010; Hollie, 2011; Hammond, 2015.



CLASSROOM CULTURE

- a. Inclusivity: The classroom is an inclusive environment in which students identify themselves as valuable members and use their lived experiences and academic, social, linguistic, and emotional strengths in the classroom, school, and community.
- b. Valuing diversity and knowledge: Classroom culture values individual and cultural diversity, students' prior knowledge and lived experiences, and students' heritage languages as strengths that are used to further develop their academic, social, emotional, cultural, and linguistic capabilities.
 - i. The classroom culture fosters the exchange of constructive feedback and the celebration of growth.
- c. Relationships: Educator builds meaningful relationships with students and families to better understand and empathize with different cultural funds of knowledge and lifeways.⁹
 - i. Additionally, developing and nurturing meaningful relationships between the teacher and students, and student to student relationships, acknowledges that students are a key component in the creation and growth of a healthy classroom culture.
- d. Classroom discourse and interactions reveal what is valued in the learning environment: student identity development and belonging, the development of skills and content knowledge, respect for thinking and intellectualism, a lens of criticality and anti-bias/antiracism, as well as joy in the celebration of learning, growth, action, and change.¹⁰
 - i. Educators should consistently model curiosity, humility, and what it means to be an active and growing inquirer and lifelong learner. This helps students to develop a level of comfort and safety in order for them to truly learn, share, and grow themselves.
 - ii. Additionally, classroom discourse will inevitably lead to disagreement over ideas. These are opportunities for students to learn how to respectfully listen, consider, and debate. Social Sciences discussions should honor all viewpoints to the extent that they do not promote hate or bias,¹¹ racism, objectification or exploitation, or discrimination.

⁹ Gonzalez, Moll, & Amanti, 2006

¹⁰ Muhammad, 2020

¹¹ Hate and/or bias incidents are a person's hostile expression of animus toward another person, relating to the other person's perceived race, color, religion, gender identity, sexual orientation, disability or national origin ([BSD All Students Belong Policy](#); [BSD Guidance on Social and Political Expression](#))





CURRICULUM & PEDAGOGY

Students are engaged through meaningful, culturally relevant, and inclusive curriculum and pedagogy that builds knowledge, critical thinking, research, and communication skills. The curriculum provides opportunities for teachers to tailor and create rigorous and responsive instruction with respect to individual students' academic, developmental, social, emotional, cultural, and linguistic capabilities.

CURRICULUM

- a. Multiple perspectives with the intentional inclusion of historically marginalized and historically excluded groups: Exploring historical and current events from multiple and diverse racial, ethnic, and social perspectives helps students gain a deeper and more complex understanding of the larger human experience.
- b. Transdisciplinary, transferable skills: Curriculum includes purposeful opportunities to build transdisciplinary, transferable skills including knowledge-building (factual, conceptual, and debatable knowledge), critical thinking (including problem solving and criticality), research (inquiry and investigation), and communication (reading, writing, speaking, listening).
- c. Critical literacies: Curriculum invites sustained student engagement through reading, writing, speaking, listening, discussion, debate, and deliberation that fosters critical thinking and the ongoing analysis and evaluation of information and sources.
- d. Accessibility: The curriculum is available and accessible to all students, including students receiving special education services, dual-language and multilingual students, and students who are navigating poverty and/or houselessness.
 - i. With respect to special education services, alternative curricular materials for students who are working towards a non-standard diploma are fundamental in creating learning opportunities for all of our students.
 - ii. As a dual language and multilingual school district, curricular materials and resources in multiple languages are an integral part of supporting and celebrating all of the linguistic diversity that students bring to the classroom.

TEACHING APPROACHES & STRATEGIES

- a. Culturally relevant and responsive teaching:¹² Teaching approaches and strategies invite students to learn about the past and present while working to identify and dismantle injustice, and to promote liberty, justice, and equity in their communities and world. This includes:

¹² Ladson-Billings 1995, 2014; Gay, 2000, 2010; Hollie, 2011; Hammond, 2015; J. Bryan-Gooden, M. Hester, & L. Q. Peoples, 2019



- i. Validating students' lived experiences and values
 - ii. Disrupting power dynamics that privilege dominant groups and perspectives
 - iii. Empowering students to connect to experiences beyond their own, to examine their own perspective and privilege, and to develop a contemporary sociopolitical or critical consciousness of the world around them.
- b. Multiple and diverse learning opportunities: Teacher provides a variety of learning opportunities for students to access the curriculum and expand entry points, while creatively and responsively utilizing instructional materials and resources.
- c. Civic engagement and responsible democratic participation is sought out in day-to-day and long-term learning and objectives by cultivating student voice, interest, inquiry, action, and agency.

SCAFFOLDS AND/OR ADJUSTMENTS FOR LEARNING

- a. Use of ongoing diagnostic and formative assessment: Teacher conducts ongoing diagnostic and formative assessments so that they (and their students) have a working knowledge of where current student understanding and skill development is in relation to the learning target(s).
- i. Multiple opportunities for assessment in a variety of modalities and formats should be provided for students within and across the learning targets.
 - ii. Learning opportunities should be accessible to students who are working towards a non-standard diploma.
- b. Student interest and choice will help develop engaging, responsive, and dynamic scaffolds that are adjusted as students participate in meaning-making and increasingly assume ownership and responsibility for their own learning.
- c. Language acquisition: Scaffolds include multiple opportunities and formats for students to build their language skills which include ways that their authentic voice and home language is honored.¹³ All classrooms should work towards honoring and actualizing BSD's best practices for multilingual learners.¹⁴

¹³ Lau, 2012

¹⁴ [BSD Best Practices for Multilingual Learners \(2018\)](#)



4

STUDENT ENGAGEMENT

Meaningful and engaging student learning experiences are designed to promote sustained interest in the Social Sciences (e.g. cultivating interest and value with students, generating student questions, promoting student ownership, etc.). Engagement is strongest when students' community perspective is valued and integrated into the learning, and when student identities and experiences are surfaced, affirmed, and validated in the classroom to provide multiple ways of understanding and experiencing academic content.

Additionally, engagement is strongest when students recognize and analyze historical and contemporary community and societal problems, ask critical questions and develop research investigations, separate evidence-based claims, evidence, and reasoning from opinions, and evaluate the usefulness and degree of reliability of different historical and current sources. Rich learning and engagement involves students working and growing together through both intellectual and emotional engagement, as well as through ethical reflection and civic agency as their learning connects to their local community and beyond.

INTELLECTUAL WORK

- a. Essential knowledge and skills: Students will engage in developing factual, conceptual, and debatable knowledge, research and inquiry skills, critical and analytical thinking, and communication skills.¹⁵ Intellectual work is conducive to participatory civic engagement and responsible participation within and across students' local and global communities.
- b. Bias and perspective: Teachers and students consider the dynamic nature of knowledge and of multiple and varied perspectives while developing critical thinking habits. It is also important to acknowledge personal bias and positionality, and to be respectful and understanding of diverse cultural norms and perspectives.
- c. Independent and collaborative investigations: Students should have frequent opportunities to investigate subjects in depth and to participate in choosing topics and modes of learning. Classroom learning should include both independent investigation as well as cooperative learning, and learning opportunities should foster student agency, specifically regarding self-advocacy and collective action.
- d. Authentic audiences: Opportunities to present work that highlights student voice and learning to authentic audiences within and beyond their classroom and school are highly encouraged.

¹⁵ [Erickson \(2005\)](#)



ENGAGEMENT STRATEGIES

- a. Culturally Relevant: Culturally relevant teaching asks educators to embrace student background and experience, which includes teachers exploring/identifying their own biases and positionality. It is essential that educators understand the beliefs, practices, ideologies, and experiences that shape our students' worldviews and experiences.
- b. Cooperative and collaborative learning: Social Sciences classrooms are active and dynamic learning spaces filled with rich cooperative and collaborative learning, inquiry, and student collaborative conversations and deliberation.

DISCOURSE & COMMUNICATION

- a. Inclusive: Social Science classes must be inclusive and affirming places where all students and staff of all backgrounds, cultures, and abilities feel welcomed, valued, challenged, and heard. This is evidenced by rich and varied opportunities for student discourse and communication with high levels of student engagement and participation. Intentionality in regards to diversity, equity, and inclusion are critical components of a functioning democracy.
- b. High Expectations: Classroom discourse and interactions reflect high expectations and beliefs about all students' capabilities - academic, social, emotional, cultural, and linguistic - and create a culture of belonging, equity and accountability for learning. This is evidenced by elevated and engaged learning partnerships and collaborations.
- c. Student-centered: Talk is student centered with a healthy balance of teacher-to-student talk and student-to-student talk. Academic language supports and intentional planning for rigorous academic discourse allows students multiple opportunities to practice talking about and across topics and issues.
 - i. Student-student collaborative conversations are conducive to the real-world relevance and work of social scientists, which includes building knowledge, critical thinking, research, and communication skills.



5

ASSESSMENT FOR STUDENT LEARNING

The use of varied and frequent standards-based assessments - diagnostic, formative, self, and summative - facilitate and guide student growth within the learning targets and the expectations of the 2021 Oregon Social Sciences Standards Integrated with Ethnic Studies. A multifaceted and responsive approach to standards-based assessment gives students more opportunities to demonstrate what they know.

ASSESSMENTS

- a. Self-assessment: Students reflect and assess their own learning in relation to the learning target(s) and they reflect and set goals based on teacher and peer feedback.
- b. Multiple opportunities: There are multiple assessment opportunities and the teacher expects all students to demonstrate progress towards their learning goals.
 - i. There is an expectation that all students receive feedback on multiple assessment opportunities to demonstrate their learning.
 - ii. Additionally, evidence of learning may look different from student to student, which addresses the need for equity through diversity in assessment.¹⁶
- c. Varied methods of assessment: Assessment methods include a variety of approaches to gather comprehensive and quality information while leveraging the strengths of different student learning styles and funds of knowledge.
 - i. Assessments should be designed to meet the needs of each student and include a variety of student assessment data (e.g., individual charts, conferring records, portfolios, conferring, rubrics, etc.).
- d. Best practices for multilingual learners:¹⁷ Assessment practices should evaluate language and content standards independently, and should provide multiple opportunities for students to demonstrate proficiency through a variety of modalities. Further:
 - i. Consider language, culture, and background factors when analyzing and creating assessments.
 - ii. Utilize students' heritage languages to assess content knowledge when possible and appropriate.

¹⁶ [Best Practices Connection to the Nine Components of the BSD SBLS](#)

¹⁷ [Multilingual Dept. Guiding Principles & Best Practices \(2018\)](#)

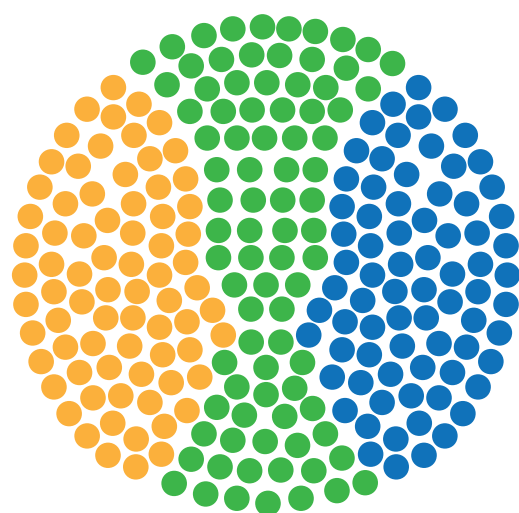


FORMATIVE ASSESSMENT AND ADJUSTMENTS

- a. Ongoing Feedback and Adjustment: Teachers utilize feedback and ongoing formative assessment to adjust supports and be more responsive to students, to redirect instruction, and to assist with student self-reflection, evaluation, and goal setting.

ALIGNMENT TO OREGON STATE STANDARDS

- a. Assessments are aligned to 2021 Oregon Social Science Standards Integrated with Ethnic Studies and BSD Learning Targets. Additionally, assessments are within and across the domains of Civics and Government, Geography, Historical Knowledge and Historical Thinking, Economics and Financial Literacy, and Social Science Analysis.



SOCIAL SCIENCES
BEAVERTON SCHOOL DISTRICT

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.
<p>Provide direct access to equitable resources through various levels of technology.</p> <ul style="list-style-type: none"> 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.

<p>Provides varied instructional materials including, but not limited to:</p> <ul style="list-style-type: none"> 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 <p>content presented through multiple means (e.g., art, music, etc.)</p>
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.

APPENDIX 4

BSD Social Sciences Teacher Cadre: Essential Considerations for Social Sciences Instructional Materials

Section 1: Alignment to Oregon Social Sciences Standards

- ALL state standards addressed with focus on Multicultural Studies and integrated Ethnic Studies
- Multiple and/or accounts and perspectives of historical issues and times provided
- Authentic inclusion of narratives, perspectives, and explains the importance and contributions (products, events, actions, and ideas) of key people, cultures, and ethnic groups, social groups, religious groups, and other historically underrepresented and historically excluded groups.
- Clarity and authenticity of author positionality
- Clarity and authenticity of primary sources (text/videos/maps/interviews)

Section 2: Student Engagement (Provides guidance for teachers to support differentiated and culturally responsive/relevant)

- Relevance and recency of publication, as well as measures in place to update content and connect with current events
- Meaningful student-centered activities that build interest and understanding of varied lived experiences.
- Intentional opportunities for student narratives and voice with service learning and community action.
- Variety of learning mediums (text, video, audio, interactive activities, etc)
- Classroom Library Collections (ex. Lee and Low, Mackin), Dual language and multilingual texts

Section 3: Differentiated Instruction

- Differentiated and scaffolded opportunities
- Spanish and multilingual opportunities, read-aloud options, accessible to ELLs

Section 4: Extensions and Educator Supports

- Solid and consistent PD offerings
- Ongoing support, including tech support, for teachers

Section 5: 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 banks, etc.).
- Provides teacher access and use of varied modes of assessment (e.g., pre-, formative, summative, peer, group/collaborative, and self-assessment).

Additional aspects important to the cadre:

- Invest in teachers in the District to develop and share instructional guidance and exemplars, and lead PD on instructional practices that allow for teachers to deepen their understandings of social justice issues and the ever-evolving understanding of our history in the U.S. the world .

- Canvas compatibility
- Materials are current and regularly updated on a consistent basis
- Student access to primary document archives and other research tools
- Community Partnerships (5 Oaks Museum, OR Historical Society, local Universities)

Appendix 5: K-5 Notes on Social Sciences Instructional Materials

K-5 Pearson Education, Inc. myWorld Interactive Social Studies	
Strengths	Limitations
<ul style="list-style-type: none"> This curriculum received an overall “meets” evaluation from ODE regarding the 2018 standards, but has not been reviewed with the 2021 standards. Comprehensive K-5 curriculum with mostly digital content. 	<ul style="list-style-type: none"> The K-5 cadre was hesitant to adopt a comprehensive curriculum due to the immense endeavor of 1) learning a new, online platform, 2) having enough scheduled SS time to adequately engage in the plethora of resources, 3) it was not aligned to 2021 standards, 4) it did not contain Oregon specific resources, including and especially in regards to authentic Oregon Native American resources, which are of paramount importance in grades 3-4, 5) high amounts of student screen time, 6) it received the lowest review marks from ODE on several very important criteria, including but not limited to: <ul style="list-style-type: none"> Address Oregon English Language Proficiency Standards in reading, writing, listening, and speaking. Aligned to the Oregon Social Science standards. Provide guidance on discussing controversial or sensitive topics. 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. 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 students. 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. Supplemental texts, visuals, & primary sources address Oregon history and geography. <ul style="list-style-type: none"> See more detailed review information here.

K-5 Social Studies School Service (Active Classroom)	
Strengths	Limitations
<ul style="list-style-type: none"> Comprehensive K-5 curriculum with mostly digital content. 	<ul style="list-style-type: none"> The K-5 cadre was hesitant to adopt a comprehensive curriculum due to the

	<p>immense endeavor of 1) learning a new, online platform, 2) having enough scheduled SS time to adequately engage in the plethora of resources, 3) it was not aligned to 2021 standards, 4) it did not contain Oregon specific resources, including and especially in regards to authentic Oregon Native American resources, which are of paramount importance in grades 3-4, 5) high amounts of student screen time</p> <ul style="list-style-type: none"> • A comprehensive curriculum tends to isolate content areas
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K-5 McGraw-Hill School Education LLC

This curriculum (published in 2014) received a “Does Not Meet” rating from ODE, and specifically was not aligned to the 2018 or 2021 standards. See [more detailed review information here](#).

K-5 Discovery Education DE Experience Platform

Strengths	Limitations
<ul style="list-style-type: none"> • Comprehensive K-5 curriculum with massive amounts of digital content across all content areas, including social sciences. • Partnership with Dr. Sharroky Hollie: CLR Teaching and Learning • Also has “channels” which includes <ul style="list-style-type: none"> • Hidden Figuras: features counterstories (ex. Dolores Huerta) • “Dissent, equity, and inspiring change” - created after George Floyd’s murder, African American experiences (developed in partnership with LASD, based on Learning for Justice 4 domains for social justice framework - similar to K-12 ethnic studies themes) • Videos have closed captions, translation in 101 languages, etc. • Social-emotional learning center aligned with CASEL (which BSD uses) • Discovery Ed is partnering with a variety of different individuals and groups to provide robust content on a variety of subjects. 	<ul style="list-style-type: none"> • The K-5 cadre was hesitant to adopt a comprehensive curriculum due to the immense endeavor of 1) learning a new, online platform, 2) having enough scheduled SS time to adequately engage in the plethora of resources, 3) it was not aligned to 2021 standards, 4) it did not contain many Oregon specific resources, including and especially in regards to authentic Oregon Native American resources, which are of paramount importance in grades 3-4, 5) high amounts of student screen time • While the Middle School Adoption chose Discovery for its “Social Studies TechBook,” a Social Sciences specific resource, there is no such resource for K-5, but instead a very large database of digital activities that teachers report is challenging to navigate. • Resources are not currently and specifically aligned to 2021 Oregon Social Science standards for K-5 • Searching for, curating, and creating instructional units and lessons from the Discovery database, aligned to the 2021 SS standards, would be an immensely

	<p>large and time-consuming process. Many teachers shared feeling overwhelmed with the sheer amount of resources.</p> <ul style="list-style-type: none"> • Some materials (videos especially as they are dated) seem old, pushing 6-15 years old. • BSD Teacher feedback: Students often get lost trying to navigate in Discovery • BSD Teacher Feedback: Due to digital nature, the resource feels like it is great for remote/digital instruction but not in-person instruction; concern with screen time • Would still need translations of supporting materials (ex. Graphic organizers)
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Grade K-5: InquirEd Social Sciences Curriculum	
Strengths	Limitations
<ul style="list-style-type: none"> • Inquiry-based • Includes coaching calls for ongoing PD • Digital platform - teacher facing resources and teacher guides, with some videos and photo examples, but students will be engaged in activities off screen <ul style="list-style-type: none"> ○ BSD Teacher Feedback: "I like that each unit has an action module where students do something with the knowledge they have gained that will impact their community. There's also some great videos that would definitely be engaging for students." • Teacher friendly and easy to follow • Digital content will be updated to reflect current events • BSD Teacher Feedback: "Love the inquiry questions to guide the units, appreciate that it's laid out with links, ideas for discussion, and a clear 'map' through the unit. The modules are connected through the inquiry question nicely. Clear what resources and prep are needed for each day." 	<ul style="list-style-type: none"> • More content than time in the daily schedule / year allows (3-4 units, 25 core lessons per unit) <ul style="list-style-type: none"> ○ BSD Teacher Feedback: "I also am concerned that InquirED requires 75 lessons taught over the course of the school year with each lesson lasting 45 minutes. I honestly don't know how that could fit when looking at required minutes for reading, writing, math." • As a national platform it does not offer Beaverton / Portland / Oregon specific content • Lots of time for onboarding training of a new platform • Requires a lot of materials prep (worksheets, vocabulary cards, etc.) • The K-5 cadre was hesitant to adopt a comprehensive curriculum due to the immense endeavor of 1) learning a new, online platform, 2) having enough scheduled SS time to adequately engage in the plethora of resources, 3) it was not aligned to 2021 standards, 4) it did not contain Oregon specific resources, including and especially in regards to authentic Oregon Native American resources, which are of paramount importance in grades 3-4 • A comprehensive curriculum tends to isolate content areas

K-5 teacher and TOSA-created Booklists	
Strengths	Limitations
<ul style="list-style-type: none"> • Engaging • High quality children's literature that supports teaching the standards and essential question • Highlights the Ethnic Studies Themes • Includes bilingual books at each grade level • Read alouds with layering of additional resources, such as art, media, music, primary sources, etc. • Customized lists created for Dual Language classes and Specialized Programs • Variety of representation of authors • Books serve as a launching point / provocation into a unit or exploration of an inquiry question <ul style="list-style-type: none"> ○ BSD Teacher Feedback: "Some books are great launches for Social Science Analysis followed by a dive into particular standards." ○ BSD Teacher Feedback: "I love how this could be layered with family stories and connections." • Each grade level includes books about changemakers and ways students can take action • Multiple and diverse perspectives • Supports integration across content areas <ul style="list-style-type: none"> ○ BSD Teacher Feedback: "This is a great book for multiple subjects all year long." 	<ul style="list-style-type: none"> • Any gaps in representation could always be modified • Teacher Scaffolding would be needed <ul style="list-style-type: none"> ○ BSD Teacher Feedback: "Teachers need to have support to know how to connect this with the local community." ○ Guidance documents with pronunciation and cultural contexts are needed • Professional development needed for instructional read aloud and facilitating class discussions with an Inquiry lens

Grade 3 & 4: Student Atlas of Oregon Maps and activities	
Strengths	Limitations
<ul style="list-style-type: none"> • 85 pages of high quality, color maps of the state/regions of Oregon that include (but not limited to) thematic maps, map projections, map scale, physical regions, plate tectonics, natural hazards, average temperatures/precipitation/etc., ecoregions, vegetation zones, forests, 	<ul style="list-style-type: none"> • Will require intentionality and planning to align select maps aligned to state geography standards for 3rd & 4th grade <ul style="list-style-type: none"> ○ Would benefit from strategic scope/sequence planning and alignment with units so as not to treat this as a stand-alone

<p>timber, forest fire risk, watersheds, dams, mineral deposits, energy production, Native American language groups, Oregon Trail info, Oregon statehood, population, local ancestry and race, land ownership, major crops and products, transportation, employment, counties, recreation and tourism, rivers, and place names.</p> <ul style="list-style-type: none"> • Created by Center for Spatial Analysis and Research at Portland State University (2009; 2015) • Available in Spanish • Has accompanying lessons, though they could be improved 	<p>resource.</p> <ul style="list-style-type: none"> ○ This will require lots of planning and collaboration.
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Grade 3: Oregon Historical Society's 3 Student Texts: "Portland Becomes A City," "Portland Biographies," "Portland Stories of Action and Impact" and Workbooks	
Strengths	Limitations
<ul style="list-style-type: none"> • Brand new (drafted in winter/spring 2022) resources from the Oregon Historical Society telling an updated and more authentic perspective of local history. • Open to feedback from a statewide teacher/educator advisory group and incorporating teacher feedback from BSD and across the state • Aligned to Oregon 2021 Social Science standards <ul style="list-style-type: none"> ○ Portland Biographies ○ Portland Becomes a City ○ Portland Action and Impact • Can be printed as a book that will only need to be purchased once. 	<ul style="list-style-type: none"> • Could be considered a "text book" • Student workbooks could/would benefit from more teacher guidance on how/when to use them. • All resources - texts and workbooks - would benefit from strategic scope/sequence planning and alignment with units so as not to treat this as text book. <ul style="list-style-type: none"> ○ This will require lots of planning and collaboration.

Grade 4: Oregon Historical Society Student Text "Since Time Immemorial"	
Strengths	Limitations
<ul style="list-style-type: none"> • Brand new (drafted in winter/spring 2022) resources from the Oregon Historical Society telling an updated and more authentic perspective of local history. • Open to feedback from a statewide teacher/educator advisory group and incorporating teacher feedback from BSD 	<ul style="list-style-type: none"> • Could be considered a "text book" • Student workbooks could/would benefit from more teacher guidance on how/when to use them. • All resources - texts and workbooks - would benefit from strategic scope/sequence planning and alignment

<ul style="list-style-type: none"> and across the state ● Aligned to Oregon 2021 Social Science standards <ul style="list-style-type: none"> ○ Since Time Immemorial ● Includes student workbooks ● Can be printed as a hardcover book that will only need to be purchased once. 	<ul style="list-style-type: none"> with units so as not to treat this as text book. <ul style="list-style-type: none"> ○ This will require lots of planning and collaboration.
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Grade 4: “This is Kalapuyan Land” text/workbook	
Strengths	Limitations
<ul style="list-style-type: none"> ● Highlights authentic perspectives on local Indigenous history, perspective, and presence: <ul style="list-style-type: none"> ○ Created in collaboration with Curator Steph Littlebird Fogel (Grand Ronde, Kalapuya) ○ Includes history and perspectives with/from Kalapuyan peoples, contemporary Native artwork, added historical content from David G. Lewis, PhD: preeminent scholar on Western Oregon tribes. ● Aligned to 2021 OR SS standards and has suggested curriculum pairings with ODE SB13 Tribal History lessons and some Grand Ronde curriculum. ● Has teacher's guide ● Available in Spanish (gracias Marcela!!) ● Prompts critical thinking around representation of Indigenous history and identity in non-Indigenous institutions. ● Presents key vocabulary related to Indigenous identity in the Tualatin Valley and beyond. ● Describes how to refer to Native identity and tribes ● Recognizes living, current Native presence in Oregon and beyond ● Reinforces that history can be told from multiple perspectives ● Includes arts integration and projects <ul style="list-style-type: none"> ○ BSD Teacher Feedback: “The colored pictures were engaging and brought up a lot of conversations.” ● BSD has a relationship with content creators and Five Oaks museum to continue collaboratively improving the resource and learning experience(s). 	<ul style="list-style-type: none"> ● Upon glance can be viewed as primarily worksheets/student packets. <ul style="list-style-type: none"> ○ BSD teacher feedback: “Too much packet work. It is good but educators didn't make the curriculum, if so they should know packet work isn't successful.” ○ BSD teacher feedback: “The writing portion seemed unnecessary for most sections. Just busy work We ended up reading and then having a class discussion. It seemed like a huge waste of paper. Also not engaging and finding time to complete the art activities was very difficult.” ● All resources - texts and workbooks - would benefit from strategic scope/sequence planning and alignment with units so as not to treat this as text book. <ul style="list-style-type: none"> ○ This will require lots of planning and collaboration. ● BSD teacher feedback: “While the packet has some good things, it is not meant for a classroom teacher to use. It needs a lot more support for it to be used well, such as videos or any sort of curriculum to accompany the information to make it cohesive and comprehensible.” ● Method of delivery (packet/worksheets) goes against our inquiry approach and best practices: <ul style="list-style-type: none"> ○ BSD Teacher Feedback: “It is very limited and circling and underlining words do not really help synthesize the topic.” ○ BSD Teacher Feedback: “It is not an inquiry driven, agency building

<ul style="list-style-type: none"> ● BSD teacher feedback: “This resource opened up great conversations. Students responded very positively and had a lot to say.” ● BSD teacher feedback: “Wonderful! This was a well thought out resource and the presentation was very smooth. We enjoyed learning and talking together using this resource.” 	<p>unit. We grabbed bits and pieces but it doesn’t support high level concept based thinking. It is far too spoon fed and direct.”</p> <ul style="list-style-type: none"> ○ BSD Teacher Feedback: “Please raise the level of analysis and discourse (there are lots of circling and underlining -- that doesn't take any thinking).”
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Grade 4: “Oregon is Indian Country” text/workbook	
Strengths	Limitations
<ul style="list-style-type: none"> ● Highlights authentic perspectives on local Indigenous history, perspective, and presence. <ul style="list-style-type: none"> ○ Created in collaboration with the Oregon Historical Society and tribal consultants from all 9 federally-recognized tribes in Oregon ○ All photos included were provided by 9 tribes. ● This resource is referenced as key mentor text in the 4th grade SB13 Tribal History lessons, and therefore is foundational for student understanding. ● Prompts critical thinking around representation of Indigenous history and identity in non-Indigenous institutions. ● Presents key vocabulary related to Indigenous identity ● Recognizes living, current Native presence in Oregon and beyond ● Reinforces that history can be told from multiple perspectives ● Includes arts integration and projects 	<ul style="list-style-type: none"> ● Published in 2009 and not aligned with 2021 OR SS standards. ● Upon glance can be viewed as primarily text/worksheets/student packets. <ul style="list-style-type: none"> ○ Text/lexile is high for 4th grade students. ● All resources - texts and workbooks - would benefit from strategic scope/sequence planning and alignment with units so as not to treat this as text book. <ul style="list-style-type: none"> ○ This will require lots of planning and collaboration. ● Not available in Spanish ● No teacher’s guide

K-2 Studies Weekly	
Strengths	Limitations
<ul style="list-style-type: none"> ● Easy to use ● Covers themes such as civic and government, financial literacy and geography ● Print and digital 	<ul style="list-style-type: none"> ● Limited Spanish resources ● Did not cover local, Oregon history and/or perspectives. ● This program doesn’t align closely with our SS position and direction in our

	<p>district of moving an towards inquiry-based approach</p> <ul style="list-style-type: none"> • Not enough time to use all the resources that would be purchased through this platform • General content, and US-centric
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K-2 Time for Kids	
Strengths	Limitations
<ul style="list-style-type: none"> • Print AND Digital versions • Affordable subscription (\$5.50/student annually) • Aligned to CCSS • Current events and historical events • A few stories are in Spanish 	<ul style="list-style-type: none"> • Could not offer us trial access to pilot the platform • English-text/speech heavy, not MLL-friendly • Did not cover local, Oregon history and/or multiple perspectives. • Very general content, US-centric • Needs more depth and breadth of content for Social Sciences • Lack of differentiation for students • Inconsistent across content areas • We would have liked to see more tasks that asked students to apply critical and higher-order thinking skills

K-2 Teacher-Created-Materials Company	
Strengths	Limitations
<ul style="list-style-type: none"> • Offers “a la carte” options to purchase only the components we need • Covers themes such as civics and government, • Offers primary sources • Untold stories component has • Integrates other content areas 	<ul style="list-style-type: none"> • Limited Spanish resources • Did not cover local, Oregon history and/or perspectives. • This program includes many components such as leveled readers which we don’t need and don’t fit • General concepts • Worksheet-based which does not align with our SS position or district direction toward a more inquiry-based approach • A comprehensive curriculum tends to isolate content areas

Grade 5: Newsela Custom Collection	
Strengths	Limitations
<ul style="list-style-type: none"> • Customized to align with the Oregon standards 	<ul style="list-style-type: none"> • Concerns about too much screen time with this platform

- Some articles available in Spanish
- Integrates with Language Arts
- Option to adjust the lexile level to meet the needs of readers
- Not a new platform for many teachers, which would not require a lot of training
- BSD Teachers and TOSAs can provide feedback to Newsela to improve the collection based on our needs

- Teachers concerned that it is not a full curriculum
 - BSD Teacher Feedback: "While I love Newsela as a resource, I'm not convinced of it as a full curriculum."
- Lacks a variety of engaging resources
 - BSD Teacher Feedback: "It's just a collection of Newsela articles with some basic activities?! It doesn't seem like a SS curriculum. Newsela has some great articles, but it seems more important to have a variety of resources."
- Text / reading heavy
 - BSD Teacher Feedback: "This seems super text heavy. What do kids do other than read? History needs visual, storytelling, debate, art integration, music, etc.. If all kids are doing is reading, we are going to bore them into hating social studies pretty quickly."
- Reading level does not go below 3rd grade, which is problematic for SPED and students reading below that level

Appendix 6: *Draft* Grade K-5 Social Sciences Book Lists

The titles in the initial draft lists were created through a rigorous process that included (but was not limited to):

- Lists created and revised by BSD teacher cadre members, and K-12 TOSAs within and across Social Sciences, Language Arts, Multilingual Department, and District Librarians.
- Alignment with [2021 Oregon Social Science Standards Integrated with Ethnic Studies](#), and Oregon Department of Education's ethnic studies themes of identity, histories/perspectives, resistance, resilience, and civic engagement.
- Oregon Department of Education recommendations.
- Collaborations with other local Oregon district specialists and offices of teaching and learning.
- Social Justice Books: a non-profit organization whose mission is to provide teachers and parents with the tools to create schools where students learn to read, write and change the world.
- School Library Journal: a national publication for librarians and information specialists.
- Public Library resources and recommendations (Multnomah County and Washington County).
- Scholarly blogs, websites, and scholar suggestions from social media.
- Own voices – books about characters who reflect the author's own identity and the writing is based on the author's own lived experiences and perspectives.

Further, the following guidelines were established:

- Books were evaluated with IIA/AR standards, amongst other criteria.
- The texts are not meant to be read independently by students, but instead through thoughtful, intentional teacher planning with relevant excerpts and/or sections.
- If there are sections of texts that are not developmentally appropriate for elementary students (see [BSD IIA-AR Standard 3](#): Materials shall be appropriate for the ability level, learning styles, emotional and social development of the students for whom the materials are selected"), there will be guidance on excluding their use in the classroom with students.
- Texts would be available in English and in Spanish.
- The current list includes relevant titles that reflect and center counternarratives that would enhance critical thinking and learning.
 - The titles are also aligned & consistent with the [2021 SS standards](#), specifically the integrated ethnic studies standards.
 - The titles also meet IIA/AR standards.

Note: The draft book lists are examples of titles that may be included in book bins. The lists will be revisited and updated regularly based on teacher and student feedback and text availability.

****Draft** Kindergarten Book List**
English Classrooms

All the Colors We Are/ Todos los colores de nuestra piel (bilingual) by Katie Kissinger (2014)

Camilla, Cartographer by Julie Dillemath (2019)

Eyes that Speak to the Stars by Joanna Ho (2022)

Flash and Gleam: Light in our World by Sue Fliess (2020)

I am Every Good Thing by Derrick Barnes (2020)

Islandborn by Junot Díaz (2018)

Just Ask! by Sonia Sotamayor (2019)

Lily Learns about Wants and Needs by Lisa Bullard (2013)

Maybe Something Beautiful by F. Isabel Campoy (2016)

My Two Border Towns by David Bowles (2021)

One of A Kind, Like Me / Único como Yo (bilingual) by Laurin Mayeno (2016)

Our Favorite Day of the Year by A. E. Ali (2020)

Powwow Day by Traci Sorell (2022)

Quinto's Neighborhood / El vecindario de Quinto (bilingual) by Ina Cumpiano (2009)

Rise Up and Write It! by Nandini Ahuja (2021)

Speak Up! by Miranda Paul (2020)

The Proudest Blue by Ibtihaj Muhammad (2019)

The Shape of Home by Rashin Kheiriyeh (2021)

Vámanos a San Salvador by Patty Rodriguez (2020)

Vámonos a Oaxaca by Patty Rodriguez (2020)

We Laugh Alike / Juntos nos reímos: A Story That's Part Spanish, Part English, and a Whole Lot of Fun (bilingual) by Carmen T. Bernier-Grand (2021)

You Hold Me Up by Monique Gray Smith (2017)

****Draft** Kindergarten Book List**
Dual Language Classrooms

All the Colors We Are/ Todos los colores de nuestra piel (bilingual) by Katie Kissinger (2014)

¿De dónde eres? by Yamile Saied Méndez (2019)

¡Di Algo! by Peter H. Reynolds (2019)

Eyes that Speak to the Stars by Joanna Ho (2022)

Flash and Gleam: Light in our World by Sue Fliess (2020)

I am Every Good Thing by Derrick Barnes (2020)

La Luz de Lucia by Margarita del Mazo (2015)

La sombrilla grande by Amy Krause Rosenthal (2020)

Lola: Edición en español de Islandborn by Junot Díaz (2018)

Mango, Abuela, y Yo by Meg Medina (2015)

Mis dos pueblos fronterizos by David Bowles (2021)

One of A Kind, Like Me / Único como Yo (bilingual) by Laurin Mayeno (2016)

Our Favorite Day of the Year by A. E. Ali (2020)

Paletero Man / Que paletero tan cool by Lucky Diaz (2021)

Powwow Day by Traci Sorell (2022)

Quinito's Neighborhood / El vecindario de Quinito by Ina Cumpiano (2009)

Quizás algo hermoso by F. Isabel Campoy (2018)

Sembrando Historias: Pura Belpré, bibliotecaria y narradora de cuentos by Anika Aldamuy Denise (2019)

Somos guardianes del agua by Carole Lindstrom (2021)

Soñadores by Yuyi Morales (2021)

¡Solo Pregunta! by Sonia Sotamayor (2019)

Speak Up! by Miranda Paul (2020)

The Proudest Blue by Ibtihaj Muhammad (2019)

Tito Puente by Monica Brown (2015)

Vámonos a Havana by Patty Rodriguez (2020)

Vámonos a San Salvador by Patty Rodriguez (2020)

Vámonos a Oaxaca by Patty Rodriguez (2020)

We Laugh Alike / Juntos nos reímos: A Story That's Part Spanish, Part English, and a Whole Lot of Fun (bilingual) by Carmen T. Bernier-Grand (2021)

You Hold Me Up by Monique Gray Smith (2017)

****Draft** First Grade Book List**
English Classrooms

All Are Welcome by Alexandra Penfold (2018)
Alma and How She Got Her Name by Juana Martinez-Neal (2018)
Amira's Picture Day by Reem Faruqi (2021)
Amy Wu and the Patchwork Dragon by Kat Zhang (2020)
Bilal Cooks Daal by Aisha Saeed (2019)
A Chair for My Mother by Vera B. Williams (2007)
The Day You Begin by Jacqueline Woodson (2018)
Harlem Grown by Tony Hillery (2020)
The Most Beautiful Thing by Kao Yang (2020)
The Oldest Student: How Mary Walker Learned to Read by Rita Lorraine Hubbard (2020)
Paletero Man by Lucky Diaz (2021)
Papa, Daddy and Riley by Seamus Kirst (2020)
The Paper Kingdom by Helena Ku Rhee (2020)
Peace by Miranda Paul (2021)
Say Something! by Peter H. Reynolds (2019)
Thank You, Omu! by Oge Mora (2018)
Vámonos a Santo Domingo by Patty Rodriguez (2021)
Vámonos a Antigua by Patty Rodriguez (2021)
Vámonos a Bogotá by Patty Rodriguez (2021)
We Are Grateful: Otsaliheliga by Traci Sorell (2018)
We Are Water Protectors by Carole Lindstrom (2020)
We Move Together by Kelly Fritsch (2021)
When We Are Kind by Monique Gray Smith (2020)

****Draft** First Grade Book List**
Dual Language Classrooms

All Are Welcome by Alexandra Penfold (2018)
All the Colors We Are / Todos los colores de nuestra piel by Katie Kissinger (2014)

Alma y cómo obtuvo su nombre by Juana Martinez-Neal (2018)

Amira's Picture Day by Reem Faruqi (2021)

De aquí como el Coquí by Nomar Perez (2021)

Cultivado en Harlem by Tony Hillery (2022)

¡Di Algo! by Peter H. Reynolds (2019)

El día en que descubres quién eres by Jacqueline Woodson (2018)

Evelyn del Rey se muda by Meg Medina (2020)

¡Gracias Omu! by Oge Mora (2020)

We Laugh Alike / Juntos nos reímos: A Story That's Part Spanish, Part English, and a Whole Lot of Fun (bilingual) by Carmen T. Bernier-Grand (2021)

Mi papi tiene una moto by Isabel Quintero (2019)

The Most Beautiful Thing by Kao Yang (2020)

Papá, Daddy and Riley by Seamus Kirst (2020)

The Paper Kingdom by Helena Ku Rhee (2020)

Paz by Miranda Paul (2021)

Quinito's Neighborhood / El vecindario de Quinito by Ina Cumpiano (2009)

Sembrando Historias by Anika Aldamuy Denise (2019)

Un sillón para mi mama by Vera B. Williams (2007)

La sombrilla grande by Amy Krause Rosenthal (2020)

Somos guardianes del agua by Carole Lindstrom (2021)

Tú importas by Christian Robinson (2020)

Vámonos a Santo Domingo by Patty Rodriguez (2021)

Vámonos a Antigua by Patty Rodriguez (2021)

Vámonos a Bogotá by Patty Rodriguez (2021)

We Are Grateful: Otsaliheliga by Traci Sorell (2018)

We Move Together by Kelly Fritsch (2021)

When We Are Kind by Monique Gray Smith (2020)

****Draft** Second Grade Book List**
English Classrooms

All Because You Matter by Tami Charles (2020)

Coquí in the City by Nomar Perez (2021)

Drawn Together by Minh Lê (2018)

Dumplings for Lili by Melissa Iwai (2021)

Everything Naomi Loved by Katie Yamasaki (2020)

Fry Bread by Kevin Noble Maillard (2019)

Hair Twins by Raakhee Mirchandani (2021)

Home is In-Between by Mitali Perkins (2021)

Josie Dances by Denise Lajimodiere (2021)

Just Ask! by Sonia Sotamayor (2019)

Malala's Magic Pencil by Malala Yousafzai (2017)

Mapping Sam by Joyce Hesselberth (2018)

Mario and the Hole in the Sky: How a Chemist Saved Our Planet by Elizabeth Rusch (2019)

Mixed by Arree Chung (2018)

Rainbow Weaver / Tejedora del arcoiris by Linda Elovitz Marshall (2016)

Right Now! Real Kids Speaking Up for Change by Miranda Paul (2021)

The Arabic Quilt by Aya Khalil (2020)

Vámonos a Panama City by Patty Rodriguez (2021)

Vámonos a Tegucigalpa by Patty Rodriguez (2021)

Wanda by Sihle Nontshokweni (2021)

When Aiden Became a Brother by Kyle Lukoff (2019)

Where are You From? by Yamile Saied Méndez (2019)

****Draft** Second Grade Book List
Dual Language Classrooms**

¡Qué Cosas Dice Mi Abuela! by Ana Galán (2013)

¡Sí se puede! / Yes, we can! by Diana Cohn (2008)

¡Solo Pregunta! Sé Diferente, Sé Valiente, Sé Tú by Sonia Sotamayor (2019)

¿De dónde eres? by Yamila Saied Méndez (2019)

De aquí como el Coquí by Nomar Perez (2021)

¡Di algo! by Peter H. Reynolds (2019)

Dumplings for Lili by Melissa Iwai (2021)

El día en que descubres quién eres by Jacqueline Woodson (2018)

El Lápiz Mágico de Malala by Malala Yousafzai (2018)

El puente de Luca by Mariana Llanos (2019)

Everything Naomi Loved by Katie Yamasaki (2020)

Fry Bread by Kevin Noble Maillard (2019)

La Casa de Algún Día by Julie Durango (2020)

Lola: Edición en español de Islandborn by Junot Díaz (2018)

Mario y el agujero en el cielo: cómo un químico salvó nuestro planeta by Elizabeth Rusch (2019)

Mi Papá es un Payaso by José Carlos Andrés (2017)

Mezclados by Arree Chung (2018)

Pasando páginas: La historia de mi vida by Sonia Sotamayor (2018)

Rainbow Weaver / Tejedora del arcoiris by Linda Elovitz Marshall (2016)

Rescatando Palabras by Angela Burke Kunkel (2020)

The Arabic Quilt by Aya Khalil (2020)

Tú importas by Christian Robinson (2020)

Un Nuevo Hogar by Tania de Regil (2019)

Vámonos a Lima by Patty Rodriguez (2020)

Vámonos a Panama City by Patty Rodriguez (2021)

Vámonos a Tegucigalpa by Patty Rodriguez (2021)

Wanda by Sihle Nontshokweni (2021)

When Aiden Became a Brother by Kyle Lukoff (2019)

****Draft** 3rd Grade Book List**
English Classrooms

A Vote is a Powerful Thing by Catherine Stier (2020)

Alejandría Fights Back! / ¡La Lucha de Alejandría! by Leticia Hernández-Linares (2021)

Areli Is A Dreamer by Areli Morales (2021)

Change Sings by Amanda Gorman (2021)

Harlem Grown by Tony Hillery (2020)

I Can Write the World by Joshunda Sanders and Charly Palmer (2019)

I Wish You Knew by Jackie Azúa Kramer (2021)

Jayden's Impossible Garden by Mélina Mangal (2021)

Just Help! By Sonia Sotomayor (2021)

Kamala and Maya's Big Idea by Meena Harris (2020)

My Name is Bana by Bana Alabed (2021)

My Papi Has a Motorcycle by Isabel Quintero (2019)

Playing at the Border: A Story of Yo-Yo Ma by Joanna Ho (2021)

Right Now: Real Kids Speaking Up for Change by Miranda Paul and Bea Jackson (2021)

Someone Builds the Dream by Lisa Wheeler and Loren Long (2021)

The Fearless Flight of Hazel Ying Lee by by Julie Leung and Julie Kwon (2021)

The One Day House by Julia Durango and Bianca Diaz (2020)

We Are Grateful: Otsaliheliga by Traci Sorell (2018)

We Rise, We Resist, We Raise our voices by by Wade Hudson and Cheryl Willis Hudson (2019)

When We Say Black Lives Matter by by Maxine Beneba Clarke (2021)

Student Atlas of Oregon: A Classroom Atlas for Elementary and Middle Schools (Portland State University, 2015)

Portland Biographies (Oregon Historical Society, 2022)

Portland Becomes a City (Oregon Historical Society, 2022)

Portland Stories of Action and Impact (Oregon Historical Society, 2022)

****Draft** 3rd Grade Book List**
Dual Language Classrooms

¡Gracias Omu! by Oge Mora (2020)

¡Solo Ayuda! / Just Help! By Sonia Sotomayor (2021)

A Vote is a Powerful Thing by Catherine Stier (2020)

Areli es Una Dreamer by Areli Morales (2021)

Alejandría Fights Back! / ¡La Lucha de Alejandría! by Leticia Hernández-Linares (2021)

Be Bold! Be Brave! 11 Latinas who made U.S. History by Naibe Reynoso (2019)

Change Sings by Amanda Gorman (2021)

Cultivado En Harlem by Tony Hillery (2022)

El día en que descubres quién eres by Jacqueline Woodson (2018)

I Can Write the World by Joshunda Sanders and Charly Palmer (2019)

Ojalá supieras / I Wish You Knew by Jackie Azúa Kramer (2021)

Jayden's Impossible Garden by Mélina Mangal (2021)

Kamala and Maya's Big Idea by Meena Harris (2020)

La Casa de Algún Día/The One Day House by Julia Durango and Bianca Diaz (2020)

My Name is Bana by Bana Alabed (2021)

Mi Papi Tiene Un Moto / My Papi Has a Motorcycle by Isabel Quintero (2019)

Playing at the Border: A Story of Yo-Yo Ma by Joanna Ho (2021)

Separate is Never Equal by Duncan Tonatiuh (2014)

Someone Builds the Dream by Lisa Wheeler and Loren Long (2021)

The Fearless Flight of Hazel Ying Lee by Julie Leung and Julie Kwon (2021)

We Are Grateful: Otsaliheliga by Traci Sorell (2018)

We Rise, We Resist, We Raise our voices by Wade Hudson and Cheryl Willis Hudson (2021)

When We Say Black Lives Matter by Maxine Beneba Clarke (2021)

Student Atlas of Oregon: A Classroom Atlas for Elementary and Middle Schools (Portland State University, 2015)

Portland Biographies (Oregon Historical Society, 2022)

Portland Becomes a City (Oregon Historical Society, 2022)

Portland Stories of Action and Impact (Oregon Historical Society, 2022)

****Draft** 4th Grade Book List
English Classrooms**

Buffalo Bird Girl: A Hidatsa Story by S D Nelson (2015)

Classified: The Secret Career of Mary Golda Ross, Cherokee Aerospace Engineer by Traci Sorell (2021)

Coolies by Yin (2003)

Digging for Words: Jose Alberto Gutierrez and the Library He Build by Angela Burke Kunkel (2020)

Drawn Together by Minh Lê (2018)

La Frontera: El Viaje Con Papa / My Journey With Papa by Alfredo Alva (2018)

I Am Not a Number by Jenny Kay Dupius (2019)

Indian No More by Charlene Willin Mcmanis (2019)

The Journey of York: The Unsung Hero of the Lewis and Clark Expedition by Hasan Davis (2019)

No Voice Too Small: Fourteen Young Americans Making History by Lindsay H. Metcalf (2020)

Sharuko by Monica Brown (2020)

Thank You Omu! by Oge Mora (2020)

The True West by Wiliam Luong (2020)

We Are Still Here!: Native American Truths Everyone Should Know by Traci Sorell (2021)

We Are Water Protectors by Carole Lindstrom (2020)

We Rise, We Resist, We Raise Our Voices by Wade Hudson (2021)

When We Were Alone by David A Robertson (2016)

Woke: A Young Poet's Call to Justice by Mahogany L Browne (2020)

Your Name is a Song by Jamil Thompkins-Bigelow (2020)

Student Atlas of Oregon: A Classroom Atlas for Elementary and Middle Schools (Portland State University, 2015)

Oregon is Indian Country: The Nine Federally-Recognized Tribes of Oregon Student Magazine (Oregon Historical Society, 2009)

Since Time Immemorial (Oregon Historical Society, 2022)

****Draft** 4th Grade Book List
Dual Language Classrooms**

Coolies by Yin (2003)

Drawn Together by Minh Lê (2018)

La Frontera: El Viaje Con Papa / My Journey With Papa by Alfredo Alva (2018)

¡Gracias Omu! by Oge Mora (2020)

I Am Not a Number by Jenny Kay Dupius (2019)

In My Family / En Mi Familia by Carmen Lomas Garza (2000)

Indian No More by Charlene Willin Mcmanis (2019)

The Journey of York: The Unsung Hero of the Lewis & Clark Expedition by Hasan Davis (2019)

My Diary From Here to There / Mi Diario De Aquí Hasta Allá by Amada Irma Perez (2009)

No Voice Too Small: Fourteen Young Americans Making History by Lindsay H. Metcalf (2020)

Ojalá Supieras by Jackie Azua Kramer (2021)

Pasando Páginas: La Historia De Mi Vida by Sonia Sotomayor (2018)

Rainbow Weaver / Tejedora Del Arcoiris by Linda Elovitz Marshall (2016)

Rescatando Palabras by Angela Burke Kunkel (2020)

Separate Is Never Equal: Sylvia Mendez and Her Family's Legacy by Duncan Tonatiuh (2014)

Sharuko by Monica Brown (2020)

Somos Guardianes Del Agua by Carole Lindstrom (2020)

The True West by Wiliam Luong (2020)

We Are Still Here!: Native American Truths Everyone Should Know by Traci Sorell (2021)

We Rise, We Resist, We Raise Our Voices by Wade Hudson (2021)

When We Were Alone by David A Robertson (2016)

Woke: A Young Poet's Call to Justice by Mahogany L Browne (2020)

Your Name is a Song by Jamilah Thompkins-Bigelow (2020)

Student Atlas of Oregon: A Classroom Atlas for Elementary and Middle Schools (Portland State University, 2015)

Oregon is Indian Country: The Nine Federally-Recognized Tribes of Oregon Student Magazine (Oregon Historical Society, 2009)

Since Time Immemorial (Oregon Historical Society, 2022)

****Draft** 5th Grade Book List**
English Classrooms

Anna Strong: A Spy During the American Revolution by Sarah Glenn Marsh (2020)

Equality's Call: The Story of Voting Rights in America by Deborah Diesen (2020)

Escucha mi voz/ Hear My Voice by Warren Binford (2021)

For Which We Stand: How Our Government Works and Why it Matters by Jeff Foster (2020)

Her Name Was Mary Katherine by Ella Schwartz (2022)

Hiawatha and the Peacemaker by Robbie Robertson (2015)

Mumbet's Declaration of Independence by Gretchen Woelfle (2014)

Paper Son by Julie Leung (2019)

Sharice's Big Voice by Sharice Davids (2021)

Stamped (for kids) by Sonja Cherry-Paul and Jason Reynolds (2021)

The 1619 Project Born on the Water by Nikole Hannah-Jones and Renée Watson (2021)

The People Shall Continue by Simon J Ortiz (2017)

The Year We Learned to Fly by Jacqueline Woodson (2022)

This is a School by John Schu (2022)

We are the Change: Words of Inspiration from Civil Rights by Harry Belafonte (2019)

We Want to Go to School! by Maryann Cocca-Leffler and Janine Leffler (2021)

William Still and His Freedom Stories by Don Tate (2020)

Woke: A Young Poet's Call to Justice by Mahogany L. Browne (2020)

Your Legacy: A Bold Reclaiming of Our Enslaved History by Schele Williams (2021)

****Draft** 5th Grade Book List**
Dual Language Classrooms

Anna Strong: A Spy During the American Revolution by Sarah Glenn Marsh (2020)

El Lapiz Magico De Malala by Malala Yousafzai (2018)

El Movimiento Por Los Derechos Civiles de Los Mexicoamericanos by Theresa Morlock (2017)

Equality's Call: The Story of Voting Rights in America by Deborah Diesen (2020)

Escucha mi voz/ Hear My Voice by Warren Binford (2021)

For Which We Stand: How Our Government Works and Why it Matters by Jeff Foster (2020)

Her Name Was Mary Katherine by Ella Schwartz (2022)

Manos que bailan by Margarita Engle (2021)

Mumbet's Declaration of Independence by Gretchen Woelfle (2014)

Paper Son by Julie Leung (2019)

Sharice's Big Voice by Sharice Davids (2021)

Sharuko by Monica Brown (2020)

Side by Side/Lado a lado by Monica Brown (2020)

Stamped (for Kids) by Sonja Cherry-Paul and Jason Reynolds (2021)

The 1619 Project Born on the Water by Nikole Hannah-Jones and Renée Watson (2021)

El Pueblo Seguirá / The People Shall Continue by Simon J Ortiz (2017)

El año en que aprendimos a volar/ The Year We Learned to Fly by Jacqueline Woodson (2022)

We are the Change: Words of Inspiration from Civil Rights by Harry Belafonte (2019)

We Want to Go to School! by Maryann Cocca-Leffler and Janine Leffler (2021)

William Still and His Freedom Stories by Don Tate (2020)

Woke: A Young Poet's Call to Justice by Mahogany L. Browne (2020)

Your Legacy: A Bold Reclaiming of Our Enslaved History by Schele Williams (2021)

****Draft** Specialized Programs Book List**

K-2

All Because You Matter by Tami Charles (2020)

All the Colors We Are / Todos los colores de nuestra piel by Katie Kissinger (2014)

Alma and How She Got Her Name by Juana Martinez-Neal (2018)

Amira's Picture Day by Reem Faruqi (2021)

Dumplings for Lili by Melissa Iwai (2021)

Everything Naomi Loved by Ian Lendler (2020)

Eyes that Speak to the Stars by Joanna Ho (2022)

Fry Bread: A Native American Family Story by Kevin Noble Maillard (2019)

Harlem Grown by Tony Hillery (2020)

Home is In-Between by Mitali Perkins (2021)

Islandborn by Junot Diaz (2018)

Just Ask! Be Different, Be Brave, Be You by Sonia Sotomayor (2019)

Mapping Sam by Joyce Hesselberth (2018)

Maybe Something Beautiful by Isabel Campoy (2016)

Mixed: A Colorful Story by Arree Chung (2018)

Our Favorite Day of the Year by A.E. Ali (2020)

Paletero Man by Lucky Diaz (2021)

Papa, Daddy and Riley by Seamus Kirst (2020)

The Paper Kingdom by Helena Ku Rhee (2020)

Peace by Miranda Paul (2021)

Powwow Day by Traci Sorell (2022)

The Proudest Blue by Ibtihaj Muhammad(2019)

Rainbow Weaver / Tejedora del arcoiris by Linda Elovitz Marshall (2016)

Speak Up by Miranda Paul (2020)

Thank You, Omu! by Oge Mora (2018)

We Are Water Protectors by Carole Lindstrom (2020)

We Laugh Alike / Juntos nos reímos by Carmen T. Bernier-Grand (2021)

We Move Together by Kelly Fritsch (2021)

Where Are You From? By Yamile Saied Mendez (2019)

You Hold Me Up by Monique Gray Smith (2017)

****Draft** Specialized Programs Book List**

3-5

Anna Strong: A Spy During the American Revolution by Sarah Glenn Marsh (2020)

Areli is a Dreamer: A True Story by Areli Morales (2021)

Change Sings: A Children's Anthem by Amanda Gorman (2021)

Digging for Words: Jose Alberto Gutierrez and the Library He Built by Angela Burke Kunkel (2020)

Drawn Together by Minh Lê (2018)

Equality's Call: The Story of Voting Rights in America by Deborah Diesen (2020)

The Fearless Flights of Hazel Ying Lee by Julie Leung (2021)

Harlem Grown by Tony Hillery (2020)

Hear My Voice / Escucha Mi Voz: The Testimonies of Children by Warren Binford (2021)

Her Name Was Mary Katherine: The Only Woman Whose Name is on the Declaration of Independence by Ella Schwartz (2022)

I Wish You Knew by Jackie Azua Kramer (2021)

Just Help!: How to Build a Better World by Sonia Sotomayor (2022)

My Name is Bana by Bana Alabed (2021)

My Papi Has a Motorcycle by Isabel Quintero (2019)

No Voice Too Small: Fourteen Young Americans Making History by Lindsay H Metcalf (2020)

The One Day House by Julia Durango (2020)

Right Now!: Real Kids Speaking Up for Change by Miranda Paul (2021)

Sharice's Big Voice: A Native Kid Becomes a Congresswoman by Sharice Davids (2021)

A Vote is a Powerful Thing by Catherine Stier (2020)

We Are Grateful: Otasaliheliga by Traci Sorell (2018)

We Are the Change: Words of Inspiration from Civil Rights Leaders by Harry Belafonte (2019)

We are Water Protectors by Carole Lindstrom (2020)

We Rise, We Resist, We Raise Our Voices by Wade Hudson (2019)

We Want to go to School!: The Fight for Disability Rights by Maryann Cocca-Leffler (2021)

When We Were Alone by David A Robertson (2016)

Where Are You From? by Yamile Saied Mendez (2019)

William Still and His Freedom Stories: The Father of the Underground Railroad by Don Tate (2020)

Woke: A Young Poet's Call to Justice by Mahogany L Browne (2020)

The Year We Learned to Fly by Jacqueline Woodson (2022)

Appendix 7: Middle School Social Sciences Supplementary Text Lists

The titles in the initial draft lists were created through a rigorous process that included (but was not limited to):

- Lists created and revised by BSD teacher cadre members, and K-12 TOSAs within and across Social Sciences, Language Arts, Multilingual Department, and District Librarians
- Alignment with 2021 Oregon Social Science Standards Integrated with Ethnic Studies, and Oregon Department of Education's ethnic studies themes of identity, histories/perspectives, resistance, resilience, and civic engagement.
- Oregon Department of Education recommendations
- Collaborations with other local Oregon district specialists and offices of teaching and learning.
- Social Justice Books: a non-profit organization whose mission is to provide teachers and parents with the tools to create schools where students learn to read, write and change the world.
- School Library Journal: a national publication for librarians and information specialists
- Public Library resources and recommendations (Multnomah County and Washington County)
- Scholarly blogs, websites, and scholar suggestions from social media
- Own voices – books about characters who reflect the author's own identity and the writing is based on the author's own lived experiences and perspectives.

Further, the following guidelines were established:

- Books were evaluated with IIA/AR standards, amongst other criteria.
- The texts are not meant to be read independently by students, but instead through thoughtful, intentional teacher planning with relevant excerpts and/or sections.
- If there are sections of texts that are not developmentally appropriate for middle school students (see [BSD IIA-AR Standard 3: Materials shall be appropriate for the ability level, learning styles, emotional and social development of the students for whom the materials are selected](#)"), there will be guidance on excluding their use in the classroom with students.
- Texts would be available in English and in Spanish.
- The current list includes relevant titles that reflect and center counternarratives that would enhance critical thinking and learning.
 - The titles are also aligned & consistent with the [2021 SS standards](#), specifically the integrated ethnic studies standards.
 - The titles also meet IIA/AR standards

Note: The draft book lists are examples of titles that may be included in book bins. The lists will be revisited and updated regularly based on teacher and student feedback and text availability.

Grade 6 (titles in English and Spanish)

- *Turtle Island: The Story of North America's First People* (Yellowhorn & Lowinger, 2017)
- *Oregon is Indian Country: The Nine Federally-Recognized Tribes of Oregon Student Magazine* (Oregon Historical Society, 2009)
- *Student Atlas of Oregon: A Classroom Atlas for Elementary and Middle Schools* (Portland State University, 2015)
- *Map: Native American Nations: Traditional Names and Locations* (Carapella, n.d.)
- *Map: Tribal Nations of the Western Hemisphere: Traditional Names and Locations* (Carapella, n.d.)
- *The Revolution That Gave Birth to Haiti* (Dubois, 2020)
- *Sapiens: A Graphic History* (Harari, Vandermeulen & Casanave, 2020)
- *Sapiens: El Nacimiento de la humanidad* (Harari, Vandermeulen & Casanave, 2020)
- *Before Columbus: The Americas of 1491* (Mann, 2009)
- *An Indigenous Peoples' History of the United States for Young People* (Dunbar-Ortiz, Mendoza & Reese, 2019)
- *La historia indígena de Estados Unidos* (Dunbar-Ortiz, 2020)
- *A Young People's History of the United States: Volume One* (Zinn & Steffoff, 2007)
- *Historia de los Estados Unidos* (Captivating History, 2020)
- *Teaching Critically About Lewis and Clark: Challenging Dominant Narratives in K–12 Curriculum* (Schmitke, Sabzalian & Edmundson, 2020)
- *National Geographic: Countries of the World: Mexico* (Gruber, 2009)
- *Sharuko: Peruvian Archaeologist* (Brown & Chavarri, 2020)
- *We Are Water Protectors* (Lindstrom & Goade, 2021)
- *Somos Guardianes del Agua* (Lindstrom & Goade, 2021)
- *The People Shall Continue* (Ortiz, 2017)
- *El Pueblo Seguirá* (Ortiz, 2017)
- *We Are Still Here! Native American Truths Everyone Should Know* (Sorell, 2021)
- *Haiti: The First Black Republic* (Derenoncourt, Jr., 2021)
- *The Honey Jar* (Menchú & Liano, 2020)
- *El Vaso de Miel* (Menchú & Liano, 2020)
- *3 DBQs from: ORIGINAL Mini-Qs in American History & NEW Mini-Qs in American History* (The DBQ Project, n.d.) *English and Spanish

Grade 7

- *Atlas of World History: 3rd Ed.* (Nystrom, 2020)
- *Atlas del Mundo* (Nystrom, 2011)
- *The Silk Roads: A New History of the World* (Frankopan, 2018)
- *Africa: Amazing Africa, Country by Country* (Atinuke, 2019)
- *Black History: Black Influence from Ancient Africa to Modern Times* (Milton Jr. & Freeman, 2021)
- *Black History: Modern Africa* (Milton Jr. & Freeman, 2021)
- *National Geographic Countries of the World: India* (Dalal, 2007)
- *National Geographic Countries of the World: China* (Green, 2009)
- *National Geographic Countries of the World: Japan* (Phillips, 2009)

- *1493 for Young People: From Columbus's Voyage to Globalization* (2014, Mann)
- *Born on the Water* (Hannah-Jones & Watson, 2021)
- *The Arabic Quilt* (Khalil & Semirdzhyan, 2020)
- *Where Three Oceans Meet* (LaRocca, 2021)
- *Watercress* (Wang & Chin, 2021)
- *The Star Festival* (Hadley, 2021)
- *The Ocean Calls* (Cho, 2020)
- *In My Mosque* (Yuksel, 2021)
- *Lailah's Lunchbox: A Ramadan Story* (Faruqi, 2015)
- *Historia Afroamericana y Revolución Haitiana* (Captivating History, 2019)
- *Historia Antigua* (Captivating History, 2019)
- *Historia Mínima de China* (Beja, 2010)
- *Historia Mínima de Japón* (Tanaka, 2011)
- *Historia Mínima de Corea* (León Manríquez, 2009)
- *DBQs from: World History Mini-Q Binders - Volume 1* (The DBQ Project, n.d.) *English and Spanish
- *DBQs from: World History Mini-Q Binders - Volume 2* (The DBQ Project, n.d.) *English and Spanish

Grade 8

- *Oregon is Indian Country: The Nine Federally-Recognized Tribes of Oregon Student Magazine* (Oregon Historical Society, 2009)
- *Student Atlas of Oregon: A Classroom Atlas for Elementary and Middle Schools* (Portland State University, 2015)
- *Map: Native American Nations: Traditional Names and Locations* (Carapella, n.d.)
- *An Indigenous Peoples' History of the United States for Young People* (Dunbar-Ortiz, Mendoza & Reese, 2019)
- *La historia indígena de Estados Unidos* (Dunbar-Ortiz, 2020)
- *A Young People's History of the United States: Volume One* (Zinn & Steffoff, 2007)
- *What the Eagle Sees: Indigenous Stories of Rebellion and Renewal* (Yellowhorn, 2019)
- *A Different Mirror for Young People: A History of Multicultural America* (Takaki & Steffoff, 2012)
- *Stamped (For Kids): Racism, Antiracism, and You* (Cherry-Paul, Reynolds, & Kendi, 2021)
- *Stamped: Racism, Antiracism, and You* (Reynolds & Kendi, 2020)
- *Stamped: el racismo, el antirracismo y tú* (Reynolds & Kendi, 2021)
- *Teaching Critically About Lewis and Clark: Challenging Dominant Narratives in K–12 Curriculum* (Schmitke, Sabzalian & Edmundson, 2020)
- *A Queer History of the United States for Young People* (Bronski & Chevat, 2019)
- *Gay & Lesbian History for Kids: The Century-Long Struggle for LGBT Rights, with 21 Activities* (Pohlen, 2015)
- *Fighting for YES!: The Story of Disability Rights Activist Judith Heumann* (Cocca-Leffler, 2022)
- *Rolling Warrior: The Incredible, Sometimes Awkward, True Story of a Rebel Girl on Wheels Who Helped Spark a Revolution* (Heumann & Joiner, 2021)
- *Finish The Fight!: The Brave and Revolutionary Women Who Fought for the Right to Vote* (Chambers et al., 2020)

- *History Smashers: Women's Right to Vote* (Messner, 2020)
- *For Which We Stand: How Our Government Works and Why It Matters* (Foster, 2020)
- *Sharice's Big Voice* (Davids & Mays, 2021)
- *The Undefeated* (Alexander & Nelson, 2019)
- *Woke: A Young Poet's Call to Justice* (Browne, Acevedo & Gatwood, 2020)
- *Your Legacy: A Bold Reclaiming of Our Enslaved History* (Williams & Engel, 2021)
- *Indian No More* (Mcmanis & Sorell, 2019)
- *Teaching a People's History of Abolition and the Civil War* (Sanchez, 2019)
- *ORIGINAL Mini-Qs in American History & NEW Mini-Qs in American History* (The DBQ Project, n.d.) *English and Spanish

Teacher Professional library:

- *Social Studies for a Better World: An Anti-Oppressive Approach for Elementary Educators* (Naseem-Rodriguez & Swalwell, 2022)
- *The Civically Engaged Classroom: Reading, Writing, and Speaking for Change* (Ehrenworth, Wolfe & Todd, 2020)
- *Rhythm and Resistance: Teaching Poetry for Social Justice* (Christensen, Watson & Watson, et al., 2015)
- *A People's Curriculum for the Earth: Teaching About the Environmental Crisis* (Bigelow, Swinehart, et al., 2014)