

SOCIAL SCIENCE CONTENT STANDARDS OVERVIEW

The social science content standards define the knowledge and skills that all students in the state must demonstrate as the basis for earning, or progressing toward, certificates of mastery. They represent an important part of the whole, but they do not constitute the whole. They do not include measures of commitment to democratic values, nor do they measure or define levels of proficiency in participation. They also do not include knowledge from the social science of sociology, psychology or anthropology. They do not, nor were they ever intended to, define a comprehensive curriculum for all Oregon students.

The Common Curriculum Goals define a common core curriculum for all students in Oregon, but again, many districts may not consider it comprehensive enough. Local districts may choose to go beyond state requirements, and are encouraged to do so to meet local priorities. The Common Curriculum Goals and content standards are designed to bring some level of commonality and accountability to the educational experience of students around the state, but they are not exhaustive. Local districts are encouraged to design courses of study or units of instruction to capitalize on the unique strengths and conditions of their schools and communities. Districts are also encouraged to examine critically their written curriculum and instructional materials to reduce unintentional repetition in successive grades and focus in-depth on fundamental ideas and skills.

The content standards in social science are organized in five strands: History (including United States history and world history), Geography, Civics, Economics and Social Science Analysis. The content standards and benchmarks for social science analysis should be demonstrated with appropriate content from the disciplinary standards and grade-level benchmarks. For example, when students select an issue or an event to analyze at the CIM level, it would be appropriate for students and teachers to select an event or issue that relates to the content of history, geography, civics and/or economics at the CIM level. It should not be assumed that because the content and process standards are separated for purposes of definition that the state intends or wishes them to be separate for purposes of instruction and/or assessment.