



Oregon Department of Education Office of Educational Improvement and Innovation

Social Sciences Education Standards, Effective Practices and Requirements

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Standards and Assessment

The Oregon Social Sciences Standards review process began in October 1999 when the State Board of Education directed the creation of a Strategic Plan. The Social Sciences Strategic Plan was adopted by the State Board of Education in April 2000. The Social Sciences Academic Content Standards were adopted a year later in April 2001. The Performance Standards for the Oregon State Assessment Test (Knowledge and Skills Test) in Social Sciences were adopted in December 2003. The Social Sciences Work Sample Performance Standards and Implementation Schedule was adopted in June 2004, with the Social Sciences Analysis Scoring Guide available for field testing in the Fall of 2004.

Effective Practices

What works in Social Sciences Education?

- Foster individual and cultural identity along with understanding of the forces that hold society together or pull it apart;
- Provide a comprehensive curriculum that delivers instruction in Civics, Economics, Geography, History, and integrates their instruction to provide context for students;
- Include observation of and participation in the school and community;
- Address critical issues and the world as it is;
- Prepare students to make decisions based on democratic principles and
- Lead to citizen participation in public affairs.
- Include consideration of the ethical dimensions of topics and address controversial issues, providing an arena for reflective development of concern for the common good and application of social values.

- Become aware of the values, complexities, and dilemmas involved in an issue; consider the costs and benefits to various groups embedded in potential courses of action; and develop well-reasoned positions consistent with basic democratic social and political values.
- Encourage recognition of opposing points of view, respect for well-supported positions, sensitivity to cultural similarities and differences, and a commitment to social responsibility.
- Show interest in and respect for students' thinking, and demand well-reasoned arguments rather than opinions voiced without adequate thought or commitment.
- Emphasize authentic activities that call for real-life applications using the skills and content of the field.
- Focus students' attention on the most important ideas embedded in what they are learning rather than on minutiae using meaningful learning activities and assessment strategies.

National Council for the Social Studies. (1994). *Expectations of Excellence: Curriculum Standards for the Social Studies*. Silver Springs, MD:National Council for the Social Studies.

State Requirements

- ORS 329.045 (3) "School districts and public charter schools shall offer students instruction in...history, geography, economics, civics,...that meets the academic content standards..."
- ORS 329.465 (6) "...the state board shall adopt requirements for Certificate of Initial Mastery subject area endorsements in history, geography, economics, civics..."
- ORS 329.492 Oregon Studies; academic content standards
- ORS 336.023 History of Oregon Statehood Week.
- ORS 336.025 Women in History Week.
- ORS 336.057 Courses in Constitution and history of United States.
- ORS 336.088 Conflict resolution program; adoption discretionary.
- ORS 336.116 Unit of instruction on Irish Famine; model curriculum.
- OAR 581-022-1130 Three credits of Social Sciences (including history, civics, geography and economics (including personal finance)) is required at the high school level for a high school diploma.
- OAR 581-022-1210 (1) "Each school district shall provide a planned K-12 instructional program."
- OAR 581-022-1210 (2) "The planned K-12 instructional program shall include the following: (a) Common Curriculum Goals and academic content standards to include:...(D) Social Science (including history, geography, economics and civics);..."