

Social Science



Section 2D.

The purpose of this document is to provide educators considerations and resources for preparing learners for college, careers and civic life. Through the study of each of the social science domains—civics and government, economics and financial literacy, geography, history, and social science analysis—students are provided with a framework to acquire and apply knowledge and skills in a variety of relevant contexts.



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves . . . together!

SECTION 1. Overarching Design Considerations



1A. Essential Learning and Acceleration

Instruction—even in this time of disruption—should be designed to ensure that each student has access to grade-level content so they can progress to the next level of learning and be prepared for college and careers. Leveraging student and family funds of knowledge is critical in connecting student experience to current learning goals and student agency. This year, it is important to account for the range of learning opportunities students encountered during extended school closures and over the summer. Focusing on the most essential content will be critical.

Achieving this goal requires educators to understand the essential knowledge from the current and prior grades. The prior grade’s essential knowledge must be woven into the current year’s grade-level learning. Focusing on essential knowledge for each grade asks educators to resist the temptation to think students need to learn everything from the prior grade before taking on the next grade’s learning. That is not necessary for success. Freeing educators from this inclination will let them focus tightly on the highest-leverage learning.

This fall it will be critical to monitor the potential instinct toward over-remediation. Annenberg Institute for School Reform at Brown University and Results for America’s research brief, “[School Practices to Address Learning Loss](#),” recommends against strategies that compress additional content into an instructional timeframe or that increase tiered interventions that pull students away from core content. Evidence suggests that these practices may deepen learning gaps that already exist for struggling students.

Much of the content in every grade level and subject is accessible for students of that age, even if they missed some prior learning. **Thus, the recommendation**, supported in the Annenberg research brief, **is to focus on grade-level learning to ensure students keep making progress, even in these complex times, with supplemental instruction on prerequisite skills as necessary** (See [Learning Acceleration Guide: Planning for Acceleration in the 2020-2021 School Year](#)). This year, school districts/school systems must focus on strong formative assessment practices and adjust how students learn grade-level content through comprehensive distance learning and hybrid instructional models.

What remains in all instructional models and content areas:

- **Keep care and connection at the forefront.**
- **Design learning to include students experiencing disability and who are learning English, as they are first and foremost general education students.**
- **Focus on essential grade-level learning.**
- **Builds on students’ academic background, life experiences, culture and language to support [culturally relevant learning](#).**

This content is situated as a discipline-specific resource and intended to supplement rather than repeat content included in *Ready Schools, Safe Learners*; *Comprehensive Distance Learning*; and *Ensuring Equity and Access* (all of which are available on the [Oregon Department of Education website](#)).



1B. Formative Assessment Practices

Formative assessment practices are the most vital aspect of a balanced assessment system, as they increase student learning and agency. Formative practices inform instruction in the moment, on a daily basis, and apply across all instructional areas, from CTE, to visual and performing arts, to mathematics. Please refer to ODE’s [Formative Assessment Considerations for 2020-21](#) for information around where to focus formative assessment efforts for the coming school year. The assessment sections below focus on guidelines and content-specific interim assessment resources that are available for Oregon districts, where appropriate.

SECTION 2. Content-Specific Design Considerations



2D. Social Science

Social science is an integral part of a comprehensive education preparing learners for college, careers and civic life. Through the study of each of the social science domains—civics and government, economics and financial literacy, geography, history, and social science analysis—students are provided with a framework to acquire and apply knowledge and skills in a variety of relevant contexts. Social science instruction at each grade level must connect students to materials, lessons, problems, and discussions utilizing the tools of the discipline to make sense of the past and the present. The knowledge, skills and dispositions gained through social science helps inform students to make democratic decisions and participate fully in civic life. It provides a road map of the successes and failures of societies’ pursuit of the ideals of social justice.

Social science learning should be student-centered and consistently engage students in relevant content and skills that facilitate a deeper understanding of the issues in the world around them. Instruction should facilitate examination and analysis guided by the social science standards and essential questions (e.g., [grade-level crosswalks](#)). The Oregon Department of Education’s [Social Sciences website](#) also provides links and resources for teaching to support the implementation of rigorous and relevant K-12 standards.

Focus	Considerations for Comprehensive Distance Learning and Hybrid Delivery Models
<p>Content</p> <p>What is essential learning?</p>	<p>Developing Social Science Literacy</p> <p>The Oregon Social Sciences Standards are built on the notion of learning as a developmental progression. The standards are designed to help children continually build on and expand their knowledge of self and the world around them. In the move to distance learning, teachers should prioritize the standards, to create relevancy for the learner. When possible, collaborate with other teachers to build a cohesive vertically articulated selection of standards. Which standards will create the most engaging learning for students? Which standards allow students to build from their funds of knowledge? Which standards will set them up for success next year?</p> <p>Consider the multicultural standards as a core to create essential questions and inquiry that connect the social science domains.</p> <p>K-5 teachers can bundle social science with ELA and/or sciences standards as students engage</p>

	<p>in non-fiction reading and examine current or historic events. Address requisite skills and knowledge in ways that are focused on grade-level learning.</p>
<p>Resources</p>	<ul style="list-style-type: none"> ● NCSS and C3 Standards ● Inquiry Design Model ● Knowledge Gap: Better Readers Through Social Science ● Essential Characteristics of a Culturally Conscientious Classroom
<p>Instructional Materials</p> <p>What tools and resources do I use?</p>	<p>Start with what you already have in place: Build from the curricular content and lesson planning already in use prior to COVID-19. Supplement or re-align the district-adopted curriculum as needed for supporting students in distance learning and for, if applicable, an adapted scope and sequence.</p> <p>Consider the use of cross-curricular units, particularly at elementary, to bundle standards and maximize learning time.</p>
<p>Resources</p>	<ul style="list-style-type: none"> ● Social Studies Instruction for ELLs ● Teaching Tolerance: Materials on Teaching “Hard History” and Current Issues ● Stanford History Reading Like an Historian ● Facing History & Ourselves ● Throughline Podcasts ● 1619 Project & 1776 Unites ● The Choices Program ● The Oregon Open Learning Hub has content area resources that are openly licensed and free to use, remix, and share. ● Digital Access of State Adopted Social Science Instructional Materials ● Adoption Criteria for Social Science Instructional Materials <p>Leverage the expertise and resources of community partners in Oregon.</p> <ul style="list-style-type: none"> ● SB 13 Tribal History Grade 4 -- Grade 8 -- High School ● Black Pioneers ● Oregon Heritage ● Oregon Historical Society ● Oregon Jewish Museum ● Japanese American Museum of Oregon
<p>Instructional Practices and Student Engagement</p> <p>How do I adapt instruction to</p>	<p>Equitable social science learning environments must include activities that engage multiple ways of knowing, doing, and expressing understanding. This includes encouraging students to engage and share at home in meaningful and authentic ways. Our students are living through extraordinary times. A global pandemic, daily protests for racial and social justice, the 2020 Census, national and state elections, the impact of climate change, are only some of the social science topics that students are seeing around them every day.</p>

engage students in learning?	Social science instruction should help students understand “ why does this matter to me? ” However, relevancy is not limited to current events. An understanding of the forces and decisions that have shaped the human past are essential to developing an effective path forward.
Resources	<ul style="list-style-type: none"> ● Teaching Current Events ● SEL and Social Studies
Assessment How will I measure learning?	<p>Our world is full of opportunities to explore social science concepts and applications at the present time, even merely considering the impacts that the COVID-19 pandemic has affected.</p> <p>Social science assessment is typically best leveraged through project-based learning that can readily be developed in a cross-curricular manner. ODE provides official scoring guides for social sciences that educators can use to evaluate and develop student expertise relative to definitions of proficiency.</p> <p>Please see formative assessment information in ODE’s Formative Assessment Considerations for 2020-21 for focused considerations and resources.</p>
Resources	<ul style="list-style-type: none"> ● Stanford Beyond the Bubble ● Social Sciences Performance Assessment Resources ● ODE Official State Scoring Guides and Student Language Scoring Guides