

## OREGON SOCIAL SCIENCES SUMMIT DISCUSSION NOTES

### DISCUSSION 1:

- The High-Level View: What is essential for every Oregon student to know and be able to do in Social Sciences?
- What professional development and resources are currently available for Oregon educators?

### GROUP A

#### Big Ideas

Immigration  
Government structure  
Sustainability  
Tribal sovereignty  
Financial Literacy  
Local issues  
Geography

#### Skills

Point of view  
Questioning  
Fact v. Opinion  
SSA (Social Science Analysis)  
Primary vs. secondary  
Discussion  
Technology

#### Resources

Library  
C-GEO  
Tribal resources  
CLP (Classroom Law Project)  
OCSS (Oregon Council for the Social Studies)  
OFRI (Oregon Forest Resources Institute)  
Museum Association  
Government agencies  
Andrea's S.S. Newsletter (Oregon Social Sciences Teacher Update e-newsletter)

### GROUP B

1. Understand how each individual student sees himself within the social sciences framework (history, civics, etc.) and how they are empowered by that to interact.
  - A. Know
    - Constitution—liberties
    - Contributions from a variety of ethnically diverse groups
  - B. Able to do (skills)
    - Critical thinking
    - Ability to express (voice) informed ideas/opinions
    - How to interact with other cultures
2. Resources
  - Project Citizen
  - Oregon Forestry Resources Institute
  - Oregon Encyclopedia
  - East Asian Resources

- Teaching with Primary Resources

## **GROUP C**

### Essential Content

#### State and Regional Government

- history
- process
- rules
- racial and cultural histories

#### Local issues

#### Local school Issues

- student participation

Personal Finance – whose content is it? Business? Social Sciences? Math?

Expand participation and who can participate & consequences

Engaging local issues

Understanding how change happens

#### Critical studies

- Inspiration
- Action
- involvement and participation
- what it takes to expand participation.

How does the decision-making and business of government take place

Resources – who does it and who pays for it?

### Resources

- Summer institutes for teachers
- Professional associations
- Universities (C.E. credits) and colleges
- ODE Professional staff to develop opportunities for teachers

## **GROUP D**

### Essential for Every Oregon Student

- Personal finance skills (skill)
- How to advocate (skill)
- Basic government functions (content) (content)
- Our place in history (content, attitude)
- Critical thinking (e.g., determining fact from opinion, review research critically)
- Developing sense of importance of inclusion (content, attitude)
- Lot of value in current standards, but may need “tune up”
- Awareness of high quality online resources and ability to readily assess content quality and appropriateness. (skills, content)

### Professional Development

- University courses/Community College PD

- Professional association activities
- District in-service
- Community organizations (e.g., Financial Education Network)

## **GROUP E**

### Essentials

- To build understanding using critical thinking
- Acknowledge and listen to perspective of all other opinions
- Use this skills to form an argument, opinion, statement, question
- Use Sources—cite, verify, back-check
- Develop deeper understanding of multicultural multi-gender history/herstory; dig deeper to get the facts about all sides.

### Professional Development

- Nobel Peace Laureate High School Curriculum
- ESD—bringing teachers together about specific issues
- Online resources
- Douglas County Museum

## **GROUP F**

### What do kids need to know (and be able to do):

- Inclusive history of all Oregonians and Americans
- Relationship of Power (civics/government, organizational, family, social)
- Social construction of race
- Understanding of conflict and communication around conflict resolution; empathy
- Fact-finding
  - interviewing
  - use of primary resources
  - understanding of point of view
  - critical reading of media sources for Point of View
- time-lines—chronology
- impact of past on present
- legacy
- relevance—what does it meant to us now? Learning from past—educating present—informing future.
- role of dissent in democracy
- Participation in democracy (what is it?)
- Natural Resource decision making and ethics
- Global Citizenship

### Professional Development Opportunities

- League of Oregon Cities
- Local elected and civic staff
- Teaching Tolerance
- Classroom Law Project
- Living Museum Community – Philip Foster Farm
- Oregon Historical Society
- Cultural sites and organizations
- Restorative Justice Training
- AVID—Advancement via Individual Determination (teaches philosophical chairs, Socratic Seminar, inquiry-based learning and intense student engagement.

## **GROUP G**

Essential:

Self-advocate and member of the community

- with where to go
- and how to advocate

Balance enlightened self-interest with common good

Understanding of how we live together

- multiple views, stories
- listen/appreciate others

Students need motivation to act

- participate – Democracy is not a spectator sport

Professional Development Offerings:

State In-service Day –Economic Ed PD and with OCSS (Oregon Council for the Social Studies)

- and other organizations
- and website

Classroom Law Project

- Elections Materials and Workshops for Middle school and High school teachers
- 5 regions or sites with 8 teachers Sept. 24
- December Civics Conference for Teachers
- focus on Oregon Government; money to cover expenses and follow-up support
- August 17-18 Workshops on Project Citizen and We The People materials, Lewis and Clark Law School
- Summer Institute; 4 days in June, Bend in 2017
- James Madison Legacy Project – Middle school and high school teachers of high needs students; 52 hours of PD, Research Grant USDOE; pre/post testing

## **GROUP H**

High-level View

- How to impact the world around you
- Understanding Federal/State/Local process
- Helping students have a personal connection to content
- Integrating cultural identity in history curriculum
- Study of Social Sciences is participatory
- Focus history on local examples
- How to interpret emerging information (technology, etc.)

Professional Development Resources

- local museums and heritage sites providing teacher trainings and resources

## **GROUP I**

High Level: Critical Thinking

Blooms Taxonomy (and Depth of Knowledge)

- Analyze
- Examine
- Evaluate
- Compare and Contrast

Media Analysis (source?)

- identity

Demonstrate Understanding of Multiple Perspectives

Professional Development

Oregon Jewish Museum & Center for Holocaust Education--seasonal teacher training

## Portland Art Museum – Know Your City

### GROUP J

- What's Essential for Students:
- Basic facts surrounding establishment of the United States
- Understanding of structure of U.S. Government
- Developing financial capability skills
  - personal
  - family
  - business
  - national
  - world
- How to be an involved and active citizen
  - lifelong skill development
  - giving back to community
- Knowing your resources to access, be a part of, democracy

### Teacher Resources

- Museum Tours and Historical Societies and Heritage Sites
- i.e., State Capitol tours and website
- teacher training
- artifact access and learning kits
- ODE training and liaison for museums needed (understanding standards and how to integrate/access school districts)
- Community members as classroom speakers (i.e., Veterans Day speakers)

### GROUP K

- Diversity is more than a heritage month.
- Essential readings that are grade appropriate
- Learning how to locate primary sources outside of libraries
  - State Archives
  - City Archives
  - Library of congress sites/links
  - Museums, etc.

### GROUP L

- Every student should graduate with a sense of responsibility, of community, for supporting the common good.
- Student's opinions have a value.
- Ability to find and evaluate validity, accuracy of information. How do legislative decisions affect diverse communities? Economic impacts will be more beneficial for some.
- To affect public policy? Content to understand how government works is important.
- How do citizens get involved in legislative processes, how to access information.
- Teach how to create safe environments to discuss controversial issues. Eg, middle school students don't want to discuss election issues with their friends; this is uncomfortable and risky!

## DISCUSSION 2:

- What are the strengths and weaknesses of the current Oregon Social Sciences Standards?
- What should be changed/removed/added?
- Do the standards present barriers to best practices instruction?
- Do the current standards allow cultural responsiveness?
- Do the current standards provide for a diverse population of students?
- Do the current standards allow for the recognition, inclusion, and celebration of the rich history and cultures of Oregon learners? If not, how should they be changed?
- Should the Oregon standards include more specific expectations for inclusion of particular people, events, and concepts?

### Strengths

Like use of “analyze” and “apply”  
Unwrapped and aligned to Bloom’s  
Integrated with Common Core Literacy Standards  
Broad and dependent on local districts  
Focused on skills  
Fairly good

### Change/Remove/Add

Vertical alignment needed  
Multiple perspectives through grade levels  
Shallow to deeper level  
Cultural literacy should be its own section  
There needs to be an overarching statement about equity in the preamble  
Add Cultural Identity as a person recognized-explored-celebrated. Also as a group.  
Add concept into standards around impact and history of “power” and Privilege”  
Add with regards to Indigenous Peoples, relationship to environmental history—social justice (environmental justice)  
Add History and Impacts of Political/Social Movements through history and today –future integrated into civics-government  
Add climate change integrated into Environmental Justice. Reverse chronology! Backwards map  
Ensure teachers have access to curated, organized online resources  
Consider aligning with Oregon IDA program standards for personal finance proficiency.  
Not addressing current social issues (trans, race, gender)  
Social Sciences Analysis should play a greater role.  
Participation is key to understanding civics and government

- Need students to be involved in the local government.
- Role plays of actual real life problem solving
- Civic engagement only works with informed citizens. Schools can guild them to understand.
- Use current social issues. Create REAL problems to do a simulation problem solving. City Council simulation.

Acknowledge the word “power” is missing from the multi-cultural studies (Geo 16)  
HS 35 include the concept of power e.g., poverty

### Weakness

Native Americans as a living culture, not ancient culture  
Japanese Americans and Chinese Americans included with more context  
Focused on skills (rather than inquiry-based learning)  
Understanding standards  
Digestibility for

Lack of inclusion: 1) culture, 2) art, 3) artifacts, 4) identities, 5) civic engagement, 6) personal responsibility

No standardized approach for cnxn to local resources –website, workshops

Not enough inquiry based learning

Implementation was weak due to lack of professional development

Econ/Financial Literacy

- Chronologically organized
- Unit concept v. integration
- Textbook focused
- “What gets measured gets done”
- Financial literacy/Econ aggregated
- Parse
- Financial literacy absent from important grades 3,5,6,7, where kids are personally receiving and spending/saving/learning about money.
- Ensure/split/reconfigure financial Literacy so that there is at least one standard component/element in every grade

Social Sciences Standards weaknesses:

- little/no technology
- little about individual and collective planning and actions
- Social studies are not being taught in elementary and not integrated in math, reading
- No strong emphasis on equity, inclusion.
- Pre-services evaluations not aligned to standards

Civics Standards:

Focusing on local community civics and government studies should be strengthened toward Senior High School.

Too much analysis; not enough participation

Weakness – how to make what we teach in the classroom more relevant to personal experience.

Not enough hands on participation with government.

Is it realistic? (Expectation.)

## Barriers

Issues with perspectives of textbooks and being aware of supplemental resources

Variance in how teachers teach the standards

Professional development

Lack of funding for rich, effective professional development

- Too much time is spent on the past and not enough on the recent past—present.
- Not real or relevant to today’s learner—must connect to kids.

The “how to” isn’t taught; it focuses on content.

## Cultural Responsiveness

Explicitly define “culture” in wording of standards

Currently, districts can focus on culturally-specific history, but if it’s a priority it could be states explicitly in standards

No. Preservice teachers are not taught as part of their education/instructional practice.

- Prepare teachers for this work at higher ed—Prioritize Social Studies
- Are we preparing teachers for teaching diverse learners—culturally divers?
- Grow educators of diverse culture, race, and linguistics.
- Use literature and stories to illustrate equity throughout history

No!

- Lack of access to resources, trainings, curriculum
- Not in the actual standards—not incorporated
- Understand “cultural”
- Lack of technology

- lack of power analysis
- Need to explicitly state purpose/connect to core standard.

### **Provide for a diverse population of students?**

“Provide” what?

Diversify student engagement—how do kids learn? Connect? Technology?

Need fact checking skills—critical student involvement with media and interpretations of fact.

Use financial literacy education and financial responsibility opportunity as a method of achieving equity.

Use Financial Literacy to show how financial literacy contributes to different outcomes such as home ownership, ability to retire, asset building, and ability to increase equity.

Comfort of teachers in elementary

Access to materials and accessibility of materials

We see it in the standards, but how is it applied?

Need for the focus on community building/sense of belonging.

### **Cultural Specificity**

Current standards allow for cultural specificity but omits curriculum development around object-based learning as a primary source

Currently, standards allow for exploring cultural specificity but students not reached suffer greatly.

Best to specify.

### **Inclusion? Celebrations? Recognition?**

Flat out **NO**.

Also not interested in one month is culture month

Maybe not only in the standard **but in practice**.

Yes, but . . . . .

### **Should there be more specificity in the standards?**

A roadmap of what to include helps reach students not living in districts who do not explore culturally-specific content.

What’s not included?

- Chinese immigration and labor
- Japanese internment
- Oregon founded with xenophobic and exclusionary legalities
- inter-cultural tension, exploration
- many others

“Equity” infused into all parts of Social Sciences Standards and School Districts are accountable to Culturally Responsive Teaching throughout the curriculum as a vehicle to meet standards.

Yes, there should be more specificity.



**DISCUSSION 3:**

- Should the C-3 Framework be used in the review and revision of Oregon's Social Sciences Standards?
- Should all of the Dimensions be evident in the final standards draft?

- Use the C3 Framework as resource, but not bound by it
- How can C3 align to the layout and structure of our current standards?
- Use the 4 Dimensions to align to the standards
- Importance of "doing"
- Alignment to Oregon diploma requirements.
- Integration of instruction
- How do we apply the standards framework to the graduation requirements?

## **“Parking Lot” Issues**

- Does the school have resources (curriculum, professional development for diversity and different perspectives to actually implement the standards?)
- Funding issues!