

# 2018 OR Social Sciences IM Adoption Worksheet - History

What students need to learn K-12 Social Sciences Standards	Student Engagement; Instructional Support and Differentiation	Assessment & Measuring Progress
<p>The instructional materials align with the concepts of the Social Sciences standards and grade level outcomes:</p> <p><b><u>EXAMPLES BELOW</u></b></p>	<p>The instructional materials support instruction and learning for all students:</p> <p><b><u>EXAMPLES BELOW</u></b></p>	<p>The instructional materials support monitoring student progress:</p> <p><b><u>EXAMPLES BELOW</u></b></p>
<p><b>Focus</b></p> <ol style="list-style-type: none"> <li>1. Provide all students the opportunity to acquire the knowledge and skills necessary to achieve the Oregon Diploma which includes: the Oregon Academic Content Standards for Social Sciences and the Oregon Essential Skills.</li> <li>2. Present multiple perspectives and analytical views of historical and contemporary issues.</li> <li>3. Focus on equity, identity, diversity, justice, civic engagement, and traits essential for democratic citizenship.</li> <li>4. Recognize, reinforce, and strengthen the inherent dignity of all students.</li> <li>5. Foster students to develop empathy for attitudes and cultures whose worldview is different from their own.</li> <li>6. Framework for Thematic Study and inclusion of themes across time (e.g. racism, discrimination, labor, child labor, human trafficking, gender, civil rights, etc.)</li> <li>7. Materials enable students to practice historiography, see history as interpretation and act as student-historians.</li> <li>8. Frame and include current event issues and how they relate to historical issues/themes</li> </ol>	<p><b>Student Engagement</b></p> <ol style="list-style-type: none"> <li>22. Offer authentic and meaningful student-centered activities that build interest and understanding of varied lived experiences.</li> <li>23. Foster and encourage conversations, discourse, empathy, critical thinking, and curiosity while addressing past and present forms of systemic oppression.</li> <li>24. Engage students in the understanding of everyone's rights and responsibilities through social action beyond the classroom.</li> <li>25. Offer guidance for a variety of inclusive, cooperative strategies that question stereotypes to engage all students.</li> <li>26. Utilize students' prior knowledge, skills, and experiences to provide a context for making sense of events and/or seeking solutions.</li> </ol>	<p><b>Assessment &amp; Measuring Progress</b></p> <ol style="list-style-type: none"> <li>50. 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.</li> <li>51. 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).</li> <li>52. Use varied modes of assessment (e.g., pre-, formative, summative, peer, group/ collaborative, and self-assessment).</li> <li>53. Provide multiple opportunities and formats within each unit (e.g., debate, oral presentation) for students to demonstrate skills, content knowledge, and receive feedback.</li> <li>54. Assessments employ use of higher level thinking (e.g., synthesis, evaluation, and analysis) with</li> </ol>

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9. Highlights patterns of systemic oppression and their impact on historic and social minorities, including racial and ethnic minorities, women, LGBTQ+ communities

## **Rigor**

10. Support and guide in-depth exploration and integration of conceptual understandings.
11. Allow students to analyze and evaluate information and sources leading to authentic inquiry and making multiple applications to real world issues.
12. Provide opportunities for students to interrogate texts and question their truth/validity, bias, and cultural competence.
13. Encourage students to approach content through a disciplinary lens as social scientists.
14. Cultivate an exploration and problem solving of learning through higher level questioning.
15. Open-ended questions that touch on moral and philosophical themes that allow students to reflect on their own ethics/worldview

## **Coherence**

16. Use developmentally appropriate activities and materials to cultivate active civic participation.
17. Encourage integration of history, economics, geography, civics, financial literacy, ethnic studies, and Social Science Analysis.

27. Provide opportunities for varied activities (e.g. hands on learning, physical movement, simulations, research opportunities, integrated technology, and role play).

28. Provide activities that incorporate the arts.

## **Differentiated Instruction**

29. 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.
30. Address Oregon English Language Proficiency Standards in reading, writing, listening and speaking.
31. Provide direct access to equitable resources through various levels of technology.
- a. Speech to text
  - b. Text to speech
  - c. Audio books
  - d. Digital copies
  - e. Available in various languages
32. Provide meaningful adaptations, modifications, and extensions based in student inquiry that

accompanying scoring guides.

55. 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) and Special Education (SPED) students, and Alternative Education students).
56. Includes a scoring guide and/or rubric for essential question.
57. Includes test bank with:
- a. manipulative documents, essay questions, maps, political cartoons, multiple choice questions
  - b. opportunity to add own questions to test bank material and to create an additional/alternative if needed
  - c. scoring guide/rubric for test bank essays
58. Provides student samples and model examples for possible short answer questions and/or essays.
59. Provides hands-on formative assessments that allow students the opportunity to practice a given concept.

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<p>18. Promote cross-curricular instruction (e.g. English Language Arts, science, the arts, mathematics and technology).</p> <p>19. Learning progresses in a relevant and engaging manner, building upon prior ideas, practices, concepts, and eliciting and addressing misconceptions.</p> <p>20. Provide opportunities for instruction relating to recurring themes and patterns.</p> <p>21. Provide clear purposes for learning experiences, including but not limited to:</p> <ul style="list-style-type: none"><li>a. essential questions</li><li>b. learning targets/objectives</li><li>c. alignment with state standards</li></ul>	<p>provide depth of understanding for all students (e.g., TAG, ELL, SPED, &amp; Alternative Education).</p> <p>33. Support and guide literacy instruction with leveled and accessible text while teaching social sciences concepts.</p> <p><b>Instructional Materials</b></p> <p>34. 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.</p> <p>35. Provide ongoing and embedded professional development (e.g. video tutorials, webinars) for implementation and continued use of the instructional materials.</p> <p>36. Aligned to the Oregon Social Science standards.</p> <p>37. Include high interest material and activities in various formats (e.g. photographs, videos, graphics, oral histories, artifacts)</p> <p>38. Provide guidance on discussing controversial or sensitive topics.</p>	
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|  | <ul style="list-style-type: none"><li>39. Avoid tokenistic presentations of cultures</li><li>40. Materials provide a wide variety of age appropriate primary and secondary sources (both written and oral traditions) including but not limited to:<ul style="list-style-type: none"><li>a. real-life situations or mirror real-life situations</li><li>b. highlight vocabulary</li><li>c. focused and clear graphics, illustrations, maps, and other multimedia</li><li>d. case studies</li><li>e. art</li></ul></li><li>41. Emphasize academic vocabulary at all levels.</li><li>42. Include objectives and learning targets written in student centered language.</li><li>43. Open-ended scenarios, connected to essential questions that allow students to make choices and defend them.</li><li>44. Essential questions within each unit that are supported by lessons, activities, and materials including primary and secondary sources from multiple perspectives.</li><li>45. Historical thinking skills are embedded.</li></ul> |  |
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	<ul style="list-style-type: none"><li>46. Address complexity of issues by providing in-depth study of a single issue per unit, intersecting human, scientific, legislative, economic, artistic, and religious impacts.</li><li>47. Links to other sources for editorial cartoons, current events, etc.</li><li>48. Varied instructional materials including interactive and manipulative maps</li><li>49. Materials allow for the comparison of a historical and contemporary view of an event.</li></ul>	
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