

Categories 2: Social Sciences – Grades 6-8

I. Alignment	II. Instructional Supports	III. Monitoring Student Progress
<p>The instructional materials align with the conceptual shifts of the social sciences education standards and grade level outcomes:</p> <p style="text-align: center;">Focus</p> <ol style="list-style-type: none"> 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. 2. Present multiple perspectives and analytical views of historical and contemporary issues that align to the Oregon Social Sciences grade level standards <ol style="list-style-type: none"> a. 6th Grade: Primary and secondary sources, artifacts, timelines, and maps about peoples (including ethnic and social minorities) and civilizations (all facets) of the Western Hemisphere, with a supplemental Oregon focus. b. 7th Grade: Primary and secondary sources, artifacts, timelines, and maps about peoples (including ethnic and social minorities) and civilizations (all facets) in the Eastern Hemisphere. c. 8th Grade: Primary and secondary sources, artifacts, timelines, and maps representing the broad diversity of peoples (including ethnic and social minorities), and cultures in North America for the period between 1600 and 1880. d. All grades: Current events articles relating to historic approaches to systematic oppression 3. Focus on equity, identity, diversity, justice, civic engagement, and traits essential for democratic citizenship. <ol style="list-style-type: none"> a. Access to personal narratives of social minorities. b. Links to, and suggestions for, community/civic involvement appropriate for middle school students. c. Access to Civil Discourse 4. Recognize, reinforce, and strengthen the inherent dignity of all students. 5. Foster students to develop empathy for attitudes and cultures whose worldview is different from their own. <ol style="list-style-type: none"> a. Links to current events issues and activities connected to historical and current people and cultures in grade-level geographic areas studied. <p style="text-align: center;">Rigor</p> <ol style="list-style-type: none"> 6. Support and guide in-depth exploration and integration of conceptual understandings. 	<p>The instructional materials support instruction and learning for all students:</p> <p>Student Engagement</p> <ol style="list-style-type: none"> 19. Offer authentic and meaningful student-centered activities that build interest and understanding of varied lived experiences. 20. Foster and encourage conversations, discourse, empathy, critical thinking, and curiosity while addressing past and present forms of systemic oppression. 21. Engage students in the understanding of everyone’s rights and responsibilities through social action beyond the classroom. 22. Offer guidance for a variety of inclusive, cooperative strategies that question stereotypes to engage all student. 23. Utilize students’ prior knowledge, skills, and experiences to provide a context for making sense of events and/or seeking solutions to problems . 24. Provide opportunities for varied activities (e.g. hands on learning, physical movement, simulations, research opportunities, integrated technology, and role play). 25. Provide activities that incorporate the arts. <p>Differentiated Instruction</p> <ol style="list-style-type: none"> 26. 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. 27. Address Oregon English Language Proficiency Standards in reading, writing, listening and speaking. 28. Provide direct access to equitable resources through various levels of technology. <ol style="list-style-type: none"> a. Speech to text b. Text to speech c. Audio books d. Digital copies e. Available in various languages 29. Provide meaningful adaptations, modifications, and extensions based in student inquiry that provide depth of understanding for all students (e.g., TAG, ELL, SPED, & Alternative Education). 30. Support and guide literacy instruction with leveled and accessible text while teaching social sciences concepts. <p>Instructional Materials</p> <ol style="list-style-type: none"> 31. 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. 32. Provide ongoing and embedded professional development (e.g. video tutorials, webinars) for implementation and continued use of the instructional materials. 	<p>The instructional materials support monitoring student progress:</p> <ol style="list-style-type: none"> 46. 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 47. 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). 48. Use varied modes of assessment (e.g., pre-, formative, summative, peer, group/ collaborative, and self-assessment). 49. Provide multiple opportunities and formats within each unit (e.g., debate, oral presentation) for students to demonstrate

7. Allow students to analyze and evaluate information and sources leading to authentic inquiry and making multiple applications to real world issues.
8. Provide opportunities for students to interrogate texts and question their truth/validity, bias, and cultural competence.
 - a. Provide source references, especially for supplementary readings
9. Encourage students to approach content through a disciplinary lens as social scientists.
10. Cultivate an exploration and problem solving of learning through higher level questioning.
11. Provide opportunities for open ended discussions (i.e., Socratic Seminars, Philosophical chairs).

Coherence

12. Use developmentally appropriate activities and materials to cultivate active civic participation.
13. Encourage integration of history, economics, geography, civics, financial literacy, ethnic studies, and Social Science Analysis.
14. Promote cross-curricular instruction (e.g. English Language Arts, science, the arts, mathematics and technology).
15. Learning progresses in a relevant and engaging manner, building upon prior ideas, practices, concepts, and eliciting and addressing misconceptions.
16. Provide opportunities for instruction relating to recurring themes and patterns.
17. Provide clear purposes for learning experiences, including but not limited to:
 - a. essential questions
 - b. learning targets/objectives
 - c. alignment with state standards
18. Lessons allow for cross-curricular standards alignment that can be utilized in other content areas.

33. Aligned to the Oregon Social Science standards.
34. Include high interest material and activities in various formats (e.g. photographs, videos, graphics, oral histories, artifacts)
35. Provide guidance on discussing controversial or sensitive topics.
36. Avoid tokenistic presentations of cultures.
37. Materials provide a wide variety of age appropriate primary and secondary sources (both written and oral traditions) including but not limited to:
 - a. real-life situations or mirror real-life situations
 - b. highlight vocabulary
 - c. focused and clear graphics, illustrations, maps, and other multimedia
 - d. case studies
 - e. art
38. Emphasize academic vocabulary at all levels.
39. Include objectives and learning targets written in student centered language.
40. Materials provide access to materials that address current events (digitally, magazine form, etc.)
41. Provide at-home activities with text translation to ensure access.
42. Provides varied instructional materials including, but not limited to:
 - a. Maps/atlas (print and interactive)
 - b. picture books
 - c. high-quality, accurate videos
 - d. suggestions for integrated units (chapter books)
 - e. supplemental group sets of books (chapter books, guided reading books)
 - f. Online video to introduce topic
 - g. Content presented through multiple means (art, music, etc.)
 - h. Diverse and relevant supplemental readings
43. Supplemental texts, visuals, & primary sources address Oregon history and geography.
44. Access to developmentally appropriate materials and vetted websites for student research that are regularly updated.
45. Digital resource of all types of maps that are updated regularly (e.g. population, land use, religion, eco regions, trade, ethnicity, socio-economic regions, migration, cultural).

skills, content knowledge, and receive feedback.

50. Assessments employ use of higher level thinking (e.g., synthesis, evaluation, and analysis) with accompanying scoring guides.
51. 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), Special Education (SPED) students, and Alternative Education Students).
52. Includes a scoring guide and/or rubric for essential question.
53. Includes test bank with:
 - a. manipulative documents, essay questions, maps, 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
54. Student samples and model examples for possible short answer

		<p>questions and/or essays.</p> <p>55. Hands-on formative assessments that allow students the opportunity to practice a given concept.</p> <p>56. Formative checks for understanding/strategies.</p> <p>57. Provides a variety of exit tickets both written and electronic.</p> <p>58. Embedded online performance tasks that are aligned to state required testing.</p>
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***Overall Rating for the Instructional material:**

	Key Criteria (#1-18) (Scores 0-4)	Key Criteria (See Page #13-#14) (Scores 0-2)	Supporting Criteria (See Page #15-#17) (Scores 0-2)
Exemplary	100% (3 or 4 KEY, 1 or 2 KEY, & 1 or 2 SUPPORTING) AND 90% of Point Value		
Meets Standards	≥80% 3 or 4	≥80% 1 or 2	≥50% 1 or 2
Does not Meet Standards	<80% 3 or 4	<80% 1 or 2	<50% 1 or 2

SECTION I: Alignment to the 2018 Oregon Social Sciences Standards				
Criterion 1: FOCUS Provide all students the opportunity to acquire the knowledge and skills necessary to achieve the Oregon Diploma including the Oregon Academic Content Standards for Social Sciences and the Oregon Essential Skills 4: Meets all criteria (6 points) 3: Adheres to the criteria (4-5 points, no zeros) 2: Sometimes adheres to the criteria (3 points) 1: Occasionally adheres to the criteria (1-2 points) 0: Does not meet the criteria Final Comments and Suggestions for Improvement:	Quality Indicators	How to Find the Evidence	Rating	Specific Evidence from Materials
	Materials align to the Oregon Academic Content Standards at each grade level.	Review a different unit/chapter and any provided alignment documents to determine if the Oregon Social Sciences standards and related Multicultural Studies standards are addressed at grade level. Questions to ask: <ul style="list-style-type: none"> Are some, or all, content strands (civics, economics, multicultural studies, financial literacy, geography, history, and Social Science Analysis) addressed? Do the materials meet Oregon’s content specifications? Do the materials address the related Multicultural Studies standards? 	0 1 2	
	Materials provide activities that use reading, writing, and mathematics skills appropriate for each grade level.	Review a different unit/chapter and any provided alignment documents to determine if Oregon mathematics/reading/writing standards are addressed at grade level. Questions to ask: <ul style="list-style-type: none"> Do the materials provide opportunities to integrate grade-level appropriate math, reading, and writing and speaking skills? Do the opportunities to integrate math and literacy focus on Social Sciences applications? 	0 1 2	
	Materials provide suggestions for appropriate modifications and accommodations for Special Education, English Language Learners, and Talented and Gifted students.	Review a different unit/chapter and determine if the materials allow for appropriate modifications and accommodations for students. Questions to ask: <ul style="list-style-type: none"> Do the materials provide opportunities for all students to access knowledge and skills? Do the materials demonstrate an understanding of best practices for Special Education? Do the materials demonstrate an understanding of best practices for English Language Learners? Do the materials allow for extending learning for Talented and Gifted Students? Do materials provide options of how students can complete assignments or demonstrate knowledge and skills? Do the materials encourage independent, small, and large-group work? 	0 1 2	

SECTION I: Alignment to the 2018 Oregon Social Sciences Standards				
Criterion 2, 3, 4, & 5: FOCUS Present multiple perspectives and analytical views of historical and contemporary issues that align to the Oregon Social Sciences grade level standards: a. 6th Grade: Primary and secondary sources, artifacts, timelines, and maps about peoples (including ethnic and social minorities) and civilizations (all facets) of the Western Hemisphere, with a supplemental Oregon focus. b. 7th Grade: Primary and secondary sources, artifacts, timelines, and maps about peoples (including ethnic and social minorities) and civilizations (all facets) in the Eastern Hemisphere. c. 8th Grade: Primary and secondary sources, artifacts, timelines, and maps representing the broad diversity of peoples (including ethnic and social minorities), and cultures in North America for the period between 1600 and 1880. d. All grades: Current events articles relating to historic approaches to systematic oppression Focus on equity, identity, diversity, justice, civic engagement, and traits essential for democratic citizenship. a. Access to personal narratives of social minorities. b. Links to, and suggestions for, community/civic involvement	Quality indicators	How to Find the Evidence	Rating	Specific Evidence from Materials
	Materials provide more than one perspective of issues.	Review a different unit/chapter and determine if the materials provide multiple perspectives of historic and present issues. Questions to ask: <ul style="list-style-type: none"> Do the materials provide a balanced presentation of political issues? Is political partisanship evident? Are multiple perspectives included when discussing social issues? 	0 1 2	
	Materials provide students with uplifting and dignified examples of people like themselves within the narrative.	Review a throughout the materials and determine if the materials provide multiple inclusive examples and illustrations. Questions to ask: <ul style="list-style-type: none"> Is racial and ethnic diversity evident in text examples, illustrations, and photographs? Is social, gender, and geographic diversity evident in text examples, illustrations, and photographs? Are text, illustrations, and photographs free of stereotypes and bias? 	0 1 2	
	Materials offer opportunities for students to experience different cultures and worldviews.	Review a different unit/chapter and determine if the materials provide examples from a variety of cultures and worldviews. Questions to ask: <ul style="list-style-type: none"> Are cultural examples free of stereotypical generalizations? Are cultural and worldview examples free of bias and inaccuracy. Are a variety of cultural and worldview examples provided? 	0 1 2	
	Materials support the intent of the Multicultural Studies strand of the Oregon Social Sciences Standards.	Review various units/chapters and determine if the materials provide support for Multicultural Studies. Questions to ask: <ul style="list-style-type: none"> Do the materials provide support for instruction in the histories, contributions and perspectives of ethnic minorities (individuals who are Native American or Americans of African, Asian, Pacific Island, Chicano, Latino or Middle Eastern descent) and social minorities (women, people with disabilities, immigrants, refugees and individuals who are lesbian, gay, bisexual or transgender)? 	0 1 2	

SECTION I: Alignment to the 2018 Oregon Social Sciences Standards

appropriate for middle school students.

c. Access to Civil Discourse
Recognize, reinforce, and strengthen the inherent dignity of all students. Foster students to develop empathy for attitudes and cultures whose worldview is different from their own.

a. Links to current events issues and activities connected to historical and current people and cultures in grade-level geographic areas studied.

**4: Meets all criteria
(8 points)**

**3: Adheres to the criteria
(6-7 points, no zeros)**

**2: Sometimes adheres to the criteria
(4-5 points)**

**1: Occasionally adheres to the criteria
(1-3 points)**

0: Does not meet the criteria

Final Comments and Suggestions for Improvement:

- Do the materials offer Multicultural Studies examples that relate directly to Oregon?
- Do teacher support materials provide guidance for instructing students from differing backgrounds than the instructor?
- Do materials support student discussions to engage in diversity activities?

SECTION I: Alignment to the 2018 Oregon Social Sciences Standards				
Criterion 6: RIGOR	Quality indicators	How to Find the Evidence	Rating	Specific Evidence from Materials
<p>Support and guide in-depth exploration and integration of conceptual understandings.</p> <p>4: Meets all criteria (4 points) 3: Adheres to the criteria (3 points, no zeros) 2: Sometimes adheres to the criteria (2 points) 1: Occasionally adheres to the criteria (1 point) 0: Does not meet the criteria</p> <p>Final Comments and Suggestions for Improvement:</p>	<p>Materials ensure new learning builds upon previous learning.</p>	<p>Review different units/chapters and determine if the materials provide a clear learning development structure.</p> <p>Questions to ask:</p> <ul style="list-style-type: none"> Do students have more than one opportunity to learn a concept or skill? Do new concepts and skills build upon previous learning? Is there clear scaffolding evident within the materials? 	<p>0 1 2</p>	
	<p>Materials provide examples that cross content lines, showing the real-world integration of geography, history, economics, and civics.</p>	<p>Review a different unit/chapter and determine if the materials provide interdisciplinary connections.</p> <p>Questions to ask:</p> <ul style="list-style-type: none"> Do the materials make connections between Social Sciences content areas or provide one discipline-specific approach? Do teacher support materials clearly outline potential cross-curricular connections? 	<p>0 1 2</p>	

SECTION I: Alignment to the 2018 Oregon Social Sciences Standards				
Criterion 7 & 8: RIGOR Allow students to analyze and evaluate information and sources leading to authentic inquiry and making multiple applications to real world issues. Provide opportunities for students to interrogate texts and question their truth/validity, bias, and cultural competence: including A) provide source references, especially for supplementary readings. 4: Meets all criteria (8 points) 3: Adheres to the criteria (6-7 points, no zeros) 2: Sometimes adheres to the criteria (4-5 points) 1: Occasionally adheres to the criteria (1-3 points) 0: Does not meet the criteria Final Comments and Suggestions for Improvement:	Quality Indicators	How to Find the Evidence	Rating	Specific Evidence from Materials
	Materials provide multiple resources, perspectives, and documents related to real issues.	Review a different unit/chapter and determine if the materials provide opportunities for students to examine and evaluate information to support their thinking? Questions to ask: <ul style="list-style-type: none"> Do the materials provide an array of primary and secondary sources that address differing perspectives? Do students have the opportunity to evaluate the sources provided? Are source materials in a variety of formats (print, audio, visual, etc.)? 	0 1 2	
	Materials provide varying and even conflicting perspectives, allowing students to weigh evidence and reach their own conclusions.	Review a different unit/chapter and determine if the materials provide varying and conflicting perspectives. Questions to ask: <ul style="list-style-type: none"> Do the materials provide a variety of perspectives for issues and events? Do the materials reach a conclusion about issues and events, or is it open-ended, allowing the students to reach conclusions? 	0 1 2	
	Materials provide primary source documents for student review and analysis.	Review a different unit/chapter and determine if the materials provide primary sources and citations for all sources. Questions to ask: <ul style="list-style-type: none"> How is information presented in the materials? Do the materials provide an array of primary sources in addition to secondary narrative? Do the materials contain sources in a variety of formats (print, audio, visual, etc.)? 	0 1 2	
	Materials cite sources of information allowing students to evaluate those sources.	Review a different unit/chapter and determine if the materials provide source citations. Questions to ask: <ul style="list-style-type: none"> Are source citations included within the materials? Are there activities supporting students as they examine the cited sources? Are the sources credible? Do the teacher support materials provide guidance on determining credible sources? 	0 1 2	

SECTION I: Alignment to the 2018 Oregon Social Sciences Standards				
Criterion 10 & 11: RIGOR Cultivate an exploration and problem solving of learning through higher level questioning. Provide opportunities for open-ended discussions (i.e., Socratic Seminars, Philosophical chairs). 4: Meets all criteria (6 points) 3: Adheres to the criteria (4-5 points, no zeros) 2: Sometimes adheres to the criteria (3 points) 1: Occasionally adheres to the criteria (1-2 points) 0: Does not meet the criteria Final Comments and Suggestions for Improvement:	Quality indicators	How to Find the Evidence	Rating	Specific Evidence from Materials
	Materials offer students opportunities for in-depth study rather than only knowledge-level factual questions.	Review a different unit/chapter and determine if the materials provide opportunities for students to go into more depth on a topic. Questions to ask: <ul style="list-style-type: none"> Do the materials provide flexibility in pacing instruction? Do the materials provide questions that might lead students to further study? Do the materials use Depth of Knowledge or Costa’s Levels of Questioning questions from all levels? 	0 1 2	
	Materials allow students to reach conclusions and create solutions.	Review a different unit/chapter and determine if the materials provide opportunities for student interaction. Questions to ask: <ul style="list-style-type: none"> Do the materials show how global/national problems might be addressed at the local level? Do the materials provide students with the opportunity to do original research and thinking to solve problems? 	0 1 2	
	Materials support active student inquiry.	Review a different unit/chapter and determine if the materials provide connections to the Inquiry Arc from the C3 Framework. Questions to ask: <ul style="list-style-type: none"> Do the materials show inquiry as a multi-step process? Are there references to the C3 Framework in the materials? Do the teacher support materials provide guidance on increasing student inquiry? Are supplemental materials included to encourage enrichment activities or student-guided studies? 	0 1 2	

SECTION I: Alignment to the 2018 Oregon Social Sciences Standards				
Criterion 9, 13, 14, & 18: RIGOR & COHERENCE Encourage students to approach content through a disciplinary lens as social scientists. Encourage integration of history, economics, geography, civics, financial literacy, multicultural studies, and Social Science Analysis. Promote cross-curricular instruction (e.g. English Language Arts, science, the arts, mathematics and technology). Lessons allow for cross-curricular standards alignment that can be utilized in other content areas. 4: Meets all criteria (8 points) 3: Adheres to the criteria (6-7 points, no zeros) 2: Sometimes adheres to the criteria (4-5 points) 1: Occasionally adheres to the criteria (1-3 points) 0: Does not meet the criteria Final Comments and Suggestions for Improvement:	Quality indicators	How to Find the Evidence	Rating	Specific Evidence from Materials
	Materials provide examples that cross content lines, showing the real-world integration of geography, history, economics, and civics.	Review a different unit/chapter and determine if the materials provide interdisciplinary connections. Questions to ask: <ul style="list-style-type: none"> Do the materials make connections between Social Sciences content areas or provide one discipline-specific approach? Do teacher support materials clearly outline potential cross-curricular connections? 	0 1 2	
	Materials provide opportunities for students to use and refine reading, writing, science, math, and technology skills while studying social sciences.	Review a different unit/chapter and any provided alignment documents to determine if Oregon mathematics/reading/writing standards are addressed at grade level. Questions to ask: <ul style="list-style-type: none"> Do the materials provide opportunities to integrate grade-level appropriate math, reading, writing, and speaking skills? Do the opportunities to integrate math and literacy focus on Social Sciences applications? Do the materials provide opportunities to integrate science and technology skills with a Social Sciences focus? 	0 1 2	
	Materials provide students opportunities to analyze events and phenomena and recognize social sciences features and implications	Review different units/chapters and determine if students are encouraged to identify social sciences features and implications. Questions to ask: <ul style="list-style-type: none"> Are there open-ended questions or examples that allow students to identify content-specific relationships? Are examples labeled or described as being related to one or to multiple contents? 	0 1 2	
	Materials make major social sciences themes evident and include themes in multiple examples.	Review a different unit/chapter and determine if the materials provide thematic support. Questions to ask: <ul style="list-style-type: none"> Are there themes and patterns identified within the materials that show the continuity of issues, ideas, and events? 	0 1 2	

SECTION I: Alignment to the 2018 Oregon Social Sciences Standards				
Criterion 12, 16, & 17: COHERENCE Use developmentally appropriate activities and materials to cultivate active civic participation. Provide opportunities for instruction relating to recurring themes and patterns. Provide clear purposes for learning experiences, including but not limited to: a. essential questions b. learning targets/objectives c. alignment with state standards 4: Meets all criteria (8 points) 3: Adheres to the criteria (6-7 points, no zeros) 2: Sometimes adheres to the criteria (4-5 points) 1: Occasionally adheres to the criteria (1-3 points) 0: Does not meet the criteria Final Comments and Suggestions for Improvement:	Quality indicators	How to Find the Evidence	Rating	Specific Evidence from Materials
	Materials provide grade-appropriate examples and narrative.	Review a different unit/chapter and determine if the materials provide age-/grade-/developmentally-appropriate examples and narrative. Questions to ask: <ul style="list-style-type: none"> Do the materials use grade-level appropriate vocabulary, examples, and content? Do materials offer supplemental options to address the spectrum of skill level and maturity in a classroom? 	0 1 2	
	Materials ensure new learning builds upon previous learning.	Review the materials and determine if the materials provide themes and patterns to promote understanding. Questions to ask: <ul style="list-style-type: none"> Are there structures within the text to identify connections to previous learning? Do materials provide a scope and sequence or framework connecting previous activities and skills? 	0 1 2	
	Materials recognize and return to recurring social sciences themes and patterns.	Review a different unit/chapter and determine if the materials provide recurring themes and patterns. Questions to ask: <ul style="list-style-type: none"> Are there themes and patterns identified within the materials that show the continuity of issues, ideas, and events? 	0 1 2	
	Materials ensure students understand the learning is relevant, timely, and authentic.	Review a variety of units/chapters and determine if the materials provide students with real-world connections. Questions to ask: <ul style="list-style-type: none"> Does the material provide real-world connections to the learning? Does the material provide Examples of events and issues that relate to current situations? Is the material explicit about reasons why the learning is important to the student/the community/the nation and world? 	0 1 2	

SECTION I: Alignment to the 2018 Oregon Social Sciences Standards				
Criterion 15: COHERENCE Learning progresses in a relevant and engaging manner, building upon prior ideas, practices, concepts, and eliciting and addressing misconceptions. 4: Meets all criteria (6 points) 3: Adheres to the criteria (4-5 points, no zeros) 2: Sometimes adheres to the criteria (3 points) 1: Occasionally adheres to the criteria (1-2 points) 0: Does not meet the criteria Final Comments and Suggestions for Improvement:	Quality indicators	How to Find the Evidence	Rating	Specific Evidence from Materials
	Materials ensure new learning builds upon previous learning.	Review the materials and determine if the materials provide themes and patterns to promote understanding. Questions to ask: <ul style="list-style-type: none"> Are there structures within the text to identify connections to previous learning? 	0 1 2	
	Materials ensure students understand the learning is relevant, timely, and authentic.	Review a variety of units/chapters and determine if the materials provide students with relevant, timely, and authentic learning. Questions to ask: <ul style="list-style-type: none"> Does the material make real-world connections to the learning? Do materials use examples of events and issues that relate to current situations? Does the material make explicit the reasons why the learning is important to the student/the community/the nation and world? Does the material provide clear learning targets? 	0 1 2	
	Materials anticipate and address misconceptions.	Review a variety of units/chapters and determine if the materials address student misconceptions. Questions to ask: <ul style="list-style-type: none"> Are typical misconceptions identified? Are misconceptions addressed and correct explanations offered? 	0 1 2	

SECTION II - V: Instructional Supports and Monitoring Student Progress
Key Criteria

Rate each indicator in Section II & III according to whether it is met, partially met, or not met. Award points for each indicator as shown.

II, III, IV, & V - INDICATORS OF QUALITY: Student Engagement, Differentiated Instruction, Extensions & Educator Supports, & Monitoring Student Progress	SCORE Partially meets/ Not sure Meets			EVIDENCE
	0	1	2	
21. Engage students in the understanding of everyone’s rights and responsibilities through social action beyond the classroom.	0	1	2	
24. Provide opportunities for varied activities (e.g. hands on learning, physical movement, simulations, research opportunities, integrated technology, and role play).	0	1	2	
27. Address Oregon English Language Proficiency Standards in reading, writing, listening and speaking.	0	1	2	
29. Provide meaningful adaptations, modifications, and extensions based in student inquiry that provide depth of understanding for all students (e.g., TAG, ELL, SPED, & Alternative Education).	0	1	2	
30. Support and guide literacy instruction with leveled and accessible text while teaching social sciences concepts.	0	1	2	
33. Aligned to the Oregon Social Science standards.	0	1	2	
35. Provide guidance on discussing controversial or sensitive topics.	0	1	2	
37. Materials provide a wide variety of age appropriate primary and secondary sources (both written and oral traditions) including but not limited to: a) real-life situations or mirror real-life situations; b) highlight vocabulary; c) focused and clear graphics, illustrations, maps, and other multimedia; d) case studies; e) art.	0	1	2	
38. Emphasize academic vocabulary at all levels.	0	1	2	
46. 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.	0	1	2	

II, III, IV, & V - INDICATORS OF QUALITY: Student Engagement, Differentiated Instruction, Extensions & Educator Supports, & Monitoring Student Progress	SCORE Partially meets/ Not sure Meets			EVIDENCE
	Does not meet	1	2	
49. Provide multiple opportunities and formats within each unit (e.g., debate, oral presentation) for students to demonstrate skills, content knowledge, and receive feedback.	0	1	2	
50. Assessments employ use of higher level thinking (e.g., synthesis, evaluation, and analysis) with accompanying scoring guides.	0	1	2	
51. 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), Special Education (SPED) students, and Alternative Education Students).	0	1	2	
Total (points possible)				

**SECTION II & III: Instructional Supports
Supporting Criteria**

Rate each indicator in Section IV according to whether it is met, partially met, or not met. Award points for each indicator as shown.

II - INDICATORS OF QUALITY: Student Engagement	SCORE			EVIDENCE
	Does not meet	Partially meets/ Not sure	Meets	
19. Offer authentic and meaningful student-centered activities that build interest and understanding of varied lived experiences.	0	1	2	
20. Foster and encourage conversations, discourse, empathy, critical thinking, and curiosity while addressing past and present forms of systemic oppression.	0	1	2	
22. Offer guidance for a variety of inclusive, cooperative strategies that question stereotypes to engage all student.	0	1	2	
23. Utilize students' prior knowledge, skills, and experiences to provide a context for making sense of events and/or seeking solutions to problems.	0	1	2	
25. Provide activities that incorporate the arts.	0	1	2	
III - INDICATORS OF QUALITY: Differentiated Instruction				
26. 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.	0	1	2	
28. Provide direct access to equitable resources through various levels of technology. <ul style="list-style-type: none"> a. Speech to text b. Text to speech c. Audio books d. Digital copies e. Available in various languages 	0	1	2	
Total (points possible)				

SECTION IV: Instructional Supports
Supporting Criteria

Rate each indicator in Section III according to whether it is met, partially met, or not met. Award points for each indicator as shown.

IV - INDICATORS OF QUALITY: Extensions & Educator Supports	SCORE			EVIDENCE
	Does not meet	Partially meets/ Not sure	Meets	
31. 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.	0	1	2	
32. Provide ongoing and embedded professional development (e.g. video tutorials, webinars) for implementation and continued use of the instructional materials.	0	1	2	
34. Include high interest material and activities in various formats (e.g. photographs, videos, graphics, oral histories, artifacts).	0	1	2	
36. Avoid tokenistic presentations of cultures.	0	1	2	
39. Include objectives and learning targets written in student centered language.	0	1	2	
40. Materials provide access to materials that address current events (digitally, magazine form, etc.)	0	1	2	
41. Provide at-home activities with text translation to ensure access.	0	1	2	
42. Provides varied instructional materials including, but not limited to: a. Maps/atlasses (print and interactive) b. picture books c. high-quality, accurate videos d. suggestions for integrated units (chapter books) e. supplemental group sets of books (chapter books, guided reading books) f. Online video to introduce topic g. Content presented through multiple means (art, music, etc.) h. Diverse and relevant supplemental readings	0	1	2	
43. Supplemental texts, visuals, & primary sources address Oregon history and geography.	0	1	2	
44. Access to developmentally appropriate materials and vetted websites for student research that are regularly updated.	0	1	2	
45. Digital resource of all types of maps that are updated regularly (e.g. population, land use, religion, eco regions, trade, ethnicity, socio-economic regions, migration, cultural).	0	1	2	
Total (points possible)				

SECTION V: Monitoring Student Progress
Supporting Criteria

Rate each indicator in Section III according to whether it is met, partially met, or not met. Award points for each indicator as shown.

V - INDICATORS OF QUALITY: Monitoring Student Progress	SCORE			EVIDENCE
	Does not meet	Partially meets/ Not sure	Meets	
47. 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).	0	1	2	
48. Use varied modes of assessment (e.g., pre-, formative, summative, peer, group/ collaborative, and self-assessment).	0	1	2	
52. Includes a scoring guide and/or rubric for essential question.	0	1	2	
53. Includes test bank with: <ul style="list-style-type: none"> a. manipulative documents, essay questions, maps, 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 	0	1	2	
54. Student samples and model examples for possible short answer questions and/or essays.	0	1	2	
55. Hands-on formative assessments that allow students the opportunity to practice a given concept.	0	1	2	
56. Formative checks for understanding/strategies.	0	1	2	
57. Provides a variety of exit tickets both written and electronic.	0	1	2	
58. Embedded online performance tasks that are aligned to state required testing.	0	1	2	
Total (points possible)				