

Categories 6: Social Sciences – Grades 9-12 History

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. 3. Focus on equity, identity, diversity, justice, civic engagement, and traits essential for democratic citizenship. 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. 6. Framework for Thematic Study and inclusion of themes across time (e.g. racism, discrimination, labor, child labor, human trafficking, gender, civil rights, etc.) 7. Materials enable students to practice historiography, see history as interpretation and act as student-historians. 8. Frame and include current event issues and how they relate to historical issues/themes. 9. Highlights patterns of systemic oppression and their impact on historic and social minorities, including racial and ethnic minorities, women, LGBTQ+ communities. <p style="text-align: center;">Rigor</p> <ol style="list-style-type: none"> 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. 	<p>The instructional materials support instruction and learning for all students:</p> <p>Student Engagement</p> <ol style="list-style-type: none"> 22. Offer authentic and meaningful student-centered activities that build interest and understanding of varied lived experiences. 23. Foster and encourage conversations, discourse, empathy, critical thinking, and curiosity while addressing past and present forms of systemic oppression. 24. Engage students in the understanding of everyone’s rights and responsibilities through social action beyond the classroom. 25. Offer guidance for a variety of inclusive, cooperative strategies that question stereotypes to engage all student. 26. Utilize students’ prior knowledge, skills, and experiences to provide a context for making sense of events and/or seeking solutions to problems. 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. <p>Differentiated Instruction</p> <ol style="list-style-type: none"> 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. <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 32. 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). 33. 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"> 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. 35. 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"> 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 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). 52. Use varied modes of assessment (e.g., pre-, formative, summative, peer, group/ collaborative, and self-assessment). 53. Provide multiple opportunities and formats within each unit (e.g., debate, oral presentation) for students to demonstrate

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.
18. Promote cross-curricular instruction (e.g. English Language Arts, science, the arts, mathematics and technology).
19. Learning progresses in a relevant and engaging manner, building upon prior ideas, practices, concepts, and eliciting and addressing misconceptions.
20. Provide opportunities for instruction relating to recurring themes and patterns.
21. Provide clear purposes for learning experiences, including but not limited to:
- a. essential questions
 - b. learning targets/objectives
 - c. alignment with state standards

36. Aligned to the Oregon Social Science standards.
37. Include high interest material and activities in various formats (e.g. photographs, videos, graphics, oral histories, artifacts)
38. Provide guidance on discussing controversial or sensitive topics.
39. Avoid tokenistic presentations of cultures.
40. 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
41. Emphasize academic vocabulary at all levels.
42. Include objectives and learning targets written in student centered language.
43. Open-ended scenarios, connected to essential questions that allow students to make choices and defend them.
44. Essential questions within each unit that are supported by lessons, activities, and materials including primary and secondary sources from multiple perspectives.
45. Historical thinking skills are embedded.
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.
47. Links to other sources for editorial cartoons, current events, etc.
48. Varied instructional materials including interactive and manipulative maps.
49. Materials allow for the comparison of a historical and contemporary view of an event.

- skills, content knowledge, and receive feedback.
54. Assessments employ use of higher level thinking (e.g., synthesis, evaluation, and analysis) with 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), 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.

		<p>58. Provides student samples and model examples for possible short answer questions and/or essays.</p> <p>59. Provides hands-on formative assessments that allow students the opportunity to practice a given concept.</p>
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***Overall Rating for the Instructional material:**

	Key Criteria (#1-21) (Scores 0-4)	Key Criteria (See Page #14- #15) (Scores 0-2)	Supporting Criteria (See Page #16-#18) (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	Quality Indicators	How to Find the Evidence	Rating	Specific Evidence from Materials
<p>Provide all students the opportunity to acquire the knowledge and skills necessary to achieve the Oregon Diploma which including: the Oregon Academic Content Standards for Social Sciences and the Oregon Essential Skills.</p> <p>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</p> <p>Final Comments and Suggestions for Improvement:</p>	<p>Materials align to the Oregon Academic Content Standards for high school local/state/U.S./world history and related Multicultural Studies standards.</p>	<p>Review a different unit/chapter and any provided alignment documents to determine if the Oregon History standards and related Multicultural Studies standards are addressed at grade level.</p> <p>Questions to ask:</p> <ul style="list-style-type: none"> • Are the Oregon History standards addressed in the materials? • Do the materials meet Oregon’s content specifications? • Do the materials address the related Multicultural Studies standards? 	0 1 2	
	<p>Materials provide activities that use reading, writing, and mathematics skills appropriate for high school.</p>	<p>Review different units/chapters and any provided alignment documents to determine if any Oregon mathematics/reading/writing standards are addressed at grade level.</p> <p>Questions to ask:</p> <ul style="list-style-type: none"> • Do the materials provide opportunities to integrate grade-level appropriate math, reading, and writing skills? • Do the opportunities to integrate math and literacy focus on Social Sciences applications? 	0 1 2	
	<p>Materials provide suggestions for appropriate modifications and accommodations for Special Education, English Language Learners, and Talented and Gifted students.</p>	<p>Review a different unit/chapter and determine if the materials allow for appropriate modifications and accommodations for students.</p> <p>Questions to ask:</p> <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 English Language Learners? • Do the materials demonstrate an understanding of best practices for Special Education? • Do the materials allow for extending learning for Talented and Gifted Students? • Do the 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. Focus on equity, identity, diversity, justice, civic engagement, and traits essential for democratic citizenship. 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. 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 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 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)? Do the materials offer Multicultural Studies examples that relate directly to Oregon? 	0 1 2	

SECTION I: Alignment to the 2018 Oregon Social Sciences Standards				
		<ul style="list-style-type: none">• 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, 8, 9, & 20: FOCUS & COHERENCE Provide a framework for thematic study and inclusion of themes across time (e.g. racism, discrimination, labor, child labor, human trafficking, gender, civil rights, etc.). Frame and include current event issues and relate them to historical issues/themes. Highlights patterns of systemic oppression and their impact on historic and social minorities, including racial and ethnic minorities, women, LGBTQ+ communities. Provide opportunities for instruction relating to recurring themes and patterns. 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 thematic organizers in addition to chronological organizers and timelines.	Review the materials and determine if the materials provide thematic organizers. Questions to ask: <ul style="list-style-type: none"> Are there structures within the text that connect themes across the learning? 	0 1 2	
	Materials present historical events with connections to more current events.	Review the materials and determine if the materials provide connections between historical and current events. Questions to ask: <ul style="list-style-type: none"> Do the materials provide activities and projects that encourage historical and current research, explanations, predictions, and descriptions? Do the materials provide activities and projects related to current events? 	0 1 2	
	Materials provide an inclusive narrative, recognizing systematic oppression and its effects on different groups and individuals.	Review the materials and determine if the materials provide a recognition of systemic oppression and its effects on different groups and individuals. Questions to ask: <ul style="list-style-type: none"> Do the materials offer positive narrative when dealing with issues like slavery, misogyny, or discriminatory practices? Do the materials recognize and honor those that fought and fight against oppression and inequality? 	0 1 2	
	Materials do not “water down” or avoid difficult topics and provide guidance for dealing with controversy and conflict in the classroom using civil discourse.	Review the materials and determine if the materials approach difficult topics directly, honestly, and appropriately. Questions to ask: <ul style="list-style-type: none"> Do teacher support materials provide guidance for instructing students from differing backgrounds than the instructor? Do the materials support student discussions to engage in diversity activities? Do the materials avoid generalizing or “sugar-coating” difficult topics? 	0 1 2	

SECTION I: Alignment to the 2018 Oregon Social Sciences Standards					
Criterion 7 & 13: FOCUS & RIGOR Materials enable students to practice historiography, see history as interpretation and act as student-historians. Encourage students to approach content through a disciplinary lens as social scientists. 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 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 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 opportunities for students to work as historians, explaining and interpreting historic and current events.	Review different units/chapters and determine if the materials provide students with examples and activities that provide insight to and experiences with careers in Social Sciences. Questions to ask: <ul style="list-style-type: none"> Do the materials provide students with examples of career options in the Social Sciences? Do the materials provide students with activities and/or simulations of careers in history, public policy, and government? Do the materials provide activities and projects that encourage historical research, explanations, predictions, and descriptions? Do the materials provide activities and projects related to historical events or phenomena? 	0 1 2	

SECTION I: Alignment to the 2018 Oregon Social Sciences Standards				
Criterion 11 & 12: 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. 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? 	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 investigate and 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, 14, & 15: RIGOR Support and guide in-depth exploration and integration of conceptual understandings. Cultivate an exploration and problem solving of learning through higher level questioning. Provide open-ended questions that touch on moral and philosophical themes that allow students to reflect on their own ethics/worldview. 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 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	
	Materials provide more than one perspective of issues.	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 do not shy away from or “water down” issues of ethics or morality, and allow students to think critically and deeply, exploring and establishing personal beliefs.	Review different units/chapters and determine if the materials provide material that encourages students to think deeply and critically about issues of ethics and morality. Questions to ask: <ul style="list-style-type: none"> Do the materials present issues of ethics and morality? Do the materials present the reasoning of individuals or groups regarding issues of ethics or morality? Do the materials allow students opportunities to create and explore their own beliefs? 	0 1 2	

SECTION I: Alignment to the 2018 Oregon Social Sciences Standards				
<p>Criterion 16: COHERENCE</p> <p>Use developmentally appropriate activities and materials to cultivate active civic participation.</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>Quality Indicators</p> <p>Materials provide grade-appropriate examples and narrative.</p>	<p>How to Find the Evidence</p> <p>Review a different unit/chapter and determine if the materials provide age-/grade-/developmentally-appropriate examples and narrative.</p> <p>Questions to ask:</p> <ul style="list-style-type: none"> Do the materials use appropriate vocabulary, examples, and content? Materials offer supplemental options to address the spectrum of skill level and maturity in a classroom. 	<p>Rating</p> <p>0 1 2</p>	<p>Specific Evidence from Materials</p>
	<p>Materials ensure new learning builds upon previous learning.</p>	<p>Review the materials and determine if the materials provide themes and patterns to promote understanding.</p> <p>Questions to ask:</p> <ul style="list-style-type: none"> Are there structures within the text to identify connections to previous learning? 	<p>0 1 2</p>	

SECTION I: Alignment to the 2018 Oregon Social Sciences Standards					
Criterion 17 & 18: COHERENCE	Quality Indicators	How to Find the Evidence	Rating	Specific Evidence from Materials	
	<p>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).</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 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 inter-disciplinary 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? 	0 1 2	
		<p>Materials provide opportunities for students to use and refine reading, writing, science, math, and technology skills while studying history.</p>	<p>Review different units/chapters and any provided alignment documents to determine if any Oregon mathematics/reading/writing standards are addressed at grade level.</p> <p>Questions to ask:</p> <ul style="list-style-type: none"> Do the materials provide opportunities to integrate grade-level appropriate math, reading, and writing skills? Do the opportunities to integrate math and literacy focus on Social Sciences applications? 	0 1 2	

SECTION I: Alignment to the 2018 Oregon Social Sciences Standards					
Criterion 19 & 21: COHERENCE Learning progresses in a relevant and engaging manner, building upon prior ideas, practices, concepts, and eliciting and addressing misconceptions. Provide clear purposes for learning experiences, including but not limited to: <ol style="list-style-type: none"> essential questions learning targets/objectives alignment with state standards 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: <ul style="list-style-type: none"> Real-world connections to the learning Examples of events and issues that relate to current situations Reasons why the learning is important to the student/the community/the nation and world 	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	
24. Engage students in the understanding of everyone’s rights and responsibilities through social action beyond the classroom.	0	1	2	
27. Provide opportunities for varied activities (e.g., hands on learning, physical movements, simulations, research opportunities, integrated technology, and role play).	0	1	2	
	0	1	2	
30. Address Oregon English Language Proficiency Standards in reading, writing, listening, and speaking.	0	1	2	
32. 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	
33. Support and guide literacy instruction with leveled and accessible text while teaching social sciences concepts.	0	1	2	
	0	1	2	
36. Aligned to the Oregon Social Science standards.	0	1	2	
38. Provide guidance on discussing controversial or sensitive topics.	0	1	2	
40. 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	
41. Emphasize academic vocabulary at all levels.	0	1	2	
45. Historical thinking skills are embedded.	0	1	2	
	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	0	1	2
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.	0	1	2	
53. 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	
54. Assessments employ use of higher level thinking (e.g., synthesis, evaluation, and analysis) with accompanying scoring guides.	0	1	2	
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), 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	
22. Offer authentic and meaningful student-centered activities that build interest and understanding of varied lived experiences.	0	1	2	
23. Foster and encourage conversations, discourse, empathy, critical thinking, and curiosity while addressing past and present forms of systemic oppression.	0	1	2	
25. Offer guidance for a variety of inclusive, cooperative strategies that question stereotypes to engage all student.	0	1	2	
26. 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	
28. Provide activities that incorporate the arts.	0	1	2	
III - INDICATORS OF QUALITY: 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.	0	1	2	
31. 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	
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.	0	1	2	
35. Provide ongoing and embedded professional development (e.g. video tutorials, webinars) for implementation and continued use of the instructional materials.	0	1	2	
37. Include high interest material and activities in various formats (e.g. photographs, videos, graphics, oral histories, artifacts).	0	1	2	
39. Avoid tokenistic presentations of cultures.	0	1	2	
42. Include objectives and learning targets written in student centered language.	0	1	2	
43. Open-ended scenarios, connected to essential questions that allow students to make choices and defend them.	0	1	2	
44. Essential questions within each unit that are supported by lessons, activities, and materials including primary and secondary sources from multiple perspectives.	0	1	2	
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.	0	1	2	
47. Links to other sources for editorial cartoons, current events, etc.	0	1	2	
48. Varied instructional materials including interactive and manipulative maps.	0	1	2	
49. Materials allow for the comparison of a historical and contemporary view of an event.	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	
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).	0	1	2	
52. Use varied modes of assessment (e.g., pre-, formative, summative, peer, group/ collaborative, and self-assessment).	0	1	2	
56. Includes a scoring guide and/or rubric for essential question.	0	1	2	
57. Includes test bank with: <ul style="list-style-type: none"> 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. 	0	1	2	
58. Provides student samples and model examples for possible short answer questions and/or essays.	0	1	2	
59. Provides hands-on formative assessments that allow students the opportunity to practice a given concept.	0	1	2	
Total (points possible)				