|  | **SECTION I: Alignment to the 2018 Oregon Social Sciences Standards** |
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| **KEY Criterion 1-9: FOCUS**   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 standards. 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 | EXAMPLES IN TEXT (PROVIDED BY PUBLISHER) |
| Examples for Criterion 1:  Click or tap here to enter text.  Examples for Criterion 2:  Click or tap here to enter text.  Examples for Criterion 3:  Click or tap here to enter text.  Examples for Criterion 4:  Click or tap here to enter text.  Examples for Criterion 5:  Click or tap here to enter text.  Examples for Criterion 6:  Click or tap here to enter text.  Examples for Criterion 7:  Click or tap here to enter text.  Examples for Criterion 8:  Click or tap here to enter text.  Examples for Criterion 9:  Click or tap here to enter text. |

|  | **SECTION I: Alignment to the 2018 Oregon Social Sciences Standards** |
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| **KEY Criterion 10-15: RIGOR**   1. Support and guide in-depth exploration and integration of conceptual understandings. 2. Allow students to analyze and evaluate information and sources leading to authentic inquiry and making multiple applications to real world issues. 3. Provide opportunities for students to interrogate texts and question their truth/validity, bias, and cultural competence. 4. Encourage students to approach content through a disciplinary lens as social scientists. 5. Cultivate an exploration and problem solving of learning through higher level questioning. 6. Open-ended questions that touch on moral and philosophical themes that allow students to reflect on their own ethics/worldview. | EXAMPLES IN TEXT (PROVIDED BY PUBLISHER) |
| Examples for Criterion 10:  Click or tap here to enter text.  Examples for Criterion 11:  Click or tap here to enter text.  Examples for Criterion 12:  Click or tap here to enter text.  Examples for Criterion 13:  Click or tap here to enter text.  Examples for Criterion 14:  Click or tap here to enter text.  Examples for Criterion 15:  Click or tap here to enter text. |

|  | **SECTION I: Alignment to the 2018 Oregon Social Sciences Standards** |
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| **KEY Criterion 16-21: COHERENCE**   1. Use developmentally appropriate activities and materials to cultivate active civic participation. 2. Encourage integration of history, economics, geography, civics, financial literacy, ethnic studies, and Social Science Analysis. 3. Promote cross-curricular instruction (e.g. English Language Arts, science, the arts, mathematics and technology). 4. Learning progresses in a relevant and engaging manner, building upon prior ideas, practices, concepts, and eliciting and addressing misconceptions. 5. Provide opportunities for instruction relating to recurring themes and patterns. 6. Provide clear purposes for learning experiences, including but not limited to:    1. essential questions    2. learning targets/objectives    3. alignment with state standards | EXAMPLES IN TEXT (PROVIDED BY PUBLISHER) |
| Examples for Criterion 16:  Click or tap here to enter text.  Examples for Criterion 17:  Click or tap here to enter text.  Examples for Criterion 18:  Click or tap here to enter text.  Examples for Criterion 19:  Click or tap here to enter text.  Examples for Criterion 20:  Click or tap here to enter text.  Examples for Criterion 21:  Click or tap here to enter text. |

| **SECTION II & III: Instructional Supports and Monitoring Student Progress**  **Key Criteria** | | |
| --- | --- | --- |
| Rate each indicator in Section II, III, IV, & V according to whether it is met, partially met, or not met. Award points for each indicator as shown. | | |
|  | EXAMPLES IN TEXT (PROVIDED BY PUBLISHER) | |
| **II - INDICATORS OF QUALITY: Student Engagement** |  |  |
| 1. Engage students in the understanding of everyone’s rights and responsibilities through social action beyond the classroom. | Click or tap here to enter text. | |
| 27. Provide opportunities for varied activities (e.g., hands on learning, physical movements, simulations, research opportunities, integrated technology, and role play). | Click or tap here to enter text. | |
| **III - INDICATORS OF QUALITY: Differentiated Instruction** | | |
| 30. Address Oregon English Language Proficiency Standards in reading, writing, listening, and speaking. | Click or tap here to enter text. | |
| 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). | Click or tap here to enter text. | |
| 33. Support and guide literacy instruction with leveled and accessible text while teaching social sciences concepts. | Click or tap here to enter text. | |
| **IV - INDICATORS OF QUALITY: Extensions & Educator Supports** | | |
| 36. Aligned to the Oregon Social Science standards. | Click or tap here to enter text. | |
| 38. Provide guidance on discussing controversial or sensitive topics. | Click or tap here to enter text. | |
| 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. | Click or tap here to enter text. | |
| 41. Emphasize academic vocabulary at all levels. | Click or tap here to enter text. | |
| 45. Historical thinking skills are embedded. | Click or tap here to enter text. | |
| **V - INDICATORS OF QUALITY: Monitoring Student Progress** | | |
| 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. | Click or tap here to enter text. | |
| 53. Provide multiple opportunities and formats within each unit (e.g., debate, oral presentation) for students to demonstrate skills, content knowledge, and receive feedback. | Click or tap here to enter text. | |
| 54. Assessments employ use of higher level thinking (e.g., synthesis, evaluation, and analysis) with accompanying scoring guides. | Click or tap here to enter text. | |
| 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). | Click or tap here to enter text. | |
| **Total (points possible)** |  |  |

| **SECTION II: Instructional Supports**  **Supporting Criteria** | | |
| --- | --- | --- |
| Rate each indicator in Section II according to whether it is met, partially met, or not met. Award points for each indicator as shown. | | |
| **II - INDICATORS OF QUALITY: Student Engagement** | EXAMPLES IN TEXT (PROVIDED BY PUBLISHER) | |
| 22. Offer authentic and meaningful student-centered activities that build interest and understanding of varied lived experiences. | Click or tap here to enter text. | |
| 23. Foster and encourage conversations, discourse, empathy, critical thinking, and curiosity while addressing past and present forms of systemic oppression. |
| 25. Offer guidance for a variety of inclusive, cooperative strategies that question stereotypes to engage all students. |
| 26. Utilize students’ prior knowledge, skills, and experiences to provide a context for making sense of events and/or seeking solutions to problems. |
| 28. Provide activities that incorporate the arts. |
| **III - INDICATORS OF QUALITY: Differentiated Instruction** | EXAMPLES IN TEXT (PROVIDED BY PUBLISHER) | |
| 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. | Click or tap here to enter text. | |
| 31. Provide direct access to equitable resources through various levels of technology.   * 1. Speech to text   2. Text to speech   3. Audio books   4. Digital copies   5. Available in various languages |
| **Total (points possible)** |  |  |

| **SECTION II: Instructional Supports**  **Supporting Criteria** | | |
| --- | --- | --- |
| Rate each indicator in Section II 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** | EXAMPLES IN TEXT (PROVIDED BY PUBLISHER) | |
| 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. | Click or tap here to enter text. | |
| 35. Provide ongoing and embedded professional development (e.g. video tutorials, webinars) for implementation and continued use of the instructional materials. |
| 37. Include high interest material and activities in various formats (e.g. photographs, videos, graphics, oral histories, artifacts). |
| 39. Avoid tokenistic presentations of cultures. |
| 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. |
| 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. |
| **Total (points possible)** |  |  |

| **SECTION III: 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** | EXAMPLES IN TEXT (PROVIDED BY PUBLISHER) | |
| 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). | Click or tap here to enter text. | |
| 52. Use varied modes of assessment (e.g., pre-, formative, summative, peer, group/ collaborative, and self-assessment). |
| 56. Includes a scoring guide and/or rubric for essential question. |
| 57. Includes test bank with:   * 1. manipulative documents, essay questions, maps, political cartoons, multiple choice questions   2. opportunity to add own questions to test bank material and to create an additional/alternative if needed   3. 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. |
| **Total (points possible)** |  |  |