

# Social Science



## **Section 2D.**

The purpose of this document is to provide educators considerations and resources for preparing learners for college, careers and civic life. Through the study of each of the social science domains—civics and government, economics and financial literacy, geography, history, and social science analysis—students are provided with a framework to acquire and apply knowledge and skills in a variety of relevant contexts.



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## 2D. Social Science

Social science is an integral part of a comprehensive education preparing learners for college, careers and civic life. Through the study of each of the social science domains—civics and government, economics and financial literacy, geography, history, and social science analysis—students are provided with a framework to acquire and apply knowledge and skills in a variety of relevant contexts. Social science instruction at each grade level must connect students to materials, lessons, problems, and discussions utilizing the tools of the discipline to make sense of the past and the present. The knowledge, skills and dispositions gained through social science helps inform students to make democratic decisions and participate fully in civic life. It provides a road map of the successes and failures of societies’ pursuit of the ideals of social justice.

Social science learning should be student-centered and consistently engage students in relevant content and skills that facilitate a deeper understanding of the issues in the world around them. Instruction should facilitate examination and analysis guided by the social science standards and essential questions (e.g., [grade-level crosswalks](#)). The Oregon Department of Education’s [Social Sciences website](#) also provides links and resources for teaching to support the implementation of rigorous and relevant K-12 standards.

Focus	Considerations for Return to In-person Instruction
<p><b>Content</b></p> <p>What is essential learning?</p>	<p><b>Developing Social Science Literacy</b></p> <p>The <a href="#">Oregon Social Sciences Standards</a> are built on the notion of learning as a <b>developmental progression</b>. The standards are designed to help children continually build on and expand their knowledge of self and the world around them. In the move to distance learning, teachers should prioritize the standards, to create relevancy for the learner. When possible, collaborate with other teachers to build a cohesive vertically and horizontally scope and sequence utilizing the <a href="#">2018 Social Science Standards</a> or the <a href="#">2021 Ethnic Studies Integrated Social Science Standards</a>. Consider how the standards can allow students to build from their <a href="#">funds of knowledge</a>?</p> <p><b>K-5</b> teachers can bundle social science with ELA and/or sciences standards as students engage in non-fiction reading and examine current or historic events. Address requisite skills and knowledge in ways that are focused on grade-level learning.</p>
<p><b>Resources</b></p>	<ul style="list-style-type: none"> <li>● <a href="#">Saving American History</a></li> <li>● <a href="#">NCSS and C3 Standards</a></li> <li>● <a href="#">Inquiry Design Model</a></li> <li>● <a href="#">Cultivating Civic Engagement in Early Grades with Culturally Appropriate Literature</a></li> <li>● <a href="#">Knowledge Gap: Better Readers Through Social Science</a></li> <li>● <a href="#">Essential Characteristics of a Culturally Conscientious Classroom</a></li> </ul>

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<p><b>Instructional Materials</b></p> <p>What tools and resources do I use?</p>	<p><b>Start with what you already have in place:</b> Build from the curricular content and lesson planning already in use. Supplement or re-align the district-adopted curriculum as needed. <a href="#">ORS 337.120</a> provides additional guidance for selection of instructional materials.</p> <p>Consider the use of <a href="#">cross-curricular units</a>, particularly at elementary, to bundle standards and maximize learning time.</p> <p>The Oregon Legislature has passed a number of new laws impacting social science instruction. Ethnic Studies, Tribal History/Shared History, and Holocaust and Other Genocides have all been added to requirements for social science instruction K-12. When possible, lessons highlighting the <a href="#">intersections of the concepts and content</a> of these new laws can help students make connections across history and geography as well as links to culturally relevant understandings.</p>
<p><b>Resources</b></p>	<ul style="list-style-type: none"> <li>● <a href="#">Social Studies Instruction for ELLs</a></li> <li>● <a href="#">Teaching Tolerance: Materials on Teaching “Hard History” and Current Issues</a></li> <li>● <a href="#">Stanford History Reading Like an Historian</a></li> <li>● <a href="#">Facing History &amp; Ourselves</a></li> <li>● <a href="#">Throughline Podcasts</a></li> <li>● <a href="#">1619 Project &amp; 1776 Unites</a></li> <li>● <a href="#">The Choices Program</a></li> <li>● The <a href="#">Oregon Open Learning Hub</a> has content area resources that are openly licensed and free to use, remix, and share.</li> <li>● <a href="#">Digital Access of State Adopted Social Science Instructional Materials</a></li> <li>● <a href="#">Adoption Criteria for Social Science Instructional Materials</a></li> </ul> <p><b>Leverage the expertise and resources of community partners in Oregon.</b></p> <ul style="list-style-type: none"> <li>● <a href="#">SB 13 Tribal History Grade 4 -- Grade 8 -- High School</a></li> <li>● <a href="#">Black Pioneers</a></li> <li>● <a href="#">Oregon Heritage</a></li> <li>● <a href="#">Oregon Historical Society</a></li> <li>● <a href="#">Oregon Jewish Museum</a></li> <li>● <a href="#">Japanese American Museum of Oregon</a></li> </ul>
<p><b>Instructional Practices and Student Engagement</b></p> <p>How do I adapt instruction to engage students in learning?</p>	<p><b>Equitable social science learning environments</b> must include activities that engage multiple ways of knowing, doing, and expressing understanding. This includes encouraging students to engage and share in meaningful and authentic ways. The inclusion of current events connecting what students see around them with standards can effectively add relevancy. <a href="#">A global pandemic, daily protests for racial and social justice, the 2020 Census, national and state elections</a>, the impact of <a href="#">climate change</a>, are only some of the social science topics that students are seeing around them every day.</p> <p>Social science instruction should help students understand <b>“why does this matter to me?”</b></p>

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	<p>However, relevancy is not limited to current events. An <a href="#">understanding of the forces</a> and decisions that have shaped the human past are essential to developing an effective path forward.</p>
<b>Resources</b>	<ul style="list-style-type: none"> <li>● <a href="#">Teaching Current Events</a></li> <li>● <a href="#">SEL and Social Studies</a></li> <li>● <a href="#">SB 13 Tribal History/Shared History Professional Learning</a></li> </ul>
<p><b>Assessment</b></p> <p>How will I measure learning?</p>	<p><b>After attending to establishing a class culture of learning, here are some considerations around assessment of social science:</b></p> <ul style="list-style-type: none"> <li>● Provide students with multiple opportunities and modalities to showcase their knowledge and skills throughout the cycle of learning.</li> <li>● Options to gather evidence of learning can include teacher observation, questioning, and noticing, detailed rubrics, formal and informal class discussions, presentations, and projects. ODE provides official scoring guides for social sciences that educators can use to evaluate and develop student expertise relative to definitions of proficiency.</li> </ul> <p>Please see formative assessment information in ODE’s <a href="#">Formative Assessment Considerations</a> for focused considerations and resources.</p>
<b>Resources</b>	<ul style="list-style-type: none"> <li>● <a href="#">Stanford Beyond the Bubble</a></li> <li>● <a href="#">Social Sciences Performance Assessment Resources</a></li> <li>● <a href="#">ODE Official State Scoring Guides and Student Language Scoring Guides</a></li> </ul>