

Oregon Instructional Material Review Summary

BSD Elementary School Social Sciences 2020-2023			
Overall Rating			
Publisher:	Variety of Targeted Materials/ Multiple Sources		
Title:	K-5 Social Science Adoption		
Publishing Date:	Variety (please see Elementary School Materials)		
Grade Band:	K-5		
Review Date:	Ongoing (2020-2023)		
		Part 1: Key Criteria	Meets
		Legal Requirements	Yes
		Section I: Alignment to the Oregon Science Standards	Yes
		Section II-V: Instructional Supports and Monitoring Student Progress	Yes
		Part 2: Supporting Criteria	Meets
		Section II: Student Engagement	Yes
		Section III: Differentiated Instruction	partially
		Section IV: Extensions & Educator Supports	Yes
		Section V: Monitoring Student Progress	Yes
		Overall Rating	Meets

BSD Social Science Grades K-5 Materials Review		
Description	Score	Comments
Section I: Alignment to the Oregon Social Sciences Standards		
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.	3: Adheres to the Criteria	The K-5 grade level units support students in developing the skills and knowledge required by the grade level 2021 Social Sciences Standards with Integrated Ethnic Studies.
FOCUS: Present multiple perspectives and analytical views of historical and contemporary issues that align to the Oregon Social Sciences standards. 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.	3: Adheres to the Criteria	The K-5 grade level mentor texts and electronic resources included in each of the units represent multiple perspectives through diverse authorship and analytical views of historical and contemporary issues that align to the Oregon Social Sciences standards. The grade-level book lists were intentionally curated to have a variety of English, Spanish and bilingual (English and Spanish) picture books, reference and trade books, and anthologies that are aligned and consistent with 2021 Social Sciences standards - specifically, the integrated ethnic studies standards. The units also include authentic and local resources.
FOCUS & RIGOR: Address developmentally appropriate best practices for all students. Promote civic awareness, understanding, and action within the school and lifelong civic involvement. Support and guide in-depth exploration and integration of conceptual understandings.	3: Adheres to the Criteria	The instructional strategies integrated into the units promote age appropriate development of the skills and knowledge required by the grade level 2021 Social Sciences Standards with Integrated Ethnic Studies, and are aligned to the BSD Social Sciences Best Practices document.
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. Encourage students to support their opinions and thinking with evidence.	3: Adheres to the Criteria	The K-5 Social Sciences Units provide the opportunity for students to develop and practice critical thinking and implement their learning to approach real world issues.
RIGOR: Cultivate an exploration and problem solving of learning through higher level questioning.	3: Adheres to the Criteria	The K-5 Social Sciences Units are anchored in inquiry. Each of the units has a bilingual (English/Spanish) overarching question and multiple bilingual (English/Spanish) supporting questions that students address throughout the unit with the goal of being able to develop the skills and knowledge to respond to these questions in different ways (class work, discussions, etc) by the end of the unit.
COHERENCE: Use developmentally appropriate activities and materials to cultivate active civic participation. Provide opportunities for instruction relating to recurring themes and patterns.	3: Adheres to the Criteria	The K-5 Social Sciences Units provide different civic participation opportunities for students that are age appropriate and aligned to the 2021 Ethnic Studies Social Sciences State Standards. For example, the 4th grade culminating activity "Rotunda Redesign," invites students to apply their learning about standard 4.10 by creating a proposal related to a real life example.
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.	3: Adheres to the Criteria	The K-5 Social Sciences Units include explicit connections to Language Arts to promote cross-curricular instruction, integrated learning and the development of literacy skills through social science.
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: A) essential questions; B) learning targets/objectives; and C) alignment with state standards.	3: Adheres to the Criteria	As it was mentioned earlier in this document, the K-5 Social Sciences Units have an overarching question and supporting questions that scaffold students learning through the unit. Additionally, the K-5 Social Sciences Scope and Sequence is designed to support students on building upon their knowledge and skills developed in previous years. This vertical alignment continues through middle and high school.
Section II-V: Instructional Supports and Monitoring Student Progress		
INDICATORS OF QUALITY: Student Engagement, Differentiated Instruction, Extensions & Educator Supports, & Monitoring Student Progress		

BSD Social Science Grades K-5 Materials Review		
Description	Score	Comments
Engage students in the understanding of everyone's rights and responsibilities through social action beyond the classroom.	2: Meets	From kindergarten, students start learning about their needs and responsibilities as members of a class, neighborhood community, etc. They do it through different activities that prepare them to develop the skills and knowledge needed in fifth grade, when they specifically learn about the rights and responsibilities within the context of government (Ex: Social Science Standard 5.2). The different activities integrated into the units across grade levels support students to apply their learning beyond the classroom. For example,
Provide opportunities for varied activities (e.g., hands on learning, physical movements, simulations, research opportunities, integrated technology, and role play).	2: Meets	The K-5 Social Science Units integrate a variety of hands on activities, discussions, written assignments, and research opportunities that are designed to be performed individually, in small groups, or whole class. These activities have the purpose to guide students in their learning of the 2021 Social Sciences Standards Integrated with Ethnic Studies.
Address Oregon English Language Proficiency Standards in reading, writing, listening, and speaking.	1: Partially Meets	Curriculum invites sustained student engagement through reading, writing, speaking, listening, discussion, debate, and deliberation that fosters critical thinking and the ongoing analysis and evaluation of information and sources. The activities in the units promote the practice of reading, writing, listening and speaking skills; however, educators will need to provide specific scaffolds and supports to allow for a wider range of engagement across each English language proficiency level; some resources like Newsela are offered in a variety of text levels and lexiles which makes this more attainable.
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).	2: Meets	Similar to above, many materials will need specific scaffolds and supports to allow for a wider range of engagement across ELL, SPED, and Alternative Education); with some resources like Newsela are offered in a variety of text levels and lexiles which makes this more attainable, though a significant number of the variety of targeted materials/multiple sources allow for deep extensions and further applications (e.g. TAG).
Support and guide literacy instruction with leveled and accessible text while teaching social sciences concepts.	2: Meets	The K-5 Social Sciences Units include texts that support and guide literacy instruction. Most of the materials correspond to the grade level, although there are some that are above and below grade level to provide opportunities to expand or scaffold content learning through literacy.
Aligned to the Oregon Social Science standards.	2: Meets	All the overarching and supporting questions, as well as the activities integrated into the different units are aligned to the 2021 Social Sciences Standards Integrated with Ethnic Studies. Specific standards are listed into each unit to indicate what standards are addressed.
Provide guidance on discussing controversial or sensitive topics.	2: Meets	The K-5 Social Sciences Units include a teacher background section and multiple scaffolds throughout the activities to provide guidance on discussing controversial or sensitive topics.
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.	2: Meets	The variety of targeted materials/multiple sources offer a significant variety of age appropriate primary and secondary sources 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.
Emphasize academic vocabulary at all levels.	2: Meets	Each K-5 Social Sciences Unit include a bilingual (Spanish and English) glossary that support students in expanding their academic and content specific vocabulary.
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.	2: Meets	The formative and summative assessments in the units are aligned to the 2021 Oregon Social Sciences Standards Integrated with Ethnic Studies, and provide opportunities to develop Oregon Essential Skills for reading, writing, and applying mathematics. For example, the culminating activity in first grade, unit 2, invites students to create a welcoming sign that could apply to the neighborhood school and/or city. In this culminating activity students have the opportunity to practice and continue developing their reading and writing skills, as well as mathematical notion of space and dimensions.

BSD Social Science Grades K-5 Materials Review		
Description	Score	Comments
Provide multiple opportunities and formats within each unit (e.g., debate, oral presentation) for students to demonstrate skills, content knowledge, and receive feedback.	2: Meets	The K-5 Social Sciences Units offer to students multiple opportunities to demonstrate their content knowledge, skills, and receive feedback. Each unit includes discussions, oral or written reflections, and other assignments that incorporate different learning styles. As a reference for this, please see parts 2 and 3 of the Unit-at-a-Glance for 3rd Grade, Unit 2.
Assessments employ use of higher level thinking (e.g., synthesis, evaluation, and analysis) with accompanying scoring guides.	2: Meets	K-5 formative and summative assessments throughout the units (and in culminating activities) promote the use of higher level thinking skills, however the scoring guides are not based on a proficiency scale. Rather, they are broad and based on the development of academic and social habits and practices that will support students' growth beyond the school setting, as members of a global community.
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).	2: Meets	As mentioned above, the K-5 assessments throughout the units (and in culminating activities) promote the use of higher level thinking skills. In terms of accessibility, the curriculum is available and accessible to all students, including students receiving special education services, dual-language and multilingual students, as well as students who are navigating poverty and/or homelessness. i. With respect to special education services, alternative curricular materials for students who are working towards a non-standard diploma are fundamental in creating learning opportunities for all of our students. ii. As a dual language and multilingual school district, curricular materials and resources in multiple languages are an integral part of supporting and celebrating all of the linguistic diversity that students bring to the classroom.
Section II: Student Engagement		
Provides guidance for teachers to support differentiated and culturally responsive/relevant. Supports could include:		
Offer authentic and meaningful student-centered activities that build interest and understanding of varied lived experiences.	2: Meets	The K-5 grade level mentor texts and electronic resources included in each of the units represent multiple perspectives through diverse authorship and analytical views of historical and contemporary issues that align to the Oregon Social Sciences standards. The student activities for each grade level/unit were created with students at the center, while also aligning to our state standards. For example, in second grade, the summative task for students is to curate their own exhibit for the Class Cultural Museum/heritage center that reflects their own identities, artifacts, etc. Students will create their own expressions of cultural heritage after learning about traditions, customs, and rituals of many different people groups that will include photos, artifacts, statements, etc.
Foster and encourage conversations, discourse, empathy, critical thinking, and curiosity while addressing past and present forms of systemic oppression.	2: Meets	The K-5 curriculum was co-constructed and purposefully created to include multiple perspectives with the intentional inclusion of historically marginalized and historically excluded groups. The curriculum explores historical and current events from multiple and diverse racial, ethnic, and social perspectives to help students gain a deeper and more complex understanding of the larger human experience. The teaching approaches and strategies invite students to learn about the past and present while working to identify and dismantle injustice, and to promote liberty, justice, and equity in their communities and world. This includes: i. Validating students' lived experiences and values ii. Disrupting power dynamics that privilege dominant groups and perspectives iii. Empowering students to connect to experiences beyond their own, to examine their own perspective and privilege, and to develop a contemporary sociopolitical or critical consciousness of the world around them.

BSD Social Science Grades K-5 Materials Review		
Description	Score	Comments
Offer guidance for a variety of inclusive, cooperative strategies that question stereotypes to engage all student.	2: Meets	The theme of each grade level highlights an important skill needed to contribute and thrive in a diverse democracy: respecting each other; building a healthy community; expressing ourselves; stewarding resources; recognizing and repairing harm; and governing through rules, rights, and responsibilities. Each grade level offers three inquiries connected to its theme through which students engage with a rich array of primary and secondary sources as well as engaging, interactive activities to learn information that will help them make a claim. In inquiry units, the goal is not that every student answers the essential question in the same way. Instead, students are supported to marshal creative and critical thinking to demonstrate that they are capable of offering a reasoned, well-evidenced justification for their position. Teacher guidance and resources to further personal understanding and background knowledge are included in each unit.
Utilize students' prior knowledge, skills, and experiences to provide a context for making sense of events and/or seeking solutions to problems.	2: Meets	Students are engaged through meaningful, culturally relevant, and inclusive curriculum and pedagogy that builds knowledge, critical thinking, research, and communication skills. The curriculum provides opportunities for teachers to tailor and create rigorous and responsive instruction with respect to individual students' academic, developmental, social, emotional, cultural, and linguistic capabilities.
Provide activities that incorporate the arts.	2: Meets	Teachers are encouraged to integrate with other content areas as a core element of the adoption. Suggestions are offered on different ways this can be done throughout the units that include integration of singing, music, writing poems, and different mediums of art, including drawing. There are many activities/assessments where students submit a variety of different projects that utilize an array of artistic expression
Section III: Differentiated Instruction		
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.	1: Partially Meets	While many of the targeted resources offer general teacher guidance in regard to meeting the needs of diverse learners, many materials will benefit from specific scaffolds and supports to allow for a wider range of engagement and differentiation across ELL, SPED, and Alternative Education. A significant number of the variety of targeted materials/multiple sources allow for deep extensions and further applications when it comes to TAG.
Provide direct access to equitable resources through various levels of technology. a. Speech to text b. Text to speech c. Audio books d. Digital copies e. Available in various languages.	1: Partially Meets	Many resources, such as videos and slides, embed seamlessly and securely with Canvas - our district's learning management system - and are compatible with all digital devices, including mobile devices. Some digital platforms and resources have more robust text translation built into them (e.g. Newsela). To make all materials more accessible, BSD's one-to-one device distribution (iPad or Chromebook) for K-12 students, as well as students' access to digital tools available to translate text, video subtitles, etc. will be helpful. In addition, our Social Science website has slide decks with video tutorials demonstrating various apps and extensions available for teacher and student use to support our multilingual learners and facilitate translations as students progress in their growth of becoming bi/multilingual and bi/multi-literate.
Section IV: Extensions & Educator Supports		
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.	2: Meets	The K-5 curriculum was prepared by a national expert in K-5 Social Sciences, in response to directives and feedback from representatives of the elementary curriculum leaders of Beaverton School District. This co-construction was done over a period of time in collaboration with teachers who were early adopters. It was designed with a culturally relevant approach and a culturally responsive Social Sciences education, inviting students to learn about the past and present, to build and grow within their community, to identify and work to dismantle injustice, and to promote liberty, justice, and equity in their communities and world. Lesson plans for each grade level/unit are available online and include present day issues. Curriculum will be adapted as needed. Our content-area TOSA also responds to current events with supplemental resources, as needed.

BSD Social Science Grades K-5 Materials Review		
Description	Score	Comments
Provide ongoing and embedded professional development (e.g. video tutorials, webinars) for implementation and continued use of the instructional materials.	2: Meets	A central part of the elementary PD plan is the partnership, consultation, and collaboration with a national expert in K-5 Social Sciences. BSD partnered in two main areas: professional development and the writing of instructional units of inquiry. At the beginning of each grade level unit, there are short video introductions to center key points of each unit, along with teacher background resources embedded in each unit, so teachers can continue their growth and learning throughout the year. Ultimately, the goal of this PD plan is to empower and improve high-quality, culturally-relevant instruction, and to improve culturally-responsive support(s) offered to students. There was district-required PD during the fall of the 2022-2023 school year, as well as multiple pathways for all K-5 teachers to engage in ongoing professional learning in the months that followed. These professional learning opportunities included, but were not limited to, optional and paid after-school sessions with grade-level colleagues across the district and asynchronous learning opportunities.
Include high interest material and activities in various formats (e.g. photographs, videos, graphics, oral histories, artifacts).	2: Meets	One of the core elements of the K-5 curriculum is high-interest picture books representing multiple perspectives through diverse authorship and analytical views of historical and contemporary issues. The grade-level book lists were intentionally curated to have a variety of English, Spanish and bilingual (English and Spanish) picture books, reference and trade books, and anthologies. In addition to the gorgeous art work in the books, the units weave in photographs, videos, etc. to fully engage students.
Avoid tokenistic presentations of cultures.	2: Meets	Authentic, lived experiences and voices were prioritized in the adoption of materials to ensure students would be immersed in a curriculum that represents broad perspectives and viewpoints, which is especially present in the variety of supplementary texts. Great care was taken to ensure that cultures, ethnicities and experiences were not presented as a monolith.
Include objectives and learning targets written in student centered language.	2: Meets	The BSD Social Sciences learning target model has 4 Academic Learning Targets (ALTs): Knowledge, Critical Thinking, Communication, and Research. The Academic Supporting Targets (ASTs) are student-friendly “I can” statements derived from the 2021 Oregon Social Science Standards Integrated with Ethnic Studies. The ASTs cover the Social Sciences domains of: Civics & Government, Economics, Financial Literacy, Geography, Historical Knowledge, Historical Thinking, and Social Science Analysis. All the 2021 Oregon Social Science Standards Integrated with Ethnic Studies targets were written in condensed, student-friendly I/We Can statements in both English and Spanish. The standards were then sorted into three buckets that K-5 teachers report on: Knowledge, Critical Thinking, and Research. BSD Learning Targets are aligned K-12, the three K-5 targets are the foundation and then 6-12 targets fold in a fourth target of Communication. The goal of the BSD Social Sciences 4 ALT model is to encompass the knowledge, skills, and practices of a critically- minded social scientist, and to deepen the student experience beyond historical knowledge acquisition.
Materials provide access to materials that address current events (digitally, magazine form, etc.)	2: Meets	Instructional materials such as Newsela offer thousands of texts that span diverse perspectives and new content is added daily. The texts are also published at 5 reading levels and have built-in scaffolds such as read aloud and annotation, with some texts available in English and Spanish.
Provide at-home activities with text translation to ensure access.	1: Partially Meets	Many units include videos that embed seamlessly and securely with Seesaw or Canvas - our district's learning management systems - and are compatible with all digital devices, including mobile devices. Some digital platforms and resources have more robust text translation built into them (e.g. Newsela and videos on YouTube). To make all materials more accessible, BSD's one-to-one Chromebook (or iPad) distribution for K-5 students, as well as students' access to digital tools available to translate text, video subtitles, etc. are helpful to enable access for Students with Exceptionalities.

BSD Social Science Grades K-5 Materials Review		
Description	Score	Comments
<p>Provides varied instructional materials including, but not limited to:</p> <ul style="list-style-type: none"> a. maps (print and interactive) b. picture books c. videos d. suggestions for integrated units (chapter books) e. supplemental group sets of books (chapter books, guided reading books) f. vocabulary words with pictures g. content presented through multiple means (e.g., art, music, etc.) 	2: Meets	<p>A key element of our adoption was to integrate a variety of multiple and diverse perspectives, multiple text and non-text resources, and diverse historiography. This targeted approach is anchored in a variety of intentionally-selected materials and multiple sources that include, for example, but are not limited to:</p> <ul style="list-style-type: none"> a. maps present in Newsela, Oregon Is Indian Country, Portland Becomes a City, Since Time Immemorial, and Student Atlas of Oregon b. picture books that feature authentic, lived experiences are a core part of our K-5 adoption. Each grade level has a carefully curated bin with an average of 25+ books c. videos are sprinkled throughout grade level units f. each grade level unit has a set of vocabulary words in both English and Spanish g. content presented through multiple means (e.g., art, music, etc.) - see prior comments
Supplemental texts, visuals, & primary sources address Oregon history and geography.	2: Meets	Part of our adoption includes local resources such as Oregon's Shared History/Tribal History curriculum (Oregon Senate Bill 13), which was created for Oregon students and communities. In addition, supplementary texts such as <i>Oregon is Indian Country</i> , <i>Portland Becomes a City</i> , <i>Since Time Immemorial</i> , and <i>Student Atlas of Oregon</i> offer grounded, local history and geography.
Access to developmentally appropriate materials and vetted websites for student research that are regularly updated.	2: Meets	Resources from Newsela offer digital updates and websites when materials are updated or made available. Newsela offers digital articles at a variety of text levels, lexiles, and languages to ensure more accessibility.
Section V: Monitoring Student Progress		
The instructional materials support monitoring student progress:		
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).	2: Meets	All resources have opportunities to share and print resources including but not limited to readings, rubrics, primary source documents, graphs, and maps. Additionally, some resources offer quiz and test banks, such as Newsela.
Provides teacher access and use of varied modes of assessment (e.g., pre-, formative, summative, peer, group/ collaborative, and self-assessment).	2: Meets	Grade level units offer a wide variety of models of formative and summative assessments. A significant number of the available activities and assessments are suitable as individual and/or collaborative learning experiences.
Provides a variety of exit tickets both written and electronic.	2: Meets	While possibly not framed by name as "exit tickets," many of the variety of targeted materials/multiple sources offer many avenues towards a wide variety of models of diagnostic, formative, and summative assessments, which all serve the same purpose and function as "exit tickets."
Includes embedded online performance tasks that are aligned to state required testing.	2: Meets	Lessons at every grade level require students to evaluate primary and secondary sources, analyze and evaluate their importance, and to take a position and defend a claim with evidence and reasoning. They promote strong writing and thinking about history which aligns with multiple ELA state testing standards, specifically, 9-10.RH.1 & 2, 6, and 9. As part of the units, students learn vocabulary and gain strong content knowledge about history as they collaborate with peers, explore ideas verbally, and ultimately analyze and write an evidence-based essay/paragraph (in upper grades), or participate in an informed discussion, or collaborative conversation. This aligns with 9-10 WHST.1A & 1B.

Oregon Instructional Material Review Summary

BSD Social Science Grades 9-12 2020-2023

Overall Rating

Publisher:	Variety of Targeted Materials/ Multiple Sources		
Title:	9-12 Social Science Adoption		
Publishing Date:	Variety (please see Social Science 9-12 Instructional Materials List)		
Grade Band:	9-12		
Review Date:	Ongoing (2020-2023)		
Part 1: Key Criteria		Meets	
	Legal Requirements	Yes	
	Section I: Alignment to the Oregon Science Standards	Yes	
	Section II-V: Instructional Supports and Monitoring Student Progress	Partially	
Part 2: Supporting Criteria		Meets	
	Section II: Student Engagement	Yes	
	Section III: Differentiated Instruction	Partially	
	Section IV: Extensions & Educator Supports	Yes	
	Section V: Monitoring Student Progress	Yes	
Overall Rating		Meets	

BSD Social Science Grades 9-12 Materials Review		
Description	Score	Comments
Section I: Alignment to the Oregon Social Sciences Standards		
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.	3: Adheres to the Criteria	The variety of targeted materials/multiple sources are grounded within and across specific instructional units, in specific high school courses, that were all crafted based on specific Social Science standards and domains, including both content standards (e.g. historical knowledge, geography, etc.) as well as skills standards (e.g. historical thinking, social science analysis). All 78 of the High School Social Science standards are addressed through the variety of targeted materials/multiple sources.
FOCUS: Present multiple perspectives and analytical views of historical and contemporary issues that align to the Oregon Social Sciences standards. 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.	3: Adheres to the Criteria	The targeted materials/multiple sources allowed for a variety of instructional resources from a variety of publishers, authors, genres/types (e.g. print texts, online platforms), which highlights multiple perspectives and civic engagement.
FOCUS & RIGOR: Address developmentally appropriate best practices for all students. Promote civic awareness, understanding, and action within the school and lifelong civic involvement. Support and guide in-depth exploration and integration of conceptual understandings.	3: Adheres to the Criteria	Instructional units were created with conceptual framing and sourced with a variety of targeted materials/multiple sources, many of which highlight civic awareness and action.
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. Encourage students to support their opinions and thinking with evidence.	3: Adheres to the Criteria	A variety of targeted materials/multiple sources and authorship allows for student critical thinking and research in regard to truth/validity/bias, and specific instructional resources like Newsela and Civics Learning Project allow for authentic inquiry and multiple applications for current real world issues and contexts.
RIGOR: Cultivate an exploration and problem solving of learning through higher level questioning.	3: Adheres to the Criteria	Specifically, Choices units are grounded in student inquiry and research that culminates in students collaboratively articulating one option or perspective through an oral, persuasive presentation, or other mediums which include (but are not limited to) advertising campaign, political cartoons, debates, multimedia projects, periodicals. etc.
COHERENCE: Use developmentally appropriate activities and materials to cultivate active civic participation. Provide opportunities for instruction relating to recurring themes and patterns.	3: Adheres to the Criteria	Specifically, Civics Learning Project materials including but not limited to We The People and Project Citizen, culminate in active civic participation such as student community action projects, simulated congressional hearings, current events learning and debates, etc.
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.	3: Adheres to the Criteria	The variety of targeted materials/multiple sources includes many opportunities for students to develop content knowledge, critical thinking, research, and communication skills, which is achieved by offering a variety of texts (print texts, primary and secondary sources) and non-texts (political cartoons, maps, charts, graphs) in resources like DBQ Online, History UnErased, and Choices. Also, many topics span the social sciences into other content areas such as Choices: Climate Change and Questions of Justice. The History UnErased curriculum is anchored in copyright-secured primary sources curated from digital and print collections from libraries and archives across the nation, as well as the Library of Congress, National Archives, National Park Service, and more.
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: A) essential questions; B) learning targets/objectives; and C) alignment with state standards.	3: Adheres to the Criteria	The variety of targeted materials/multiple sources are bundled in specific instructional units that build upon one another, and are grounded in provocative and open-ended essential questions that are central in resources like Choices and DBQ Project.
Section II-V: Instructional Supports and Monitoring Student Progress		
INDICATORS OF QUALITY: Student Engagement, Differentiated Instruction, Extensions & Educator Supports, & Monitoring Student Progress		

BSD Social Science Grades 9-12 Materials Review		
Description	Score	Comments
Engage students in the understanding of everyone’s rights and responsibilities through social action beyond the classroom.	2: Meets	Specifically, Civics Learning Project materials including but not limited to We The People and Project Citizen, culminate in active civic participation such as student community action projects, simulated congressional hearings, current events learning and policy proposals, etc.
Provide opportunities for varied activities (e.g., hands on learning, physical movements, simulations, research opportunities, integrated technology, and role play).	2: Meets	Civics Learning Project offers opportunities for simulated congressional hearings, and resources like Choices offer role plays where students debate different policy choices and actions in regard to a specific historical event or context.
Address Oregon English Language Proficiency Standards in reading, writing, listening, and speaking.	1: Partially Meets	Many materials will need specific scaffolds and supports to allow for a wider range of engagement across each English language proficiency level; some resources like Newsela are offered in a variety of text levels and lexiles which makes this more attainable.
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).	1: Partially Meets	Similar to above, many materials will need specific scaffolds and supports to allow for a wider range of engagement across ELL, SPED, and Alternative Education); with some resources like Newsela are offered in a variety of text levels and lexiles which makes this more attainable, though a significant number of the variety of targeted materials/multiple sources allow for deep extensions and further applications (e.g. TAG).
Support and guide literacy instruction with leveled and accessible text while teaching social sciences concepts.	2: Meets	Some resources, like Newsela, are offered in a variety of text levels and lexiles.
Aligned to the Oregon Social Science standards.	2: Meets	The variety of targeted materials/multiple sources are grounded within and across specific instructional units, in specific high school courses, that were all crafted based on specific Social Science standards and domains, including both content standards (e.g. historical knowledge, geography, etc.) as well as skills standards (e.g. historical thinking, social science analysis). All 78 of the High School Social Science standards are addressed through the variety of targeted materials/multiple sources.
Provide guidance on discussing controversial or sensitive topics.	2: Meets	Specific resources, such as Choices units, offer teacher-facing context, guidance, and background knowledge that assist in the thoughtful approach to more sensitive issues, topics, and contexts.
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.	2: Meets	The variety of targeted materials/multiple sources offer a significant variety of age appropriate primary and secondary sources 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.
Emphasize academic vocabulary at all levels.	2: Meets	The variety of targeted materials/multiple sources offer and emphasize academic vocabulary in a variety of ways.
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.	1: Partially Meets	Many resources offer a wide variety of models of formative and summative assessment, especially so in reading and writing - e.g. Choices role plays or DBQ Project’s argumentative essays and source analysis graphic organizers - though more supports and connections will need to be made to applying mathematics more intentionally.
Provide multiple opportunities and formats within each unit (e.g., debate, oral presentation) for students to demonstrate skills, content knowledge, and receive feedback.	2: Meets	Many resources offer a wide variety of opportunities for engagement - e.g. Choices role plays, DBQ Project’s argumentative essays - as well as feedback opportunities through, for example, DBQ Project’s online tools and teacher annotations, sticky notes, comments, etc.
Assessments employ use of higher level thinking (e.g., synthesis, evaluation, and analysis) with accompanying scoring guides.	2: Meets	Many resources offer accompanying scoring guides and samples of student work and scoring examples (e.g. DBQ Project’s argumentative essays).
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).	2: Meets	A variety of targeted materials/multiple sources, formats (digital and print), and authorship allows for student critical thinking and research across multiple perspectives and methods (ex. primary source non-text documents, such as a historical painting and accompanying interview with the artist, in a History UnErased resource).
Section II: Student Engagement		
Provides guidance for teachers to support differentiated and culturally responsive/relevant. Supports could include:		

BSD Social Science Grades 9-12 Materials Review		
Description	Score	Comments
Offer authentic and meaningful student-centered activities that build interest and understanding of varied lived experiences.	2: Meets	Diverse authorship across the variety of targeted materials/multiple sources and formats allows for a great deal of cultural relevance and responsiveness through highlighting varied lived experiences.
Foster and encourage conversations, discourse, empathy, critical thinking, and curiosity while addressing past and present forms of systemic oppression.	2: Meets	Civics Learning Project and Choices instructional materials allow for multiple opportunities for student discourse, agency, and action, in varying forms ranging from mock trials to congressional hearings and community action projects.
Offer guidance for a variety of inclusive, cooperative strategies that question stereotypes to engage all student.	2: Meets	Real world and contemporary contexts and scenarios - across resources like Civics Learning Project and Choices units - offer many opportunities for students to develop sociopolitical consciousness and actively participate in collaborative problem solving by engaging in activities like crafting or critiquing public policies and/or legislation.
Utilize students' prior knowledge, skills, and experiences to provide a context for making sense of events and/or seeking solutions to problems.	2: Meets	Resources like DBQ Project provide context in forms such as the "background essay," and ensuing discussion questions, prior to launching into the claim, evidence, and reasoning work of a document-based question.
Provide activities that incorporate the arts.	2: Meets	History UnErased, for example, offers activities such as a critical art analysis of artist Angela Alés' painting "Building a Nation," followed by scaffolded analysis of the painting to discover a more diverse and inclusive reflection of the United States of America and the concept of indigeneity.
Section III: Differentiated Instruction		
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.	1: Partially Meets	While many of the targeted resources offer general teacher guidance in regard to meeting the needs of diverse learners, many materials will benefit from specific scaffolds and supports to allow for a wider range of engagement and differentiation across ELL, SPED, and Alternative Education. A significant number of the variety of targeted materials/multiple sources allow for deep extensions and further applications when it comes to TAG.
Provide direct access to equitable resources through various levels of technology. a. Speech to text b. Text to speech c. Audio books d. Digital copies e. Available in various languages.	1: Partially Meets	Many digital resources from the Choices Program, DBQ Online, History UnErased, and Newsela offer educational technology tools to increase accessibility (e.g. text to speech). Some of the targeted resources are available in Spanish (e.g. DBQ Online, Newsela, and some supplementary texts), though some are offered primarily in English (e.g. Choices, many supplementary texts).
Section IV: Extensions & Educator Supports		
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.	2: Meets	Resources from the Choices Program, Civics Learning Project (Classroom Law Project), History UnErased, National Council for Economics Education, and Newsela offer digital, as well as teacher updates when materials are updated or made available. The digital sources provide BSD educators with the opportunity to select and curate resources to co-construct instructional units and scope & sequences for the new high school courses.
Provide ongoing and embedded professional development (e.g. video tutorials, webinars) for implementation and continued use of the instructional materials.	2: Meets	Teachers have access to a significant amount of training and professional development including both synchronous learning on staff development days, and asynchronous avenues such as video tutorials and webinars, from many of our targeted materials/multiple sources including but not limited to Choices Program, Civics Learning Project (Classroom Law Project), DBQ Project, History UnErased, and Newsela. In addition, our 9-12 Social Science website has extensive, detailed material for their content area as well video tutorials that can be watched any time.
Include high interest material and activities in various formats (e.g. photographs, videos, graphics, oral histories, artifacts).	2: Meets	Many resources offer a variety of texts (print texts, primary and secondary written sources) and non-texts (political cartoons, maps, charts, photographs, graphs) in instructional materials like DBQ Online, History UnErased, and Choices.
Avoid tokenistic presentations of cultures.	2: Meets	Authentic, lived experiences and voices were prioritized in the adoption of materials to ensure students would be immersed in a curriculum that represents broad perspectives and viewpoints. Great care was taken to ensure that cultures, ethnicities and experiences were not presented as a monolith, which is especially present in the variety of supplementary texts.
Include objectives and learning targets written in student centered language.	1: Partially Meets	While many resources offer provocative student-friendly essential questions and general objectives, work will be done internally to align specific resources to more specific Beaverton School District learning targets.

BSD Social Science Grades 9-12 Materials Review		
Description	Score	Comments
Materials provide access to materials that address current events (digitally, magazine form, etc.)	2: Meets	Instructional materials such as Newsela offer thousands of texts that span diverse perspectives and new content is added daily. The texts are also published at 5 reading levels and have built-in scaffolds such as read aloud and annotation, with some texts available in English and Spanish.
Provide at-home activities with text translation to ensure access.	1: Partially Meets	Many resources, including Choices for example, embed seamlessly and securely with Canvas - our district's learning management system - and are compatible with all digital devices, including mobile devices. Some digital platforms and resources have more robust text translation built into them (e.g. Newsela, DBQ Online, History UnErased), while some others are available primarily in English with future plans for more language offerings (e.g. Choices). To make all materials more accessible, BSD's one-to-one Chromebook distribution for 6-12 students, as well as students' access to digital tools available to translate text, video subtitles, etc. will be helpful. In addition, our Social Science website has slide decks with video tutorials demonstrating various apps and extensions available for teacher and student use to support our multilingual learners and facilitate translations as students progress in their growth of becoming bi/multilingual and bi/multi-literate.
Provides varied instructional materials including, but not limited to: a. maps (print and interactive) b. picture books c. videos d. suggestions for integrated units (chapter books) e. supplemental group sets of books (chapter books, guided reading books) f. vocabulary words with pictures g. content presented through multiple means (e.g., art, music, etc.)	2: Meets	A key element of our adoption was to integrate a variety of multiple and diverse perspectives, multiple text and non-text resources, and diverse historiography. This targeted approach is anchored in a variety of intentionally-selected materials and multiple sources that include, for example, but are not limited to: a. maps present in Choices Units, DBQ Online, Newsela, and History UnErased b. picture books such as the supplementary text: The United States Constitution: A Graphic Adaptation (Hennessey, 2008) c. videos present in Choices Units, DBQ Online, Newsela, and History UnErased d. suggestions for integrated units (chapter books) such as the supplementary text: This Book is Anti Racist (Jewell, 2020). e. supplemental group sets of books (chapter books, guided reading books) such as the texts We The People and Project Citizen. f. vocabulary words with pictures present in Choices Units and Newsela g. content presented through multiple means (e.g., art, music, etc.) present in History UnErased.
Supplemental texts, visuals, & primary sources address Oregon history and geography.	2: Meets	Part of our adoption includes local resources such as Oregon's Shared History/Tribal History curriculum (Oregon Senate Bill 13), which was created for Oregon students and communities. In addition, supplementary texts such as The First Oregonians (Berg, 2007) offer grounded, local history and geography.
Access to developmentally appropriate materials and vetted websites for student research that are regularly updated.	2: Meets	Resources from the Choices Program, Civics Learning Project (Classroom Law Project), History UnErased, and Newsela offer digital updates and websites when materials are updated or made available. Some of these digital sources such as Newsela, are offered at a variety of text levels, lexiles, and languages to ensure more accessibility.
Section V: Monitoring Student Progress		
The instructional materials support monitoring student progress:		
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).	2: Meets	All resources have opportunities to share and print resources including but not limited to readings, rubrics, primary source documents, simulations, case studies, political cartoons, graphs, maps. Additionally, some resources offer quiz and test banks, such as Newsela.
Provides teacher access and use of varied modes of assessment (e.g., pre-, formative, summative, peer, group/ collaborative, and self-assessment).	2: Meets	Many resources offer a wide variety of models of formative and summative assessment, including Choices role plays or DBQ Project's argumentative essays and source analysis graphic organizers. A significant number of the available activities and assessments are suitable as individual and/or collaborative learning experiences.
Provides a variety of exit tickets both written and electronic.	2: Meets	While possibly not framed by name as "exit tickets," many of the variety of targeted materials/multiple sources offer many avenues towards a wide variety of models of diagnostic, formative, and summative assessments, which all serve the same purpose and function as "exit tickets."
Includes embedded online performance tasks that are aligned to state required testing.	2: Meets	DBQ Online's Document-Based Questions (DBQs) require students to evaluate primary and secondary sources, to analyze and evaluate their importance, and to take a position and defend a claim with evidence and reasoning. The DBQ Project promotes strong writing and thinking about history which aligns with multiple ELA state testing standards, specifically, 9-10.RH.1 & 2, 6, and 9. As part of the DBQ process, students learn vocabulary and gain strong content knowledge about history as they collaborate with peers, explore ideas verbally, and ultimately analyze and write an evidence-based analytical essay, or participate in an informed discussion, debate, or collaborative conversation. This aligns with 9-10 WHST.1A & 1B.