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Criteria for the Review and Adoption of Instructional Materials for:

Categories 1-6: Oregon Social Sciences– Grades K-5, 6-8, and 9-12 History, 9-12 Civics and Government, 9-12 Geography, 9-12 Economics

Legal Requirements Section

1. Basal Instructional Materials Requirement

   The submitted materials must make up an organized system of instruction that provides opportunities for teaching the 2024 Social Science Standards, including the Essential Disciplinary Practices.

   Does the program meet the above requirements for basal instructional materials?

   Yes   No

2. Nondiscriminatory Requirement

   Submitted materials must provide models, selections, activities and opportunities for responses, which promote respect for all people described in ORS 659.850 and OAR 581-021-0045; materials must support program compliance standards described in OAR 581-021-0046.

   Does the program meet the above nondiscrimination requirements?

   Yes   No

3. National Instructional Materials Accessibility Standard (NIMAS)

   Submitted materials must include assurance from the publishers that they agree to comply with the most current NIMAS specifications regarding accessible instructional materials. NIMAS files must be submitted to the National Instructional Materials Access Center (NIMAC) by February 1, 2026.

   Does the program meet the above requirements for NIMAS?

   Yes   No

4. Digital Manufacturing Standards and Specifications for Textbooks (MSST Form B and M):

   Submitted materials must include assurance from the publishers agreeing to comply with the most current manufacturing standards and specifications (MSST Form B and M).

   Does the program meet the above MSST requirements?

   Yes   No

Part 1: Oregon Social Science Baseline Criteria [K-HS]

Criterion	Description	Metric 1	Metric 2	Metric 3	Metric 4
Criterion 1.1 Alignment to Standards	Description: Materials incorporate the majority of grade-/course-level standards in a way that promotes rigor and depth of learning	**COMPREHENSIVE** Materials address a significant majority of the grade-/course-level standards and promote the ability of educators to teach a more complete history, integrating the diverse perspectives and contributions of traditionally underrepresented groups.	**DEPTH OF CONTENT** Materials encourage a deep understanding of Domain Concepts*. Materials encourage student engagement with complex texts, problems, or scenarios that require critical thinking and analytical skills aligned with grade-level expectations. *See page 5 of 2024 Oregon Social Science Standards	**SOCIAL SCIENCE PRACTICES** Materials seamlessly integrate the Essential Disciplinary Practices* through regular and authentic engagement opportunities. Students have multiple relevant opportunities to apply learned content and skills demonstrating the interconnectedness of the standards. *See page 6 of 2024 Oregon Social Science Standards	**RIGOROUS LEARNING** Tasks and assignments are appropriately aligned with grade-level expectations and require students to apply higher-order thinking skills.
Criterion 1.2: Scope and Sequence	Description: Materials present a clear pathway for educators to address the content and skills in a coherent sequence, grounded in the standards	**COHERENT DESIGN** Materials are organized in a sequence that builds on prior knowledge and increases in complexity throughout the course or grade level. The sequence aligns with the natural progression of concepts and skills outlined in the standards.	**CONNECTIONS TO STANDARDS** Materials provide transparency in how the sequence aligns with and supports the full range of grade-level standards including connections to previous and future learning.	**FLEXIBILITY** Materials offer guidance for adapting instruction to different timeframes, learning environments, and/or student needs while maintaining the overall coherence of the sequence. Resources include strategies for addressing prerequisite knowledge or skill gaps and guidance on prioritizing content when necessary.	

Criterion	Description	Metric 1	Metric 2	Metric 3	Metric 4
Criterion 1.3: Practice and Skills	Description: Materials align with Oregon's Essential Disciplinary Practices for social science practices.	**INQUIRY & ANALYSIS** Materials are organized to provide consistent opportunities for sustained inquiry through questioning, reflection, and analysis of diverse, strategically sequenced sources. Students are encouraged to generate and explore their own questions and understandings.	**DISCIPLINARY THINKING & COMMUNICATION** Materials offer regular and varied opportunities for students to engage in discipline-specific thinking, reading, writing, listening, speaking, and analyzing. Materials mirror the practices of social science scholars and include various types of sources.	**EVIDENCE-BASED REASONING & ARGUMENTATION** Materials provide diverse opportunities for students to engage in evidence-based reasoning and discourse, critically evaluate and use evidence from sources, and construct well-supported arguments and conclusions.	**APPLICATION & CIVIC ENGAGEMENT** The instructional materials foster students' ability to connect their learning to real-world contexts and participate in civic life. They provide opportunities for students to apply their knowledge and skills to address authentic issues at various levels of societies, from local to global, while offering educators the necessary resources to guide this process.
Criterion 1.4 Holocaust and Genocide Education (6-12 History only)	Materials accurately address genocide, the historical origins of antisemitism and key events of the Holocaust.	**ANTISEMITISM AND HOLOCAUST** Materials explain the historical roots of antisemitism and cover significant events and policies of the Holocaust.	**GENOCIDES** The content includes comprehensive and accurate historical information on genocide.	**PREVENTION AND INTERVENTION** Materials discuss modern efforts to prevent genocide, including international laws and organizations.	**RESISTANCE AND RESILIENCE** Content highlights historical and contemporary examples of resistance and resilience among targeted groups throughout history.

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Part 2: Equitable Student Engagement and Cultural Pedagogy Criteria [K-HS]

Criterion	Description	Metric 1	Metric 2	Metric 3	Metric 4
Criterion 2.1: Engagement & Relevance	Materials give opportunities for rigorous, student-driven learning. Materials provide opportunities to connect to relevant topics, provide authentic contexts and experiences, and allow students to explore ideas, interests, and values.	**RELEVANCE** Materials include culturally relevant and diverse contexts. Materials support the integration of contemporary social issues, connecting grade-level concepts to current contexts.	**STUDENT AGENCY AND CHOICE** Materials offer multiple pathways for investigation and expression, allowing students to pursue individual interests while meeting learning objectives. Students have opportunities to make meaningful choices about their learning process and demonstration of understanding.	**ADAPTABILITY AND EXTENSION** Materials include adaptation strategies to differentiate learning for all students. Examples may include extensions to build on prior learning or scaffolds to support students in reaching grade-level content.	
Criterion 2.2: Culturally Responsive Instructional Support	Materials provide equitable inclusion and representation of diverse perspectives and experiences.	**REPRESENTATION IN CONTENT** Materials include a wide-range of histories, contributions, and perspectives across various aspects of identity including race, ethnicity, gender, ability, socioeconomic status, geographic origin, and religion. Representations are multifaceted avoiding stereotypes and reflecting both historical and contemporary contexts.	**MULTIPLE PERSPECTIVES** The materials integrate multiple perspectives on historical and contemporary issues, encouraging students to consider global perspectives and international issues, and fostering students' understanding of the interconnected nature of our world. Materials promote critical thinking about diversity, equity, and inclusion as integral parts of the subject matter.	**ASSET-BASED** Materials empower educators to identify, value, and leverage students' funds of knowledge from their homes and communities as resources.	

Part 3: Technical Usability Criteria [K-HS]

Criterion	Description	Metric 1	Metric 2	Metric 3	Metric 4
Criterion 3.1: Supports for Teachers	The materials include opportunities for teachers to effectively plan and utilize materials with integrity and to further develop their understanding of the content.	**SUPPORTING GUIDANCE** Materials include detailed teacher guidance providing clear instructional strategies, lesson plans, and pacing suggestions. Rationale for instructional choices, anticipated student responses or misconceptions, and suggestions for differentiation to support diverse learners.	**PEDAGOGICAL CONTENT KNOWLEDGE** Resources incorporate embedded professional learning opportunities that enhance educators' content knowledge and pedagogical skills including approaches to underrepresented histories.	**HOME CONNECTION** Materials provide strategies for engaging all partners–including students, families, or caregivers–about the program and suggestions for how they can help support student progress and achievement.	**CONTENT EDITABILITY** Materials are designed to allow a teacher to differentiate content and vary modes of communication within lessons, tasks, or other activities for students.
Criterion 3.2: Supports for Students	Materials have explicit teacher support with suggestions (routines, strategies, etc.) for how they can meet the needs of individual learners. Support materials include live updates (data sources, current events, etc.).	**STRATEGIES FOR SPECIAL POPULATIONS** Materials provide scaffolds to support students from special populations in their regular and active participation in social science learning (i.e. students who are multilingual, students experiencing disabilities, and/or students identified as TAG).	**EMERGENT BILINGUAL STUDENT SUPPORT** Materials provide strategies and support for students who read, write, and/ or speak in a language other than English to enable their full participation in learning.	**STUDENT EDITABILITY** Materials include resources for students and allow them to show their understanding and comprehension through different modes of expression.	

Criterion	Description	Metric 1	Metric 2	Metric 3	Metric 4
Criterion 3.3: Digital Learning Design Elements ***This criterion is not required. Quality indicators are provided for evaluation if digital components are present.**	The materials are attentive to digital design elements specific to structure, support for users, and adaptability of materials.	**MATERIALS USABILITY** The organizational structure of the digital materials allows for intuitive navigation and meaningful interaction on a variety of devices.	**LEARNING RESOURCES** The digital materials provide support for users in a variety of settings, including: • Professional learning resources to support educators' use of the materials and content. • Robust support to help families understand and utilize the materials while supporting their students at home • Support for students working independently. • Support for emergent bilingual students. • Support for students with disabilities.	**MEDIA INTEGRATION** Digital and multimedia elements support, rather than distract from, intended learning outcomes and instructional content.	**ADAPTABILITY OF MATERIALS** Digital materials allow teachers to adjust and adapt documents and resources to meet student needs. (e.g., translating materials, modifying reading levels, downloading capacity, etc.).

Part 4: Assessment Criteria [K-HS]

Criterion	Description	Metric 1	Metric 2	Metric 3	Metric 4
Criterion 4.1: Formative Assessment Process	Materials embed formative assessments throughout units to evaluate student learning progress and inform social science instruction.	**MULTIPLE OPPORTUNITIES** Materials include diverse and strategically placed formative assessment opportunities throughout each unit. These may include quick writes, exit tickets, discussion prompts, graphic organizers, or short quizzes aligned with lesson objectives and providing ongoing insights into student understanding.	**LEARNING RELEVANCY** Formative and summative assessments align closely with the unit's learning objectives and build towards summative assessment goals, allowing for timely interventions and adjustments in instruction.	**INTERPRETATION OF FEEDBACK** Assessment tools provide clear guidance for using a strengths-based approach in interpreting student responses and offer suggestions for targeted feedback. Materials include strategies for using assessment results to inform instruction, such as reteaching suggestions, extension activities, or differentiation options based on student performance.	**STUDENT REFLECTION** Materials incorporate opportunities for students to assess their own learning and reflect on their progress. This may include self-check questions, peer review activities, or reflective journaling prompts that encourage metacognition and support students in taking ownership of their learning in social science.

Criterion	Description	Metric 1	Metric 2	Metric 3	Metric 4
Criterion 4.2: Summative Assessments	Materials incorporate summative assessments that support students in demonstrating deep knowledge of social science content, concepts, and skill.	**ALIGNMENT** Materials include performance tasks that are comprehensive, inclusive, and aligned with social science standards including the ten Essential Disciplinary Practices.	**VARIETY** Materials include multiple assessment formats that cater to different learning styles and allow students to demonstrate their understanding in a variety of ways. This may include verbal or written responses, in-depth projects, presentations, debates, or performance tasks that simulate real-world applications of social science concepts.	**AUTHENTICITY** Assessments allow students to engage with social science issues and topics relevant to contemporary civic life and democratic discourse.	**CLARITY & FEEDBACK** Materials include clear scoring criteria while providing structured opportunities for feedback, reflection, and improvement before final submission.
Criterion 4.3: Integrated Assessment System* ***This criterion is not required. Quality indicators are provided for evaluation if an integrated assessment system is present.**	Diagnostic, benchmark, and/or interim assessments are integrated into instructional materials in ways that support the learning process. Student results are interpreted relative to the performance expectations of the standards (i.e. criterion-referenced, as demonstrated by student evidence gathered in the learning environment, and recommend instructional next steps.	**ASSESSMENT DESIGN** Diagnostic assessments are well-designed, rigorous, connected to standards, and offer multiple opportunities and modalities to demonstrate knowledge and/or skills.	**DATA QUALITY** The assessment system provides clear and actionable data that allow educators to respond to specific student strengths and opportunities for growth.	**RESPONSIVENESS** The assessment system is connected to resources designed to meet students' specific opportunities for growth. Intervention and extension materials effectively accelerate student learning. (These resources serve to answer the question, "Now what?")	**FAMILY ENGAGEMENT & COMMUNICATION** If the assessment system provides reports and/or diagnostic information to families, those resources are accessible in multiple languages, allowing families to effectively partner with their child(ren) in the learning process.