

Session 1: Taking a Closer Look: Oregon's 2024 Social Science Standards

Oregon Department of Education

<https://youtu.be/aVgGMseCAoY?si=zuQcteuFWXhuvqwP>

Rawlin: Good afternoon everyone. We're very thrilled to welcome you to our first session in our virtual professional learning series on Oregon's 2024 Social Science Standards. This workshop was really designed to be interactive in a space where we can all collaborate, learn, and grow together. So we really strongly encourage all of you to use this time to really connect with fellow educators from across the state. Ask those burning questions that matter in your specific context, and of course, share your valuable insights to this work. Throughout our time together, we're going to be breaking up into smaller groups where you can turn your cameras on, join the conversation, and really we hope that you build meaningful connections with your colleagues. We're generally excited about this opportunity to really deepen our collective understandings of these new standards, discover some effective implementation strategies, and really create a supportive community that can help navigate challenges that will undoubtedly arise with confidence and creativity.

So let's go ahead and get started. So my name is Rawlin Rosario. I'm a former middle school humanities teacher as well as an instructional coach who now serves as a senior program manager here at WestEd. For the past three years, I've had the incredible privilege of collaborating with the Oregon Department of Education and meeting some incredible educators throughout the state. In my current role, I'm really supporting the virtual professional learning series and really here to help provide you all with resources and guidance as we implement these new social science standards. So I'm truly delighted to be here today and I'll pass it to my colleague. Brittany.

Brittany: Thank you so much, Lyn. Good evening everyone. My name is Dr. Brittany Chambers as well, as well as a program associate too here at WestEd, working with ODE and collaborating with them on this social science standards implementation. I come to you today with a wealth of knowledge from K 12. I'm a previous social studies teacher myself where I loved talking to students about these topics that we're going to be discussing tonight. I was also an assistant principal at one point in my life, so I got to wear that hat of overseeing leadership and supporting teachers and developing themselves and having these difficult conversations. And so I come to you as well with Lin working across many projects, being on this ODE project for now, almost a year. And so really excited to be in front of you all today and be a part of this session.

Rawlin: Awesome. Let's go ahead to our next slide where actually I'll pass it over to our partners at ODE to introduce themselves.

Vanessa: Good evening everyone. I'm Vanessa Martinez, use she her pronouns, and I'm the director of standards and instructional support, and that's where social science is nested on a beautiful team with all the other content specialists leading for that work across the state. And just really thrilled and grateful that you all are here on a late evening and being really curious about our new standards. A lot of great work has gone into them and just really excited to think about implementation and what it will look like in our classrooms. So thank you so much for being here and excited to learn alongside you. I'll turn it over to Amit.

Amit: Yes, thank you Vanessa. I'm Amit Kobrowski. I'm the state social Science Specialist at the Department of Education. I see a couple familiar names here, but lots of new names. So thank you for

coming into this meeting today, five o'clock in Oregon. So it's great to see you all here. Just like Vanessa said with curiosity about what we're doing with our new standards and the standards really represent more than just a routine update. I think this time when you're looking at the 24 standards, if you're looking them for the first time tonight. But if you've taken a look already, you know that there's a new format that's involved. There's more inclusive and dynamic approach to building student understanding, and that really the standards are doing a lot of work to integrate the legislation that came out since 2017, really all the way until pretty recently with our civics update and our personal finance update.

So you'll see all of that reflected throughout the standards. We won't get to all the details tonight, but I encourage you to sort of take a look if you haven't already done so, to take a deep dive there. In addition to the tonight, we have lots of professional learning opportunities that you've seen in some mailings and some information sessions already, so encourage you to check those out as well. There's additional virtual professional learning sessions. There's three more of these, and then we also had some in-person sessions that are happening across the state. And then this summer we'll be launching those modules, those learning modules that really take a deep dive. And WestEd has really been a great partner in helping us put those together. So encourage you to take a look at all those things. And then just finally thinking about next steps after this year is up is really about the ongoing professional learning that's going to be so key to effectively implementing these standards. And that's really being done at the ESD level and the district level, and we're very excited to learn about what you're all doing and if any support that ODE can provide for those professional learnings. So again, thank you very much for being here and I'm going to let WestEd take it from here.

Rawlin: Thank you so much to our partners at ODE. Could have done this without you, and we're excited to get this kicked off. So before we really dive into content and the bulk of our session, we really want to establish some norms that will help us create a more productive and just respectful environment as we begin to engage in these conversations. So first one here is that we ask you to respect time and structures. We have two hours with you all and we hope to get you all out on time and respect everyone's time, and we hope that you'll take advantage of the way that we've structured this session in breakout rooms and different modalities of participation. So we really want you to feel like your time here is valued. The second piece is to allow for a space for equitable participation. So really making sure that everyone has the opportunity to contribute their thoughts and their perspectives in breakout rooms.

I know maybe we don't all know each other, but invite your colleagues in, right? Don't be afraid to share your opinions. Don't be afraid to ask those burning questions. So that sort of leads us to our next norm is engage in curiosity led discussions. We really want you to ask those thoughtful questions, explore new ideas. And then lastly, above all really showing mutual respect to everyone. We can do this in many ways, but really listening attentively to folks when others are speaking and really just valuing diverse viewpoints and going on this learning journey together. And like I said in the beginning, we hope that this is a very interactive session, so please be prepared to actively participate in whatever form feels best for you, whether that's unmuting with the whole group, whether that's typing some things in the chat or engaging in those small group discussions.

And then lastly, I just want to acknowledge that we may not have time to address every question during our limited time together, but please know that that doesn't mean that your questions are invaluable. We'll definitely be taking careful notes throughout the session and we'll follow up via email with any participants whose questions we couldn't get to. And then additionally, we'll be compiling an FAQ document that will address common questions across all the different sessions that will be posted after

all sessions are complete. So we hope that in this way, folks will have access to the information they need even if we aren't able to cover it in our time together. So please take a look at these norms, think about which one you want to commit to today to help us really create a collaborative atmosphere where everyone feels heard and where we can all accomplish our goals for today.

Great. So we talked a little bit about who we are. We want to really quickly just get a pulse on who's in the room and where are you coming from. So if you could, as Brittany shares her screen, you can hover your mouse over the slide and there should be an annotation button in green on the left bottom corner. And if you click that button, it becomes sort of an annotation tool and it'll present you with a number of options. So you can click on an arrow and really place that icon on the map of Oregon State. Let us know where you're coming from and if you could also in the chat just share your role and region.

Rawlin: I need some help from ODE folks. Where are folks coming

Brittany: From? Also, don't forget to drop in the chat your role in your region. So what role you play and where you currently are. I know we are doing the map, which I think is a very interactive thing, but also feel free to drop it down below. I see Beaverton, Portland, district wide instructional coaches moving fast. Thank you. Okay, teachers, thank you also so much for being here. And it seems like we have some diversity here. Springfield. Okay, thank you so much. Statewide virtual charter. Thank you so much for being here, and please feel free to get those annotations up there. Well, thank you guys so much and feel free to continue to drop those into the chat. I am going to clear this back out so we can continue to move forward with our presentation. But again, thank you so much. Oh, I see somebody still adding, so I'm going to pause for a second so we can get that. We're going to do a quick screen grab of where everybody is. And thank you guys so much for participating. I,

Rawlin: Alright, last order of business. I think just another reminder, if you could all rename yourselves and just give us your first and last name and maybe the grade or grade levels that you are all working in. Could be either K to 12, three to five, six to eight, or nine to 12. It would just really help us as we do breakout rooms later on to place you in the correct spaces.

Brittany: And if you need help with that, feel free to chat one of our Zoom support and they can help you with that as well. So we are offering four virtual professional learning sessions and tonight you are participating in session one. Each one will be offered twice on the dates shown on the screen. And this is session two of session one. While these can be engaged as standalone sessions, each one offers a specific focus and different social science content. So understand that you'll be getting a little bit of something different at each session. And it is intended that if you participate in these sessions as a series, you will greatly deepen your knowledge of standards aligned social science content. So we would encourage you all to please, please sign up for the additional sessions as you are preparing for implementation as they all offer something different and unique. That definitely helps you build upon your social science skills and ways that support you implementing the new standards. And so you will be able to locate these standards in a workbook that, excuse me, these sessions in a workbook that we are going to share with you later. And then we'll also share links in a chat where you can find the registration link to these other sessions.

Our learning goals for this session will include understanding how the new standards differ from previous versions, incorporating essential disciplinary practices and transformative social emotional learning and transformative SEL into instruction, developing discussion questions that reflect culturally responsive pedagogy and transformative SEL practices and deepening your knowledge of social science

content related to the standards. And so we are going to try to touch on all of these things in the time that we have you this evening, and we know it's very ambitious, but we hope that this session will touch on each one of these. So in the chat you are going to find a link to a workbook that you will be able to access, and we have created a participant workbook to kind of help you work through the session and it's intended to provide you as a guide through the session. So there's a table of content links to the resources that we're going to share, note taking space, and all of the discussion prompts that can be found in this workbook. And so Kamilah just dropped that in the chat, so feel free to hit that link and then make a copy. You can make that copy and then name it whatever you would like. You can also download it and just use it as a document on your laptop or tablet, but we encourage you to definitely use the workbook as we go throughout the, and I'll pause to see if anybody has any questions around the workbook.

Awesome. So we are going to jump right into an overview of the social science standards. And we are going to do this pretty briefly. And the reason we are going to do this pretty briefly is because last semester or last fall, we actually held a webinar and that webinar is actually going to be available to you on the website that is going to come out later this year. And so we would want people to go back and look at that webinar and use that as a grounding point to really get a full overview of the standards and then come back to these sessions to start deepening your knowledge of how to then embed the standards. So we're just going to do a very brief overview of the standards today. And before we do that, we would love for you all to tell us where your familiarity is with the standards. So choose the number that corresponds to your level of familiarity and share that corresponding number in the chat. So one, you'll drop a one in the chat if you know nothing. Two, I know a little three I know a fair amount, and four I know them well.

And it seems to be, we have some threes and twos. I see one, one and we're glad to have you here going to learn a lot about the standards tonight. But lots of twos and threes. Somebody said three, four. Okay, awesome. But yeah, lots of twos and threes and that's likely what we expected. So thank you all for being here. And again, we welcome all of those in who are also being introduced to the standards. Oregon revised the 2024 social science standards to include integrating ethnic studies, holocaust, genocide and tribal history, shared history concepts. And so integrating these concepts throughout the 2024 Oregon social science standards reflects a commitment to providing students with a more complete and accurate understanding of historical and contemporary society. The revised standards weave together diverse perspectives, experiences and contributions. So people that are often left out of history, these people are now included their perspectives, their lenses, they examine the complexity and influences of social structures and historical events as well as modern society and how history can definitely impact the way things are playing out in modern society.

They build on critical thinking and cultural awareness. They support students in becoming informed and engage citizens in a pluralistic democracy. They help them develop the knowledge and analytical skills needed to understand the past and navigate the present. And then lastly, they integrate the transformative SEL with the social science standards to help support a classroom climate for exploring and discussing complex histories. And so again, these standards are meant to really change the way students address and think about different topics, especially diverse topics and unique and different histories and perspectives and lenses. And the good thing about it is the transformative SEL is already embedded within the social science standards and we are going to talk about the transformative SEL today later and how to use those when working with content and when also trying to incorporate these new social science standards.

So let's navigate to the standards right here. You can pull out your device, your phone, your tablet, and scan the screen. And also you can find in the chat a link to the standards where you can pull them up and access them here. You can then start to browse them and get acquainted with them. And I'm pretty sure you all have access to them, but if you don't, here they are. And you can also find a link to these in your workbook. And again, that link is in the chat. So here are some key revisions and additions that have been made to the standard that we really just wanted to do some high level touching on this evening. Some of those additions include relevant legislation and guiding principles around the standards. So approaching different definitions using inclusive social sciences and traditionally underrepresented as some new language that will be used within the standards being very content specific and providing examples for different levels and grade bands that educators can use.

Also, incorporating new standards for K five that actually get students talking about their history, their local community as well as Oregon's history learning concepts for each domain. So we'll get a brief introduction to those concepts and what they look like. And then lastly, the flexibility within middle school to be able to teach the standards chronologically or geographically or thematically. And so those are just some of the key revisions that we wanted to highlight tonight as some of the things that have been updated within these new standards. And I'll pause there just to see if anybody wanted to come off mute or drop anything in the chat around any of these additions and revisions.

Awesome. Where these come from, these are informed by legislation. And so this is just some of the legislation that informed these due standards guidance for transformative social and emotional learning was introduced. And you can find this on page eight, the incorporation of Holocaust and genocide learning objectives can also be found in the document that you just scanned earlier. And these introduced nine learning objectives for integrating K 12 social science standards. The new civic standards also were incorporated. And so they were required schools districts to offer a standalone five credit civics course as part of the 24 diploma credits, the integration of the tribal history, shared history lessons, and then the adjustments to financial literacy. So all of these were informed by legislation as well as other standards. And so this is just a moment where we would like to emphasize that these standards are not just something that your principal or your district is enforcing or asking you to do. These are state mandated and state backed. And so you have the full support of the state of ODE leadership who are encouraging you to lean into the standards and feel empowered teaching them and having meaningful discussions in your classroom and in your schools.

And so like we stated, these are just the domains that the new standards are now placed into and compartmentalized into. And so when you start seeing these letters, you can start to differentiate between what they mean, C for civics, G for geography, E for economics, and H for history. And you will find these spread all throughout the K 12 span. So each grade is touching a little bit on all of these, but it's very grade level appropriate and it integrates different things and concepts and examples can also be found in the standards. And so here we just wanted to give you an example of what grade history one looks like. So again, using those codes that we just seen there, the age, the history, looking at that, this is grade level one. The examples to the right where you can see day of the week, month B, C, E versus ce, they start to talk about community pride, inclusive practices, cultural exchange. They can build a family tree and start to even talk about their own cultural identity even in first grade. And so there are many things integrated across all of the grade bands that touch on the concepts that we just saw across the standards.

So I'll pause here to see if anybody has any questions around this example for grade one. So are there any questions? Doesn't have to be about that particular example, but does anyone have any questions

or anything that's lingering with them that they really feel like they want to get out? You are more than welcome to come off mute or drop it in the chat. And we really want you to think about the standard implementation. Maybe if it's a question around why do they feel like they needed to change the standards next steps after all of this, will it be required as far as being audit? I'm not sure, but any questions that you may have, feel free to ask those.

And if not, you may save those for your breakout discussions. And that is okay. Sometimes we like to ask questions and engage in smaller sessions. And so we are going to actually move to a breakout discussion right now where our zoom tech is going to be setting us up for breakout rooms. And so we want you to move into these breakout rooms thinking about this question right here. What is at top of your mind as you consider the implications of implementing the new social science standards in your school or classroom? Are you anxious? Are you excited? Are you saying I need more content? Do you feel like you need more pedagogy? Are you worried about more professional learning and learning this on a continuous space? What is that top of mind? Is it things happening in your community or school already? Are students talking about these things already in your classroom?

And so you've already been doing this, what is top of mind as you think about implementing these new standards? Our Zoom support is setting up the breakout rooms. We are going to move to these in just a moment, but we really want you to reflect on these, spend some time talking to your groups about these questions and then we'll come back together as a whole group and kind of hear from a few people around what's top of mind around these new standards. Welcome back, welcome back. I hope you all had some very meaningful discussion with colleagues and those of you in your groups. And so I would invite one of two of you to come off mute or share in the chat any highlights from your discussion or questions that you may have that came up while you all were talking around these new standards and how you're feeling about implementing them. And again, feel free to come off mute or drop it in the chat.

Amit: Brittany, can I share my group a little bit? So I had the six eight group and it was IC in the house. And so we had two fairly new teachers to social science for six eight, and then also the district librarian, which is such a great resource to have to have a district librarian, number one. Number two, to have a district librarian who has the background that PA has in both library science and history, and this passion for building a strong social science library. We talked about the way the standards and the examples and the standards can just help create book lists and topics. And so that's really great. And then the teachers who were there we're really just honest about, Hey, we're looking at these for the first time and we're trying to figure out what does the six seven split mean and how do we divide up the standards in our one teacher for one grade level.

So all the responsibility on one teacher for all those standards. But what we were talking about most I think is that determining your standards and determining your scope and sequence is forever work. It's not one professional learning session, it's not the day before school starts or that week of professional learning. It's like you're trying things out and then next year you try something different and just we're going to strengthen this. We're going to shift a little bit. So it's really exciting to be just remembering back to what it's like to be a new teacher and digging into standards and curriculum. So it's a great group.

Brittany: Thank you for sharing that. I think that's a great idea. Using the standards as a way to build a book list seems like a great starting point for librarians and classroom teachers thinking about what to put in front of their students. So thank you for sharing that. And then I see also in the chat that in the

three five group they talked about social study time being limited and the need to weave into ELA and math, social studies, content and standards, and they share some lesson resources. So we're definitely going to circle back to that later. So keep those resources close by as we think through those and we absolutely agree how they should be weaved in together. So thank you all for sharing. So now I'm going to turn it over to Rawlin who's going to talk about integrating ethnic studies, Holocaust and Genocide education.

Rawlin: Awesome. So as we discussed these new 2024 standards, we really want to talk about and focus on how they expand the narrative that has been historically represented in K through 12 social science education. So what does it mean to expand the narrative? So rather than relegating diverse topics to niche areas, now they are embedded at every level. And so for instance, instead of having a single women's histories month unit, the contributions of women like Catherine Johnson and mathematics and science, Dolores Huerta in Labor rights and Ruth Bader Ginsberg and Law are integrated throughout the curriculum, wherever relevant to the subject matter. And so it's super important for us to think about how this works throughout all of our curriculum and not limiting these narratives to just these small pockets and areas. Secondly, we really want to note that there's an intentional integration that ensures that students are consistently exposed to ideas and perspectives that really reflect our diverse world.

So thinking about things such as studying the American revolutions, students won't just learn about the founding fathers like George Washington and Thomas Jefferson, but they'll also learn about folks like Crispus Attucks, an American sailor of African and Native American descent who's often regarded as one of the first people to lose his life for fighting for the freedom of this nation in the Boston Massacre. Or they'll learn about Elizabeth Freeman whose court case helped end slavery in Massachusetts. Next, we think about investigating and discussing gender, race, ethnicity, sexual orientation, religion, class and disabilities, nurturing empathy and equipping students with those analytical skills for those complex social issues. And so in practice, this means things like when we're studying the civil rights movement, for example, students will not just examine racial equity efforts, but also how organizations like the League of United Land, American citizens advocated for Hispanic Americans and how the Americans with Disabilities Act evolved from earlier iterations of the civil rights frameworks.

So we hope that students with these new standards will delve into these historical and contemporary impacts of these identities on societal's structural frameworks. And so we want to immerse students in being critical thinkers, for example, like analyzing how redlining practices in the 1930s continue to affect housing patterns and wealth distribution today, or examining how Title IX transformed educational opportunities for women and girls in sports and academics. And then lastly here, by highlighting these underrepresented narratives, we really hope to enrich education and honor those marginalized voices, including studying indigenous perspectives on Westford expansion, learning about the contributions of LGBTQ plus figures like Alan Turing in computer science or Bayard Rustin in the Civil rights organizing, and really exploring the impact of religious diversity on American culture through figures like Malcolm X. So we think that these standards are doing a better job of really including all of our marginalized groups and again, not really relegating them to these niche areas and incorporating them throughout.

Now, let's examine who we're talking about when we're discussing expanding this narrative in social science education. So really the standards play student learning experiences at the center of instruction, making this education really purposeful and also practical. Practical. And so when we use the term underrepresented, what we're referring to and what the Oregon Department of Education specifically defines as the absence of history, contributions and perspectives of individuals and groups in the traditional approach to social science standards or within previous textbooks. And it's very clearly

defined in the house, bills 2845 and 2905, which identify those 16 specific groups that have really been historically marginalized in our curriculum. And they're all listed out on page eight of the standards. Now, the standard developers have really thoughtfully considered the practical challenges of incorporating all 16 groups into every lesson. And so this is where culturally responsive and relevant pedagogies really become essential. And as educators, it's really important for us to consider about how we make these intentional decisions about which groups to center in our specific lessons, really based on the representations of your own context, what does the representation of your school community look like of your classroom and of the broader Oregon context? So let's do a little check for understanding here with a concrete example. So just wondering, put it in the chat, if you were teaching a lesson, let's say on the Transcontinental Railroad in the United States, what groups might you include in your lesson?

Feel free to put that in the chat. So again, if we are teaching a lesson on the Transcontinental Railroad in the us, what groups might we want to include in our lesson?

Seeing some responses, Irish, Chinese native tribes on the planes, bankers, native Americans, Chinese immigrants. So we really want to pay attention to all those parties that are affected. And that might look different in every folks' lesson depending on where they are, depending on who the students are in front of them. But I think the idea is here that we're including these groups so that our students can get really these windows through which they can look at different perspectives, and then also sliding glass doors that really allow them to step through and be transported into other lived experiences. And so this balance really helps our students develop a sense of identity, but also a broader cultural understanding of different cultures that they might come in contact with and not know about.

Thank you for engaging there. And so really, to support the implementation of these standards, the Oregon Department of Education has developed a series of fact sheets really designed to help deepen your understanding of the key content areas that are related to the 2024 social standards. So we want to introduce you and give you some time to sort of peek at these resources. There are six total covering ethnic studies, integration and Holocaust, which you can see here display on the slide as well as there's additional fact sheets on genocide studies, essential disciplinary practices, tribal curriculum and underrepresented students. And each fact sheet follows a similar structure, making them really easy to navigate and hopefully for you to reference, they really provide concise, accessible information on the topics, why they're important to integrate and practical guidance on implementation. So we're going to give you a couple of minutes to open up the fact sheets that we're about to share here. Thank you, Kamilah. And don't worry if you can't thoroughly examine them right now, you'll have an opportunity to read and zoom in on a couple more during your breakout sessions where we'll focus on the ethnic studies integration and Holocaust in more depth. But again, we hope that these resources will serve as valuable references so that you are able to implement these standards in your classroom.

So go ahead and access those sheets, either choose the Holocaust or ethnic studies one, and we will actually give you all a choice as to which one you want to interact with. So when the breakout rooms open momentarily, you can self-select and make sure that you join the group that you want to join that's most relevant to you right now. And another friendly reminder that if you haven't been able to rename yourself to take this opportunity to rename yourself and let us know what grade level you want to focus on so that in our next breakout sessions we can place you in the correct groups. Welcome back everyone. Sorry to cut your conversations short if you were in the middle of a sentence, but we'd love to hear from you all what was discussed in the groups, what are some key takeaways from your conversation, some reflections that you had on either of these fact sheets or the fact sheets in general.

Any questions that came up for you all? We'd love to take a moment to engage you all. Whole group real point to bring up, right? The fact of the matter is we can't hide it right now. Some of this work is under attack and it's really critical as educators, when we're putting our faces, our names, our beings into teaching this, what is the support that we'll receive? And so I think that's a very fair question. I think there are, in these virtual professional learning sessions, there is a session on having those critical conversations on communicating families. So I hope that that's one piece that we can provide for you all to sort of ease that concern. And I know that there'll be resources from ODE as well on the things that we create to sort of give some guidance to you all on how you might best approach these things. But again, I think that's an ongoing issue that we all have to think about. How do we do this in our context? How do we respond to folks that might be pushing back on this? Would love to open it up to any other folks, especially our ODE folks. N any response to that as well.

Amit: Yeah, so for instructional materials, so what most of us call textbooks though, that process is happening right now. So we've invited publishers to submit instructional materials that are aligned to our standards. They've had a copy of our standards for quite some time. They have also a copy of the criteria that we're using to build the evaluation tool. And so then this summer, actually later this spring, you'll all see in your newsletters from social science request to join our panel to review the materials, and we need teams of people for each sort of level. And then we'll spend some time actually reviewing the standards using the tool and then approving standards, or I'm sorry, approving materials that school districts may choose to purchase from. And independent adoption will still be available, but you'll have a go-to list of instructional materials that are aligned to the source science standards. And so that's been something we're really looking forward to and something that just in meeting with publishers over the last two years, Oregon's a small market, but they say that they're very excited about showing us what they have for us. Awesome. Go ahead. Just to add just one more thing on that, because the word resources in there, like the resources that are coming along with this 10 50 package are they're not going to cover the whole year, but there's a really healthy dosage of resources that are elevating, especially our newest standards.

Rawlin: Absolutely. And again, we hope that you'll continue to attend these sessions because in the next coming sessions, we'd also have some real examples with some of those resources that Amit just mentioned and how to use them, what kinds of techniques, how do we try them out? So we're hoping that some of these sessions and professional learning opportunities can provide you at least some examples and some comfort around how to use them. Okay, so thank you all for sharing. We're going to move on to developing discussion questions. Our last section here, and I'll toss it back to Brittany.

Brittany: Thank you so much Lin and thank you everyone for engaging in that section and being vulnerable to come off mute and tell us what's going on and concerns and how we have to really continue to do the work and push forward no matter what. And so we really want you all to put on your thinking caps, but also your learners lenses because we are asking you to be students right here during this session and work together and collaboratively and think critically around some things that we're going to put in front of you. And so we are going to be developing some discussion questions, but most importantly sparking discussion. And we want to do that by orienting you all briefly to the essential disciplinary practices, the Oregon Transf Transformative Social and Emotional Learning Framework and Standards, and the 2024 social science standards. So we are going to use this section to kind of highlight all three instructional tools and how they can help you design questions to allow students to make connections to their own experiences, build social awareness, and develop the real skills they need to investigate and understand social science content and knowledge.

So to do this, I want us to think about all three of these things and think about how they can all work together and again, to building these questions. So we're going to start with the transformative SEL, and this framework is already embedded into the 2024 social science standards. So some of the work is already done for you, and you can find a short paragraph about this on page nine of the standards in the link that we shared with you earlier. And this can also be found in your workbook, but the TSEL standards are meant to be applied throughout the entire school day, so across all content areas and all contexts. So that means from the time students get off the bus in the parking lot to the cafeteria classrooms, hallways, and even extracurricular activities, these principles should always be present to guide student educator interactions and to guide the way that students and educators interact with families and those who might be visiting the schools.

And so it's really just setting the stage for creating a very safe and nurturing environment for all students where they feel included. And so like I said, when students get off the bus, they want to hear a good morning. One thing I used to do with my students walking down the hallway, especially my Spanish speaking students, is they love hearing a *ola* instead of just a normal good morning. And it was just something simple, something simple that you could do. And they love just me doing that simple greeting. Or I would have music playing in the hallway on Fridays just to make students feel welcome. But it's just making sure students feel safe in school and doing this throughout the entire school day. And again, the work is already done for you because it's kind of been embedded in the social science standards already. So you just kind of have to follow the guide that's already been set there for you.

Once we move from that, we want to think about the integrating SEL across the school day. And so one of the particular standards that we're going to be focused on today during our session as learners is developing social awareness that fosters a sense of belonging and leads to co-constructing equitable thriving communities and a vibrant society. And the biggest part of that is developing social awareness that fosters a sense of belonging. Every student wants to feel like they belong in that classroom and they want to be seen in that content. And so we really want to focus in on this particular standard today for what we are going to work through in our lesson, but also thinking about all of the standards and where they actually fall in your classroom and how you can use them. And so really quickly, we want to check in right now and we want you all to reflect in your workbook, which TSEL standard resonates most with you with your current teaching practice or philosophy.

Which one do you feel like you do the best? Which one is the one that you know can lean into? Is it identifying, reflecting upon one's thoughts and emotions and behaviors, intersectional identity and systemic approaches? Is it using management strategies to build personal and collective agency? Is it developing social awareness that fosters sense of belonging, establishing and maintaining healthy and supportive relationships, and effectively navigating diverse settings or demonstrating curiosity and an analysis of oneself in society in order to make caring choices that impact personal, social, and collective wellbeing? Which one of these feel like they land really well with? You? Drop those in the chat. You can just say 1, 2, 3, 4. Also write those down in your workbook.

Which one feels like it is landing with you the most, especially in your personal teaching practice and philosophy? Thanks. I see some fours and fives, some fours and threes. Thank you guys. As you think about that too, continue to drop those in the chat, see some more. What will a student feel when the classroom conditions are right to support deep social science learning? So thinking about those standards. Remember, students want to feel included from the time they get off the bus, walking through the halls in classrooms, moving throughout the building. What will a student feel when the classroom conditions are right to support deep social science learning? Drop those words or phrases in

the chat, and let's think about that as we engage these standards, knowing the context of what our students are dealing with right now in the social climate, what do they feel?

What do they need to feel? I'm seeing courage, belonging, safety safe. Yes, that's a big one. They will feel able to be vulnerable with sharing their thoughts and questions, right? One I always like to say that the kids came up with is we listen and we don't judge. I think creating a space where students can do that for each other, where they can listen and not judge, they want to feel excited about learning and learning about history. Thank you all so much for sharing those. And so continue to think about that as we work through this particular section and as we think about these three different tools and how they can help you develop really meaningful discussion questions. And so we're moving to the essential disciplinary practices. And so we think about what do these do and why do we use these? And so I briefly want to orient us to these, so we can include these in our discussion development, but also they can be found in your workbook, so you can look for them there and access this document there.

But the transformative social emotional learning, oh, I'm so sorry. The essential disciplinary practices were integrated into each grade level content standards. And what do they do? They strengthen chronological reasoning. They incorporate diverse perspectives. They combat digital misinformation, and they build empathy across identities and groups. And so we really want to think about what do these do? They provide students with opportunities to reflect upon and understand root causes of emotions related to our own biases and stereotypes and prejudice. They allow us to really think about how we combat digital misinformation. As we know, our students are constantly being inundated with information on social media, and we want to teach them how to decipher between what's real and what's fake news, what is a reliable source and what is not a reliable source. And that is extremely important as we are navigating history and the things that we are investigating in these new standards. And so we really want to focus in on these essential disciplinary practices as students are working through the history content, right? And so think about that as we are developing discussion questions later here today. I want to pause there to see if there are any questions about the transformative SEL or the essential disciplinary practices. And feel free to drop those in the chat, or you can just come off mute.

And I know it may seem like a lot, but you'll get a chance to look at these documents and really engage with these on your own independently, especially with the links in your workbook. But want to save space for any immediate questions. If not, this is just a quick look at the essential disciplinary practices. So one through 10 here, and again, we're going to be focused on number four, seek and analyze diverse perspectives to develop a more complete understanding of past and current events. So remember, the TSEL principle was around building social awareness to create a sense of belonging. Now we're going to seek and analyze diverse perspectives to develop a more complete understanding of the past. It all starts to link together. So in your workbook, really quickly drop down which EDPs do you find most useful or do you find yourself using most often and why are they your go-to EDPs?

And you can find this question in your workbook. And as you think about that, I'm just going to go back to the slide so you can see 'em on screen as you think about which ones are most useful to you. So which ones do you find yourself using most in your classroom? Developing questions for social science inquiry, primary source of secondary sources is that one you really lean into the necessary skills to critically analyze and evaluate digital and social media. Is that a big one for you? And happening in your classroom? Back when I was a teacher, I know that was up and coming and I was trying to teach my students the difference between .com, .dot gov, .dot edu, .dot org. Are we doing those things in

classrooms and still teaching them that digital literacy that they need to know? Thank you for dropping that in the chat.

I so jot those down. And so now we're going to move into the content section of this section of the session tonight, right? And we're going to listen to a book called *The Undefeated*, written by Kwame Alexander and illustrated by Kir Nelson, and it's a picture book, and the undefeated can powerfully integrate transformative, SEL and Social Science Pedagogies standards and Content. And so we are going to hear that. And after we listen to the read aloud of the book, we're going to break into small groups to develop some discussion questions that are grounded in these TSEL standards, the EDPs and the 2024 social science standards. And I'll kind of walk you through that process before you get into those groups. But this has given us an opportunity to look at some content that can be adapted and used across all of the great bands.

Brittany: This is *The Undefeated*, oh, we have it up here. Yes. Hello out there. Glad you all could join us. If you have the book, you can follow along in your text or you can see it on the screen. This is for the unforgettable, the swift and sweet ones who hurdled history and opened a world of possible, the ones who survived America by any means necessary and the ones who didn't. This is for the undeniable, the ones who scored with chains on one hand and faith in the other. This is for the unflappable, the sophisticated ones who box adversity and tackle vision, who shine their light for the world to see, and don't stop till the break of dawn.

This is for the unafraid, the audacious ones who carried the red, white, and weary blues on the battlefield to save an imperfect union. The righteous marching ones who sang, we shall not be moved because Black Lives Matter. This is for the unspeakable. This is for the unspeakable. This is for the unspeakable. This is for the unlimited, unstoppable ones, the dreamers and the doers who swim across the big sea of our imagination. And show us and show us the majestic shores of the Promised Land, the Wilma Rudolphs, the Muhammad Alis, the Althea Gibsons, the Jesse Owens is the Jordans and the LeBrons, the Serenas and the Cheryls, the Reese Whitleys and the undiscovered. This is for the unbelievable, the we real cool ones. This is for the unbending. The black is the Night is beautiful ones. This is for the underdogs and the uncertain. The unspoken, but no longer untitled. This is for the undefeated. This is for the undefeated. This is for you and you and you, Jamie, and you Imogen. This is for you. This is for us

Brittany: Awful and very beautiful video. And I think we all could take a lot from that story that we have achieved a lot and we are undefeated. But we also want to offer a moment to think about how this can be used across different contexts and grade bands. And so I want to take a moment to offer an invitation to our high school educators to consider the applicability of using a picture book to teach social science content to high school students. So this article, which was written by Brianne Pitts and others, offers a useful framework for ensuring the notable picture. Books do not remain just relegated to elementary school and early learning environments, but that they can actually still be used in high school context. And so it offers a five-step framework that can be utilized and that you can read through, and you can find this in the workbook.

So it's not a long article, it's only four pages. But we do want to offer this and say that we wanted to give you that context and offer the book *The Undefeated* to say that it can be used across different grade bands. And this is applicable to a lot of content that can be used with these new social science standards. And again, that can be found in your workbook. And here are a few examples of some standards that would be referenced if you were teaching a lesson on the undefeated. So one from fifth

grade, examine how the decisions of those in power affected those with less political and economic power. Eighth grade evaluate the historical and contemporary means of attempting to create more inclusive societies. And then high school analyze the origins evolution and goals of the movement of for black equality from 1865 to the present.

So all of those standards could literally be touched by using this one book and across different ravens. So that's just an example, and you'll find more in your workbook of standards that could also be referenced. So we want you to take a moment here and do some personal reflection. Take a moment and think about if this was your classroom and you had to teach students about underrepresented groups, and you are discussing the history of black people in the United States using the undefeated book, who would you feature when integrating black history from the book? Who could you add? Maybe who he didn't reference, that you may feel like this is somebody important that should have been referenced in the book, or that I want to resonate or elevate to my students? And why did you select those people? What transformative SEO standards principles would you include in your lesson?

Think about that. And then also, what EDPs would you want students to think about as you are engaging in this lesson? So take a moment to do a one to two minute reflection here, and then we're going to move into groups thinking about this, using that mindset, that framework. If I was teaching this lesson in my class using the undefeated, who would I highlight? Who would I feature? And then also, what questions might I ask about the book, about the lesson about people referenced in the book terms phrases? Consider that and take a moment to jot that down.

While you are doing that, we are going to be setting up breakout groups for you. That will be set up across grade bands. So it will be K five I believe, or K 2 3, 5, 6 8 and nine 12. And so you will then move into your groups from there. And then we will be discussing how to develop some discussion questions using the undefeated and how you could use it in your classrooms. Before we get there, I would like to give you a quick example of what this may look like. So engaging those three instructional tools as an example of a discussion question. So this is using all of the pieces. So one, we're going to reference the text as you consider the repeated phrase. This is for the unforgettable and the undefeated part one. Now we're going to think about the social science standard. What connections can you make to historical movements for equality?

How does examining these unforgettable figures help you gain understanding of your own role in creating greater equality? And so we think about all three of those things, right? That social awareness, that sense of belonging, that analyzing past and current events. All of those pieces are now referenced here in this one question, the text, the standard, the EDP and the TSEL, all of it is referenced here. So that's just an example of the type of discussion questions we want you to think about and the type of conversation we want you to have in your breakout groups.

So now as our tech is setting up the breakout rooms, these are just the discussion prompts that we want you to think about. So what words do you recognize from your lessons on black history? If you were preparing a standard space lesson, what TSEL standards would you prioritize? What EDPs will help you teach this lesson? Drawing on the three instructional tools, develop and share one or two discussion questions you would post to your students about the undefeated. And then five, how would you help students learn more about the figures featured in the book? So I noticed a lot to accomplish in a quick breakout room of 15 minutes, but definitely you all choose which questions you think are most pertinent to you all's discussion, and we'll come back here and discuss them as a group. Welcome back,

welcome back. Welcome back everyone. Thank you so much for engaging in those meaningful discussions in your groups.

And so we just want to take a few moments before we close out here and we ask that you guys hold with us just a few more moments. I know it's probably late in the evening and you're ready to debrief for the day, but just hold tight with us. We would love to hear from a few of you around in the chat or verbally some discussion questions. You develop key takeaways or just ultimately, how do you feel about engaging in conversations about underrepresented groups and some of these topics that we discussed today? And again, we welcome you to come off mute or drop that in the chat, any of these questions that you see, topics on the screen.

And I don't want to call anybody out, so I'm trying to let not the teacher in me not to come out and be like, well, I stopped in this group and I heard so-and-so say this. But if I must, Pia, I would love for you to resonate some of the things that you said about the undefeated and how you felt about the book and just some of the things that's happening at your site. And I really wanted you to say that last piece, which is use your librarians. They are your allies. They are here to help you. When you're struggling with content and you don't know, and you really want to be inclusive and representative of your students, go to your librarians and let them do some work for you. I'm pretty sure they will be thrilled to engage in finding some meaningful content and books and resources, documents for you to use. And so to keep us at our time and keep us moving, we are going to end there with the whole group debrief, and I'm going to pass it back to Lyn to close us out. But thank you all so much for a great session thus far.

Rawlin: Thank you. Just to close out, we wanted to just hear from everyone in the chat. Maybe one word that you can use to describe what you're taking away. It doesn't have to be one word. It could be a phrase, it could be a sentence, but just put in the chat. What are you taking away from this session?

See, motivation, inspired, hopeful, hearing from educators, diverse, perspective, supported very positive, excitement and curiosity. Excellent. That's what we wanted to hear, right? Energized. Really grateful and thankful for you all for attending this session. We hope that this is just dipping your toes in the new standards, and we are hoping that the next iterations of professional learning sessions will continue to help you all and get even more specific get more into content, show you examples of pedagogy, of how to use content, how to use different techniques, and how to embed and implement these standards in your context. So we hope to continue this. We really do appreciate you taking the survey that is here on the screen and that Kamilah just posted in our chat. We really do value your feedback. We are always looking to be responsive and get better so that our next sessions are really tailored to your needs.

So please take a moment to complete that survey. And while you do that, I'll let you know about a few other things that are coming soon. Currently we're developing some canvas modules that will be released and that will go along with these new set of social science standards. The modules, as you see here, are around many different topics and we tried our best to really tailor them to the different grade bands that you see here. And so these modules will be available for you to sort of go through asynchronously. They'll include interactive activities, they'll include resources that you all can download and that can help deepen your understanding of the social science standards and how to teach them. Additionally, we have more virtual professional learning sessions. Please look out for an email and we really want you to promote this. Do your best. Reach out to a friend.

If you enjoyed your time here. Tell a friend, tell a colleague. It doesn't matter if they're not in social sciences. I heard some folks mention ELA, folks, how this might also be something that could be interesting for them. So please let folks know that this is available. This is free. This is something that hopefully will be useful for educators across the state. And aside from our virtual professional learning, we also have in-person, we know how important that connection is in person. And we will be hosting statewide summits, as you can see here throughout April and May in different locations. So keep this in mind and if there's anywhere that you're close to, please try to attend those sessions. And then lastly, we have online resources that will be posted with some of the fact sheets that you looked at today. There'll be vetted social science instructional resources, as well as some curriculum analysis frameworks. So please, please spread the word and thank you all for your time. And if you have any questions, please feel free to reach out to this email. If you have any comments, we'll be more than happy to get back to you. And again, thank you so much for your time and attentiveness.

Brittany: Thank you everyone. Have a great night and don't forget to take the survey.

Amit: Thank you all.