



**Board Meeting:** May 5, 2025

**Title:** K-12 Social Studies Curriculum Adoption

**Type:** Action

**Presenter(s):** Bethany VanOsdal, Assistant Director of Teaching and Learning; and Jody De St. Hubert, Director of Teaching and Learning

**Description:** In response to the suspension of Minnesota's revised Social Studies standards and Ethnic Studies requirements under HF29, Edina Public Schools is advancing curriculum updates aligned with the current 2012 standards while pausing the Ethnic Studies review. Despite the legislative shift, the district's K–12 Social Studies Design Team—composed of dedicated educators across all levels—has completed a robust review process and is recommending new, high-quality instructional resources to ensure consistency, academic rigor, and equitable access to core content. These recommendations address outdated or inconsistent materials currently in use and reflect the district's commitment to instructional excellence and strategic alignment with the Edina Strategic Plan.

At the same time, the district is postponing the Ethnic Studies curriculum development due to the repeal of its legislative mandate and pending future state guidance. This decision ensures that when the process resumes, it will be grounded in clear expectations and shaped by meaningful stakeholder engagement. The district remains committed to inclusivity and will revisit Ethnic Studies planning once the next standards cycle begins. Moving forward, staff will receive professional development to support implementation of the new materials and prepare for eventual alignment to the next revision of state standards.

**Recommendation:** Review and approve the K-12 Social Studies Curriculum adoption recommendations.

**Desired Outcomes for the Board:** Review and approve the K-12 Social Studies Curriculum adoption recommendations.

**Attachments:**

1. [K-5 Social Studies Course Guiding Change Document](#)
2. [6-12 Social Studies Guiding Change Document](#)
3. [Design Team Role Description](#)
4. [Culturally Proficient School Systems Curriculum and Instruction Continuum](#)
5. [2021 K-12 MN Social Studies Standards](#)
6. [2024 Secondary Social Studies Course Recommendations Board Action 1.8.24](#)
7. [2025-26 Edina High School Course Catalog: Social Studies](#)

## **Background Information**

In accordance with Minnesota Statutes, the Minnesota K–12 Academic Standards are reviewed and revised on a 10-year cycle. During the 2020–2021 school year, the Minnesota Department of Education (MDE) initiated the review and revision process for the Social Studies standards. That process concluded with updates that were set for full implementation in the 2026–2027 school year.

As part of those revisions, the updated standards included a legislative requirement for school districts to offer an Ethnic Studies course. It is important to note that while districts were required to offer this course, students were not required to take it, and therefore it did not impact graduation credit requirements. In addition to the standalone course, the new standards also introduced an Ethnic Studies strand, intended to be embedded across all content areas, including Social Studies instruction for all students in grades K–12.

However, legislation passed during the 2023 Minnesota legislative session significantly altered the path forward. Specifically, House File 29 (HF29) suspended the current Social Studies standards review cycle and repealed the Ethnic Studies requirements originally set for 2026–2027. Under this bill, school districts are now required to continue using the 2012 Social Studies standards until the next scheduled revision in the 2030–2031 school year.

This bill was enacted in mid-February, after the Edina Public Schools Social Studies curriculum review teams had already completed a comprehensive evaluation process and developed curriculum recommendations. Following careful review of HF29 and the recommendations, district administration and curriculum teams agreed it was essential to move forward with the proposed curriculum for board approval, while pausing the Ethnic Studies review plan.

## **Rationale for Moving Curriculum Recommendations Forward**

There are two primary reasons for proceeding with curriculum recommendations at this time:

1. **Alignment with Current Standards:** The proposed curriculum materials are closely aligned with the 2012 Minnesota Social Studies standards, which remain in effect following the passage of HF29.
2. **Need for Updated and Consistent Resources:** At present, Edina Public Schools lacks common Social Studies curriculum resources in grades K–8 and relies on significantly outdated materials in grades 9–12. This situation creates substantial challenges. When teachers must source their own instructional materials, rather than relying on vetted, standards-aligned resources, it can result in:
  - Variability in the quality and accuracy of instructional content;
  - Inconsistency in instruction across classrooms and grade levels; and
  - Increased workload and planning burden on teachers.

As part of the standard curriculum review and implementation process, once the board approves the recommended materials, staff will receive support and professional development to ensure effective implementation aligned with the 2012 standards. When new standards are introduced in the 2030–2031 cycle, Social Studies review teams will reassess and realign the curriculum accordingly. This phased and strategic approach ensures that Edina Public Schools continues to provide students with access to a comprehensive and coherent Social Studies education, in alignment with Strategy A of the Edina Strategic Plan.

## **Rationale for Pausing the Ethnic Studies Review Plan**

There are also two main reasons for pausing the Ethnic Studies review process:

1. **Uncertainty Following Legislative Changes:** Ethnic Studies represents a new instructional component within the Social Studies standards. The district had developed a plan to establish a dedicated review team, co-led by Bethany VanOsdel (Teaching and Learning Social Studies Lead) and Frannie Becquer (Director of Achievement, Equity, and Multilingual Learning). Although the team had been identified, it had not yet convened when HF29 was passed. Given that this legislation repealed the original implementation timeline and requirements for Ethnic Studies, moving forward with the review before clear expectations are reestablished would be premature and inefficient.
2. **Commitment to Meaningful Stakeholder Engagement:** A foundational goal of the Ethnic Studies review is to ensure that students, families, staff, and community members are authentically engaged in shaping the curriculum. Pausing the process now enables the district to realign its review plan once there is greater clarity from the state. This ensures that stakeholder input is gathered with purpose and relevance, and that the eventual development of Ethnic Studies curriculum reflects the district's commitment to inclusivity, equity, and educational excellence

## **Standards, Curriculum, and Instructional Outlines**

All students deserve equitable access to rigorous core content through the use of the Minnesota State Standards, comprehensive and viable curriculum, and evidence based literacy instruction. Social Studies are a priority for all educators at every level, shown by committing to:

- **Standards and Curriculum** - Rigorous core content begins with standards as common expectations to guide instruction, assessment, and outcomes. The MN K-12 2012 Social Studies Standards outline clear goals for **Civics and Government, Economics, Geography, and U.S. and World History**. Curriculum review is an ongoing process to ensure high quality, research and evidence based resources that
  - support effective instruction, alignment, and application of the standards;
  - provide strategies for differentiated instruction based on students' needs;
  - are culturally and linguistically relevant and responsive; and
  - build background knowledge and understanding of key learning concepts.

## **Curriculum Review Process**

**In Edina, a core belief we share is “Professional Excellence.”** This means that, *“We believe our educators and staff are essential to student success. We value and support them in advancing strategic and innovative initiatives grounded in best practices.”* One way we live out this value is by including teachers in the review, design and implementation of district programming. This is done through the use of “district design teams.” A design team is a group of representatives who opt in to serve, guide and inform district decisions.

The following staff members have been integral in the review and recommendation that resulted from the curriculum review process:

Elementary School	Middle School	High School
Julie Baker Patrick Burley Allyson Dardis Elizabeth Graser Mike McCarthy Jamie Young	Troy Beckman Jason Heeringa Anile Morales Jason Pusey Karen Uhler Trista Virtue Lara Wark	Erik Anderson Chris Griggs Kjersti Humphry

The exemplary commitment of our teacher leaders is instrumental in advancing our district's educational practices. Their willingness to extend their impact beyond their classrooms demonstrates an unwavering dedication to excellence. ***We extend our deepest appreciation to these educators whose collaborative efforts and expertise ensure we make informed, student-centered decisions that benefit all Edina learners.***

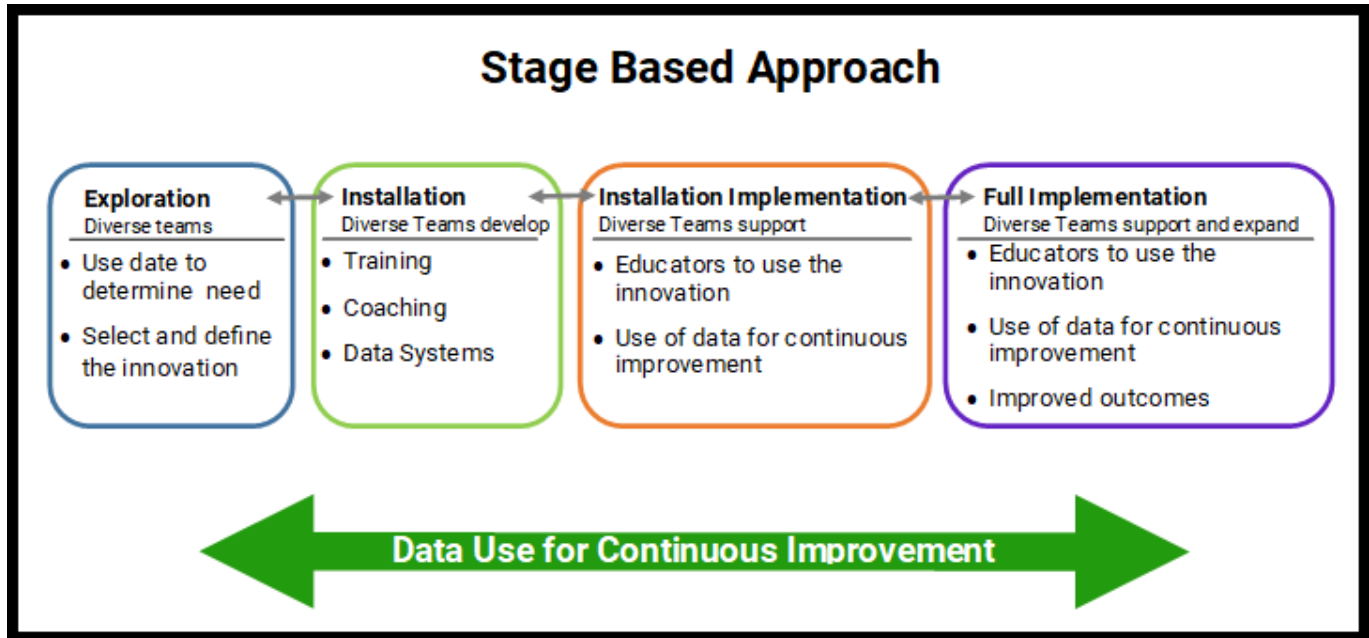
The Design Team has used a proven process following Implementation Science to build upon current best practices in Edina and to consider opportunities for improvement. The team is drafting a plan that will recommend program updates and instructional/course enhancements as they align to the new standards.

### **Timeline, Goals, and Milestones**

<b>Project Map:</b>		
<b>What</b>	<b>When</b>	<b>Who</b>
<ul style="list-style-type: none"> <li>• Create Role Descriptions communicated</li> <li>• team created</li> <li>• dates set for meetings</li> </ul>	By MEA	Jamie - K-5 Bethany 6-8 vs 6-12
<b>Meeting #1</b>  Introduction to process Start looking at current reality Secondary - 9-12 - course catalog revision recommendations	November 2023	Secondary and Elementary Review Teams + Jamie and Bethany (all site and grade level representation)
<b>Meeting #2</b>  Review current reality and look over new standards and benchmarks	February 2024	Secondary and Elementary Review Teams + Jamie and Bethany (all site and grade level representation)
<b>Meeting #3</b>  Standards alignment and materials review	April 2024	Secondary and Elementary Review Teams + Jamie and Bethany (all site and grade level representation)
<b>Meeting #4</b>  Standards alignment and materials review	Fall 2024	Secondary and Elementary Review Teams + Jamie and Bethany (all site and grade level representation)
<b>Meeting #5</b>  Standards alignment and materials review	Winter 2025	Secondary and Elementary Review Teams + Jamie and Bethany (all site and grade level representation)
<b>Meeting #6</b>  Finalize alignments and recommendations	Spring 2025	Secondary and Elementary Review Teams + Jamie and Bethany (all site and grade level representation)
<b>Meeting #7</b>  Installation planning: <ul style="list-style-type: none"> <li>• Materials</li> <li>• Professional Development</li> <li>• Supports</li> </ul>	Spring/Summer 2025	Secondary and Elementary Review Teams + Jamie and Bethany (all site and grade level representation)

## Process:

State standards are all implemented through a Stage Based Approach as it is defined by Implementation Science. In the stage approach, there are 4 main stages that outline the journey to the goal of full implementation. There is not a defined amount of time spent in each stage. The goal is to complete the steps in each stage. The progress of the Social Studies Design Team is outlined below:



	<b>Exploration</b> <ul style="list-style-type: none"><li>• Define current reality</li><li>• Unpack standards</li><li>• Research best practices</li><li>• Select and define the practice/program</li></ul>	<b>Installation</b> <ul style="list-style-type: none"><li>• The program/practice has been identified and defined</li><li>• Professional Development and coaching are used to prepare for the implementation</li><li>• Resources are purchased</li><li>• Data systems are prepared</li></ul>	<b>Initial Implementation</b> <ul style="list-style-type: none"><li>• Educators begin using the program/practice</li><li>• Data is collected around both implementation and student outcomes</li><li>• Adjustments and alignments</li></ul>	<b>Full Implementation:</b> <ul style="list-style-type: none"><li>• More than 50% of educators are using the program/practice as intended</li><li>• Student outcome data is showing improved outcomes</li></ul>
<b>K-5</b>	<b>X</b> <b>2022-Spring of 2023</b> <i>Current Reality Guiding Change Review 2021 Standards</i>	<b>X</b> <b>Fall of 2024-current</b>	<i>Planned for 2025-2026</i> <i>Required by 2026-207</i>	2026-ongoing

6-12	<b>X</b> <b>2022-Spring of 2023</b> <i>Current Reality Guiding Change Review 2021 Standards</i>	<b>X</b> <b>Fall of 2024-current</b>	<i>Planned for 2025-2026</i> <i>Required by 2026-207</i>	2026-ongoing
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*Initial Implementation begins Fall of 2025*

### Materials Review:

The Exploration of materials is a multi-step process. It begins with a deep review of the current reality. This includes a review of curriculum, instructional resources, scope and sequences and materials aligned to the current standards.

### Elementary Current Reality:

Grade Level	Which social studies units are you currently teaching?	How much time in your schedule or calendar school year do you generally allot for social studies?	What resources (any and all that apply) are you currently using to support your current grade level SS standards?	What hopes and dreams for future social studies resources might you have as we review our current practices?
5	Age of Exploration (1400-1620)	Not enough. 45 min x 4 times a week for half the year, or twice a week for the whole year.	The vast majority is Teacher-Created. We do have a text that we occasionally use as a jumping off point, but it is almost 20 years old at this point (Houghton Mifflin Social Studies).	In the past 25+ Grades K-4 have never had any sort of curricular resource. Nothing. In this process, we need to adopt a core curricular resource that provides baseline materials for all grades K-5. In addition, we will need to find quality, vetted materials to use as a supplement so that we can address the more Minnesota-specific standards that occur at each grade level.
5	First People, Explorers, Colonies, Revolutionary War	45 min/day for 1 semester	Whatever I can find on the internet or buy myself	Resources thoughtfully sourced (not just dropped in an Amazon cart and shipped to us). Lay out how we are supposed to use them with engaging lessons. It will also be critical that these resources dovetail nicely into the STEAM and ELA work we are doing, or they are likely to be put aside (something will have to give if we can't teach efficiently).
5	1) Geography & Resources, 2) First People, 3) Exploration & Settlement, 4) Colonization, 5) US Revolution, 6) US Constitution	45 mins x 2 days/week - 1 hr 30 mins weekly	Social Studies Textbook (old!!!!!!) and Google Drive SS Resources for Grade 5.	Engaging lessons that are more than just reading from a textbook. Some type of program that involves multimedia/a chance for students to be creative? Similar to mystery science where there is a mix of reading and video. Real-life connections to the content.
5	1. Our Land and First Peoples 2. Exploration and Settlement 3. English Colonies 4. American Revolution	90 min a week	Social Studies text; YouTube videos	I'd like to have a SocSt book which supports the students in understanding the different content topics as well as gaining different perspectives. I'd also like to help the students see how the different decisions of the past are currently affecting events from today.
5	1st people, explorers, colonization, american revolution	due to constraints we have to alternate with science - between the 2 subjects about 3 days a week for 45 minutes	teacher made lessons	TRUE history not just the dominate culture version of events, more hands on resources for students
5	explorers and early peoples	social studies and science is 3 days a week for 45 minutes. We alternate between units.	Slides that someone made on my team -	I would love to have books and a set curriculum. I don't have any teaching manuals or real defined outline of resources. I would also love to have something like Mystery Science where it is all set for us and easy to follow.

### 6-8 Current Reality:

Please work with your team to highlight materials using this KEY:					
Must Have					
Nice to Have					
No Longer Need					
Needs updating					
6th Grade - Focus on MN History					
School	Resources	Strengths	Weaknesses	Opportunities	Threats
Valley View	<a href="#">Northern Lights</a>  CNN10  Kahoot!; Quizlet; Gimkit; Blooket  <a href="#">Shakopee Mdewakanton Website</a> <a href="#">SMSC Discovery</a>	Curated by MN Historical Society <ul style="list-style-type: none"> <li>6th Grade Standards</li> <li>eBook w/videos               <ul style="list-style-type: none"> <li>Accessibility for ALL students</li> </ul> </li> </ul> Current Events <ul style="list-style-type: none"> <li>Bipartisan news</li> <li>Students learn and share</li> </ul> Engaging for students to review content  Dakota community close to Edina (many students have actually been on this reservation, hockey/skating)	Copyright is from 2011  Time off during Holidays  Limitations put on these resources from district  Done during an iEnrich FLEX session	2010+ events <a href="#">Field Trips to Historical Sites</a> <a href="#">SMSC-the Educator Academy</a>  Usage in class w/teacher oversight	MNHS website is under construction this year Time, Transportation Cost  Current Events

In the Exploration Stage of the process, a rubric is co-created and the design team reviews materials. The first phase is to review the program(s) online. If the program(s) pass initial screening, the actual materials are brought in for an in-person review. The rubrics are scored and the top 2-3 are brought back to the team with a program representative presentation to fully explore the program with an expert. The team identified the following priorities for the review:

#### Elementary:

- Discovery Ed.
- Studies Weekly
- Benchmark Advance

#### Elementary Look Fors:

Look Fors	
→	Not a band aid approach
→	Vocabulary needs to be taught, modeled and used various times
→	Reality of how much time needs to be dedicated to SS
→	Teach critical thinking to help create informed, active and responsive community members
→	Multiple perspectives approach
→	Research based & hands on pedagogy
→	Historical and contemporary focus
→	Reliable resources and adequate professional development
→	Purposeful integration within language arts
→	Best Practices:
◆	Sufficient & Equitable time
◆	Age Appropriate & student agency
◆	Engagement centered instructional strategies
◆	Review current materials (still relevant/available)
◆	Train Teachers
◆	Monitor student progress

#### Middle School:

- TCI
- Discovery Ed
- MyWorld

#### Reviewer Scores:

Savaas	TCI	Discovery Ed	
4	4	2	Standards aligned
4	3	3	Reading support
4	4	3	Multimedia
4	4	2	Integrated with Schoology
3	3	2	Ease of Use
4	4	3	Multiple pathways
3	3	2	Primary source
4	3	3	Relevant and Applicable
4	4	2	Editable/customizable
4	3	2	Cultural Proficient Product

#### High School:

- **Cultural Geography:** Contemporary Human Geo - MasteringGeography, Geography: The Human and Physical World, Human Geography: People, Place, and Culture 12, World Regions in Global Context: Peoples, Places, and Environments, 6th edition, The Cultural Landscape, 14th Edition, AP Edition, World Regional Geography, Human Geography A Spatial Perspective AP® Edition, Introduction to Geography: People, Places & Environment, 6th edition, Geography Alive!



- **AP Human Geography:** National Geographic (Cengage)
- **AP US Government:** Amsco US Government - AP Edition, Stories of a Nation, Abernathy and Waples, American Government Institutions and Policies, AP Edition, Barbour, Christine and Gerald Wright. Keeping the Republic: Power and Citizenship in American Politics.
- **AP Economics:** Bedford, Freeman & Worth
- **AP African American History:** Bedford, Freeman & Worth

The final stage of the review process is a 1-2 hour presentation from each of the finalist programs. The team has the opportunity to ask questions about content, pedagogy, professional development, assessments, on-going support, etc. During this presentation, the team revisits the rubrics and comes to consensus on the recommendation.

### **Recommendation:**

Based on the work of our K-12 Social Studies Design Team, alignment to current 2012 Social Studies standards and the need for comprehensive, consistent, and updated curriculum resources, we recommend the Board approves the purchase of new curriculum resources.

### **Elementary Resource Recommendation:**

The Elementary Resource recommendation is Studies Weekly because it offers a comprehensive approach that addresses the full scope of social studies education rather than a temporary solution. The program intentionally integrates vocabulary development through repeated exposure and application, while respecting realistic classroom time constraints. Studies Weekly emphasizes critical thinking skills that prepare students to become engaged citizens and presents content through multiple perspectives to foster inclusive understanding. Its research-based pedagogy incorporates hands-on learning experiences that bridge historical contexts with contemporary issues. The curriculum includes reliable resources and robust professional development support for teachers. Additionally, the purposeful integration with language arts instruction strengthens literacy connections. Studies Weekly also aligns with best practices by ensuring equitable time allocation, providing age-appropriate content that encourages student agency, employing engagement-centered teaching strategies, utilizing relevant materials, supporting teacher training, and including mechanisms to effectively monitor student progress.

### **Middle School Resource Recommendation:**

The Middle School Resource Recommendation is myWorld (Savvas) because of its comprehensive alignment with educational standards while providing robust reading support for diverse learners. The curriculum's multimedia components engage students through various learning modalities, and its seamless integration with Schoology streamlines classroom management and digital workflow. Teachers appreciated the platform's intuitive interface and ease of use, which reduces technical barriers and maximizes instructional time. myWorld offers multiple pathways for differentiated instruction, allowing educators to tailor learning experiences to individual student needs. The curriculum incorporates extensive primary source materials that develop critical analysis skills and historical thinking. Content is designed to be relevant and applicable to students' lives, creating meaningful connections between academic concepts and real-world contexts. The team was particularly impressed by myWorld's editable and customizable features, which enable teachers to adapt materials to their specific classroom requirements.

### **High School Resource Recommendation:**

5 out of the 6 recommendations for Edina High School are AP texts. AP texts must align with the College Board requirements. All 5 recommendations are aligned:

- The AP texts for AP World History, AP African American History, AP Economics and AP Government are from the same publisher: Bedford, Freeman and Worth (BFW) publishers have become our preferred resource for several Advanced Placement courses at Edina High School. BFW distinguishes itself by providing materials explicitly crafted for the depth and rigor required in AP curriculum, developed by educators and subject matter experts who truly



understand college-level content demands while recognizing the unique pedagogical needs of high school students. Their resources align with College Board requirements.

- AP Human Geography selected the National Geographic text from Cengage because the curriculum leverages National Geographic's expertise in global mapping and cultural geography. Their materials feature stunning visual resources, including high-quality maps, infographics, and photojournalism that bring geographic concepts to life for students. The program incorporates authentic case studies from National Geographic's extensive global research, providing students with current, real-world applications of geographic theories. Their materials are aligned with College Board requirements and offer practice that mirrors actual exam questions.
- Cultural Geography is not an AP course. The team recommended the Pearson Contemporary Human Geography text because it offers developmentally appropriate content that bridges middle school social studies concepts with high school analytical thinking. The text presents complex geographic principles through accessible language and engaging visual elements that resonate with freshmen students while maintaining academic rigor. For Edina specifically, the curriculum aligns well with the district's emphasis on global citizenship and cultural understanding, preparing students for the community's international mindset and diverse perspectives. The text's comprehensive coverage of population patterns, cultural diffusion, economic development, and human-environment interactions provides a solid foundation for Edina's vertical curriculum alignment. The supporting digital resources enable differentiated instruction that accommodates varying learning needs across classrooms while maintaining consistency across the district's sections.

**Budget:**

COLOR CODE BY YEAR:	<ul style="list-style-type: none"> <li>• Black - no purchase needed</li> <li>• Green - purchase for <b>2025-2026</b> (\$311,000)</li> <li>• Orange - purchase for <b>2026-2027</b> (\$358,000)</li> <li>• Red - purchase for <b>2027-2028</b> (22,000)</li> </ul>	
K-5	Studies Weekly (\$240,000 for 5 years)	
6th	MN History <i>Northern Lights</i> ( 7 years)	
7th	American History Savvas (\$82,000 for 7 years)	
8th	World History and Geography Savvas (\$82,000 for 7 years)	
9th	Cultural Geography Contemporary Human Geography Pearson (\$50,000 for 6 years)	AP Human Geography National Geographic (\$75,000 for 6 years)

<b>10th</b>	<b>World History</b>		<b>AP World History</b>	<b>AP European History</b>
<b>11th</b>	<b>US History</b>		<b>AP US History</b> <i>America's History for the AP Course</i> <b>(\$22,000 for 8 yrs)</b>	<b>AP African American History</b> <i>Freedom on my Mind: A History of African Americans</i> <b>(\$22,000 for 10 years)</b>
<b>12th</b>	<b>Economics</b>	<b>AP Economics</b> <i>Krugman's Economics</i> <b>\$51,000 for 6 yr</b>	<b>US Government</b>	<b>US AP Government</b> <i>Bedford American Government Studies of a Nation</i> <b>\$67,000 for 6 yrs</b>

### Edina High School Electives

Criminal Law
Psychology
Sociology
Philosophy
AP Comparative Government