



Report to the
District Curriculum Advisory
Committee

7-12 Social Studies

Formal Review
Phase 3: Implementation Plan and
Purchase

5/19/2025

EXECUTIVE SUMMARY

Summary of Previous Phase(s)

A team of social studies teachers representing the four secondary schools formed the Social Studies Program Review committee. We started on Phase 1 of the Social Studies Program Evaluation in 2022-2023 and met one full day per trimester to determine current social studies programming, to explain how well it is working, and to identify areas of focus for Program Design. We wrapped our work in the fall of 2023.

See the full report here:

 [P1-SS-Program Evaluation](#)

In the Program Design phase during the school year 2023-2024, the Social Studies team completed their work in Program Design. The team focused on the following design aspects:

- Incorporate new Ethnic Studies standards and requirements
- Unravel standards in the World Studies program into stand-alone Human Geography in Multiple Perspectives and World History courses
- Created a vertical articulation of skills (reading, writing, inquiry, digital literacy) and content - [Social Studies 7-12 Articulation Course and Skill Overview](#)
- Complete a CER (Claim, Evidence and Reasoning) Rubric, so students would have a vertically articulated process of rigor in learning how to
- Completed their purpose statement and program goals using the [MDE Social Studies Standards](#) for alignment.
- Developed [Purpose Statement and Program Goals](#) to guide the work for each course offered 7-12.
- Completed a program design that articulates how the state standards are in each course offered at our four secondary schools:
 - 7th Grade: [U.S. History \(RAMS and PCS\)](#)
 - 8th Grade: [Global Studies \(PCS and RAMS\)](#)
 - 9th Grade: [Human Geography in Multiple Perspectives A and B](#)
 - 10th Grade: [World Histories A and B](#)
 - 11th Grade: [American Histories A and B](#)
 - 11th Grade: [United States History through an African American Lens A and B](#)
 - 12th Grade: [American Government](#)
 - 12th Grade: [Economics](#)
 - FAHS: [Four year Course Rotation](#)

- Developed the criteria for the evaluation of curriculum materials for Social Studies
[W Social Studies Standard Instructional Materials Criteria.docx](#)

See full report here:

[Social Studies Program Design Report Phase 2](#)

Summary of Current Phase Elements

The Social Studies department met throughout the course of the 2024-2025 school year to complete the steps of the Implementation Plan and Purchase Phase. In this phase our focus has been on finding curriculum resources that meet our criteria for teaching to the new social studies standards. We have created a scope and sequence with essential questions for each unit that articulate for our students from grade 7 through 12.

We reviewed, analyzed, and discussed curriculum resources from a variety of sources and recommendations including: TCI, McGraw Hill, McMillian Publishing and Savvas. Based on our review of the materials and multiple discussions of the implications for each, we have decided to move forward with Savvas and McGraw Hill for the middle level and TCI, McGraw Hill, Perfect Learning and Bedford, Freeman & Worth for RAHS. The team decided on curriculum resources for the remainder of their courses. Please refer to the [Social Studies Purchasing Spreadsheet](#) for a list of resources.

Not all of our courses require textbooks but resources that are relevant and ever changing with our world.



Element 1 [\(SB 604: 6.8\)](#)

Develop a plan for evaluation of implementation.

Sub-Element 1.2 (box 1): Identify instructional materials and a plan that supports the defined curriculum based on the criteria in Element 6.6 of Program Design phase as well as [Policy 616: Instructional Materials Selection](#).

Conduct a pilot if necessary and evaluate piloted materials using selection criteria.

Summary of Committee Work toward this Element:

After work in the Phase 3 Implementation Plan and Purchase we are recommending the following [materials for purchase](#). We are also recommending purchase of identified supplemental materials for FAHS, PCS, RAHS and RAMS, which will include [NewsELA + Writing](#).

Findings and Recommendations:

We used [the Roseville Area Schools' curriculum rubric](#) to ensure we give our students the best possible experience in the classroom. The result was resources versus textbooks that don't change once purchased.

In our discussion of various curriculums we also used as a guide our Social Studies Purpose Statement and Learning goals: [Purpose Statement](#). Recognizing that no one curriculum would fully meet the needs of all learners, we explored supplemental curricula, such as current-events newspapers and readers and NewsELA. NewsELA is an online curriculum that allows students to access content along with a writing component with feedback.

 Newsela Access and Articles . [Newsela Demo \(Roseville\)](#): search any topic, like you would a "Google Search", and assign a text / interactive video to students. It can then automatically adjust to the student's reading level, from 5 different reading levels for every text, including Primary Sources. The student or teacher can then adjust the text further to better their understanding and develop background knowledge.

1. [Minnesota Standards Alignment Guide](#)
2. [Minnesota Indigenous Content](#)
3. [Newsela Writing](#) ***new this year***: an AI-powered assistive writing tool that provides real-time feedback to students using any rubric for MN State Testing (Minnesota Short / Long Answer rubric), including ACT, DBQ, CRE. It easily aligns with existing prompts and content, supporting writing development across all subjects.



Element 1 [\(SB 604: 6.8\)](#)

Develop a plan for evaluation of implementation.

Sub-Element 1.3: Purchase initial materials and develop an implementation plan which includes:

- **Sub-Element 1.3.1:** A transition plan from old to new core instructional strategies
- **Sub-Element 1.3.2:** A comprehensive professional development plan which includes details for implementation of new instructional frameworks
- **Sub-Element 1.3.3:** A distribution plan for materials
- **Sub-Element 1.3.4:** Develop curriculum maps/pacing charts
- **Sub-Element 1.3.5:** Develop family communication plan

Summary of Committee Work toward this Element:

We have completed the aspects of this element including developing our transition plan, our professional development plan, the distribution plan, curriculum maps and pacing charts and we will inform families as students begin classes in the 2025-26 school year.

Findings and Recommendations:

Evaluation Plan:

We created an implementation yearly evaluation plan that will evaluate our progress on meeting our intended goals based on a purpose statement. The first year focuses on implementing the curriculum with fidelity using the proficiency scales developed during the 2024-2025 school year. The focus in our first year will be:

- Alignment and consistency in 7th and 8th grade in curriculum across Parkview, RAMS. This course is shared in two buildings and must be taught with consistency so students have an equitable experience. This has been an area of improvement for us and we need to continue to work on alignment and consistency throughout the course, no matter where it is taught.
 - 7th Grade: [U.S. History \(RAMS and PCS\)](#)
 - 8th Grade: [Global Studies \(PCS and RAMS\)](#)
- Standards alignment between the FAHS and RAHS. This comes with an understanding that FAHS has a [Four year Course Rotation](#)

Transition Plan:

Both Human Geography and World Histories will be making the largest changes to re-alignment of both courses. They will utilize their scope and sequence developed in phase 2 (design phase).

9th Grade: [Human Geography in Multiple Perspectives A and B](#),

10th Grade: [World Histories A and B](#)

PD Plan:

Teachers will be working over the summer to continue their work on scope and sequence of their courses and creating assessments that align with the new state standards.

Distribution Plan:

In addition to the distribution of materials, the Office of Educational Equity seeks to ensure that all teachers have access to digital links required for full implementation. All classroom teachers, Multilingual Language Teachers, and Special Education will need to have access to the curriculum to coordinate teaching and learning.

The Office of Educational Equity will also order and distribute the textbooks to sites during the summer of 2025.

Developing curriculum maps/pacing charts are almost completed but will always be a work in process. The teams are also developing proficiency charts so there is clarity for student learning.  [Social Studies Power Standards and Proficiency Scale Chart](#)

- 7th Grade: [U.S. History \(RAMS and PCS\)](#)
- 8th Grade: [Global Studies \(PCS and RAMS\)](#)
- 9th Grade: [Human Geography in Multiple Perspectives A and B](#)
- 10th Grade: [World Histories A and B](#)
- 11th Grade: [American Histories A and B](#)
- 11th Grade: [United States History through an African American Lens A and B](#)
- 12th Grade: [American Government](#)
- 12th Grade: [Economics](#)
- FAHS: [Four year Course Rotation](#)

Family communication plan:

We will be communicating with families at the beginning of the year via course syllabi and schoology.