



Roseville Area Schools

Excellence, Innovation & Equity in All We Do

Initial Report to the
District Curriculum Advisory Council

7-12 FACS

Formal Review
Phase 3: Implementation Plan and
Purchase

April 28, 2025

EXECUTIVE SUMMARY

Summary of Previous Phase(s)

The 7-12 Family and Consumer Science (FACS) team completed a thorough program evaluation which informed the second phase of their work—the program design. In the program design phase, the team wrote a purpose statement, program goals, program design, and reviewed instructional materials for selection. Due to our previous work for program approval for MDE, there was alignment of our standards and MN frameworks with our current curriculum.

Summary of Current Phase Elements

The team reviewed textbooks and resources that meet their curricular needs. They used [FACS Instructional Materials Selection](#) criteria to evaluate textbooks and other curricular materials for their courses. Upon evaluation of equipment needs for RAMS and RAHS, a list of materials and equipment was developed in order to improve the student experience at RAMS. The team developed a [comprehensive list](#) of curricular needs and equipment needs for both RAMS and RAHS.



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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:

The team met with publishing sales representatives to explore the options they had to meet the needs of the department. Once examples were obtained they had time to examine materials using [FACS Instructional Materials Selection](#) to ensure that they were purchasing the correct textbooks with the digital supports needed for teachers and students. The curricular materials chosen met the instructional material selection criteria.

Findings and Recommendations:

The team used several criteria to evaluate the materials:

- The school district's [instructional materials checklist](#).
- Goodheart-Wilcox is a publishing company that specializes in CTE curriculum.
- The textbooks that were reviewed align with the Minnesota State FACS Frameworks.
- Both RAMS and RAHS teachers agreed that having a textbook in the class would be good but not sure if they will be used regularly.
- RAMS will be using a digital format of Adventures in Food and Nutrition.
- There was an intentional effort to bring the RAMS program equipment up to date.

After interacting with the schoology resources and teacher resources, the team chose to purchase Goodheart-Willcox Publishing books and digital licenses for most of their courses but not personal finance. They will start implementing next year and determine what their needs are once they are teaching.



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:

Sub-Element 1.3.1: A transition plan from old to new core instructional strategies.

We will work with the business office to donate or dispose of used equipment.

Sub-Element 1.3.2: A comprehensive professional development plan which includes details for implementation of new instructional frameworks.

Professional learning is key as we move forward to improve our practice to better equip students for future jobs. The development of financial literacy, which is now a graduation requirement, will require writing time for teachers.

Sub-Element 1.3.3: A distribution plan for materials.

Textbooks are being ordered from the Office of Educational Equity (OEE) and will be shipped directly to sites once OEE has inventoried all shipments for accuracy. Equipment will be ordered by OEE and shipped directly to the school sites.

New large equipment will be installed at RAMS and handled by district Building and Grounds, while new kitchen utensils and small equipment will be sent directly to the building and inventoried by RAMS staff.

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.

Sub-Element 1.3.4: Develop curriculum maps/pacing charts.

Attached is the Curriculum map for RAMS/RAHS [FACS Curriculum Map](#)

Sub-Element 1.3.5: Develop family communication plan.

Teachers will make sure families will have access to schoology and syllabus for information.

Findings and Recommendations:

The team will continue its work in planning for the adaptation of Living On Your Own to align with the new state standards for Financial Literacy. This will be continual work as the financial literacy benchmarks are embedded in the course and the team will modify and adjust as they teach the course to ensure they meet the state standards for graduation in personal finance. They also will be meeting with the business department teaching staff as they also will be offering another course that meets the personal finance graduation requirements. The team also finalized upgraded equipment needs for RAMS.