

Social Science Curriculum
Adoption

May 13, 2026



As stated in Section (1) of the rule:

For each program and course in grades K-12, each school district, on a cycle established by the State Board of Education, shall select and provide students with free appropriate instructional and resource materials... These materials shall contribute to the attainment of the district, program, and course or grade level goals and reflect recent knowledge, trends, and technology in the field.

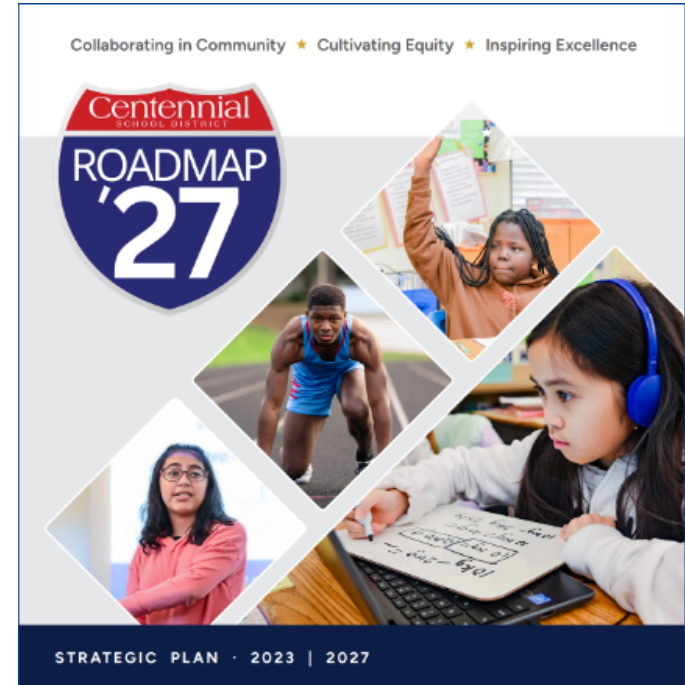
Vision - High Quality Instructional Materials

Centennial builds authentic relationships with our diverse community that equitably engages and honors all voices.

We intentionally implement rigorous, culturally relevant, and evidence-based practices to cultivate academic excellence for each student.

Goal #3: Centering Student Voice, Empowerment, & Leadership

Goal #4: Ensuring equitable access to high quality academics



CSD Vision for Social Science Education

We envision a social science program where every student becomes a thoughtful, engaged citizen—grounded in historical insight, geographical understanding, economic reasoning, and civic responsibility. Guided by Oregon’s 2024 Social Science Standards, our curriculum fosters critical thinking, respect for diverse perspectives, and active participation in a global community.

Students will:

- Explore the experiences and contributions of underrepresented groups;
- Examine how race, class, gender, identity, and power shape society;
- Use inquiry and evidence-based reasoning to make meaningful connections;
- Apply **disciplinary practices** (to understand the past and influence the future.)

Through culturally responsive instruction and authentic inquiry, we will empower students to understand their place in history and contribute to a more equitable and inclusive democracy.

ODE Social Science Standards and EDPs (skills)

Essential Disciplinary Practices

<p>I. Develop questions for social science inquiry.</p>	<p>II. Use chronological thinking skills, connecting the past with the present to recognize continuity and change in human history.</p>	<p>III. Collect, interpret, evaluate, and apply information from primary and secondary sources to better understand and create historical narrative distinguishing between fact and opinion.</p>	<p>IV. Seek and analyze diverse perspectives to develop a more complete understanding of past and current events.</p>	<p>V. Evaluate and assess how discrimination, racism, and inequality create historical narratives, individual perspectives, intersecting identities, and diverse understandings of the past and present.</p>
<p>VI. Construct well-reasoned and logically coherent explanations, arguments, and solutions related to complex societal issues.</p>	<p>VII. Cultivate global awareness and cultural understanding to effectively engage with diverse cultures and perspectives in an interconnected world.</p>	<p>VIII. Demonstrate empathy to understand how identities shape actions of resistance and resilience among individuals and communities.</p>	<p>IX. Develop the necessary skills to critically analyze and evaluate digital and social media content, identify reliable sources, and become more informed and responsible digital citizens.</p>	<p>X. Apply the practices and knowledge of social science to determine the most effective ways to take informed civic action.</p>

Oregon Standards

Tribal History/ Shared History

Senate Bill 13 Curriculum

The law requires instruction to the Tribal approved Essential Understanding across five content areas in grades 4, 8, and 10.

[Lessons are available](#) from ODE and local tribes.

Grades:
4, 8, 10

Subject Areas:
ELA, Health/PE, Math,
Science, and Social Science

Holocaust and Other Genocides

Senate Bill 664 Learning Concepts

The law identifies nine learning concepts related to Holocaust and other genocides education. Resources and training are available through local and national organizations as well as ODE.

Grades:
K-12

Subject Areas:
Social Science

Ethnic Studies and Inclusive Education

House Bill 2845/House Bill 2023 Standards and Materials

These complimentary laws create standards and ensure instructional materials adequately address the contributions of the full diversity of the people of Oregon.

Grades:
K-12

Subject Areas:
Social Science



October

- Curriculum Department reviewed state-approved (ODE) curriculum options
- Teachers invited to join advisory committee
- Committee launched the review process
- Teachers completed initial evaluations of all possible curriculums
- Coaches compiled evaluation data and developed student/community surveys

February

- Committee narrowed to top publishers based on evaluation data
- Selected two lessons (one per publisher) for pilot
- Planned staff input and community engagement opportunities





February–April (Pilot Phase)

- Teachers delivered pilot lessons in classrooms
- Collected:
 - Teacher reflections
 - Student feedback surveys
 - Community input through viewing sessions
- Coaches compiled all data sets

April

- Committee analyzed all feedback
- Finalized curriculum recommendations
- Began standards alignment (mapping)

Gathering Input

Data Collection Methods

- Teacher surveys and reflection logs
- Student feedback (engagement, relevance, clarity)
- Classroom observations
- Review of instructional materials and assessments
- Community feedback opportunities




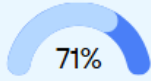
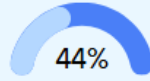






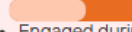



Evaluation Criteria

Curriculum options were assessed based on:

- Alignment to standards (including Ethnic Studies and Holocaust/Genocide requirements)
- Cultural responsiveness and representation
- Student engagement and rigor
- Accessibility and differentiation for diverse learners
- Teacher usability and instructional support

Curriculum Comparison: K-2 Student & Teacher Feedback



	TCl: History Alive Student Feedback	TCl: History Alive Teacher Feedback
 Overall Impression	 71%	 44% 5
 Strengths	<ul style="list-style-type: none"> • High enjoyment • Many students wanted to learn more 	<ul style="list-style-type: none"> • Engaging for students • Easy to implement
 Areas of Improvement	<ul style="list-style-type: none"> • Increase student voice and personal connections 	<ul style="list-style-type: none"> • Some pre-teaching and resource management • Requires differentiated supports
 Alignment & Rigor	<ul style="list-style-type: none"> • No indicators of overwhelm or confusion 	 52% <ul style="list-style-type: none"> • Opportunities for deep thinking are present
 Culturally Relevant	 59% <ul style="list-style-type: none"> • Strong engagement through collaboration 	 53% <ul style="list-style-type: none"> • Engaged during interactive & collaborative activities
 Usability & Support	<ul style="list-style-type: none"> • Students were able to participate and feel successful 	 62% <ul style="list-style-type: none"> • Materials & platform are user friendly
 Recommendation	<ul style="list-style-type: none"> • Recommended due to high enjoyment 	<ul style="list-style-type: none"> • Strong recommendation • Engaging and accessible with teacher supplementation



Curriculum Comparison: 3-5 Student & Teacher Feedback

	InquirED: Journeys		TCI: Soc. Stud. Alive		Newsela	
	Student Feedback	Teacher Feedback	Student Feedback	Teacher Feedback	Student Feedback	Teacher Feedback
Overall Impression	157 62%	9 50%	161 64%	9 62%	132 55%	5 44%
Strengths	<ul style="list-style-type: none"> Enjoyed games, videos, & group work 	<ul style="list-style-type: none"> Use of Project-Based Learning Makes real-world connections 	<ul style="list-style-type: none"> Group work, discussions, & hands-on activities 	<ul style="list-style-type: none"> Most complete and balanced curriculum Consistent support Strong usability 	<ul style="list-style-type: none"> Learning new information 	<ul style="list-style-type: none"> Provides diverse perspectives Uses current events
Areas of Improvement	<ul style="list-style-type: none"> Too much reading and writing 	<ul style="list-style-type: none"> Requires significant teacher prep and supplementation 	<ul style="list-style-type: none"> Too much reading and writing 	<ul style="list-style-type: none"> Limited depth in critical topics Support for difficult conversations limited 	<ul style="list-style-type: none"> Heavy reading & minimal interaction 	<ul style="list-style-type: none"> Lacks clear structure or coherence Heavily depends on teacher curation
Alignment & Rigor	<ul style="list-style-type: none"> Either confusing or too simple 	49% <ul style="list-style-type: none"> Can be rigorous but assumes prior knowledge 	<ul style="list-style-type: none"> Appropriately challenging 	55% <ul style="list-style-type: none"> Appropriate rigor and accessibility 	<ul style="list-style-type: none"> Too basic and lacking depth 	48% <ul style="list-style-type: none"> Inconsistent rigor AI-generated content
Culturally Relevant	74% <ul style="list-style-type: none"> Content not always interesting 	44% <ul style="list-style-type: none"> Authentic connects to student lives 	79% <ul style="list-style-type: none"> Interesting topics and real-world connections 	50% <ul style="list-style-type: none"> Generally engaging and student centered 	71% <ul style="list-style-type: none"> Requests for more modern topics 	39% <ul style="list-style-type: none"> Can be relevant, but inconsistent
Usability & Support	<ul style="list-style-type: none"> Struggled with directions and vocab 	63% <ul style="list-style-type: none"> User-friendly digital access 	<ul style="list-style-type: none"> Confusion with length & complexity 	71% <ul style="list-style-type: none"> Highly usable but printing requires extra steps 	<ul style="list-style-type: none"> Lack of clarity, detail, & engaging activities 	48% <ul style="list-style-type: none"> Platform navigation is a major barrier
Recommendation	<ul style="list-style-type: none"> Recommend if more interactive and less passive reading 	<ul style="list-style-type: none"> Promising, but not turnkey Best suited for teachers willing to adapt 		<ul style="list-style-type: none"> Highly recommended due to completeness Consistent student engagement 	<ul style="list-style-type: none"> Least recommended 	<ul style="list-style-type: none"> Best used as a resources for informational texts

Curriculum Comparison: 6-8 Student & Teacher Feedback



-  Overall Impression
-  Strengths
-  Areas of Improvement
-  Alignment & Rigor
-  Culturally Relevant
-  Usability & Support
-  Recommendation

	Imagine Learning Student Feedback	Imagine Learning Teacher Feedback
Overall Impression	 205 42%	 4 44%
Strengths	<ul style="list-style-type: none"> Some students appreciated tools and interactive elements 	<ul style="list-style-type: none"> Attempts to include multiple perspectives
Areas of Improvement	<ul style="list-style-type: none"> Most students described as boring, confusing, or frustrating. 	<ul style="list-style-type: none"> Text-heavy Lacks varied tasks Heavy burden on teacher to fill gaps
Alignment & Rigor	<ul style="list-style-type: none"> Perceived as too hard/overwhelming Unclear connection between reading and questions 	33% <ul style="list-style-type: none"> Above grade-level with insufficient scaffolding
Culturally Relevant	39% <ul style="list-style-type: none"> Frequent reports of boredom 	24% <ul style="list-style-type: none"> Some elements felt forced, not meaningful
Usability & Support	<ul style="list-style-type: none"> Glitches, broken tools, and navigation confusion 	38% <ul style="list-style-type: none"> Unreliable features and usability issues
Recommendation	<ul style="list-style-type: none"> Not recommended due to frustration Significant usability barriers 	<ul style="list-style-type: none"> Not recommended Major accessibility concerns Low student engagement

	TCl: History Alive Student Feedback	TCl: History Alive Teacher Feedback
Overall Impression	 289 67%	 5 44%
Strengths	<ul style="list-style-type: none"> Interactive features and build-in supports 	<ul style="list-style-type: none"> Authentic integration of multiple perspectives Historically grounded
Areas of Improvement	<ul style="list-style-type: none"> Too much reading & too many questions Confusion around navigation 	<ul style="list-style-type: none"> Geography lessons do not consistently address deeper equity themes
Alignment & Rigor	<ul style="list-style-type: none"> Some found it too easy, while others too confusing or hard 	62% <ul style="list-style-type: none"> Provides opportunities for critical thinking
Culturally Relevant	53% <ul style="list-style-type: none"> High when doing interactive or collaborative tasks 	70% <ul style="list-style-type: none"> Engaging & meaningful
Usability & Support	<ul style="list-style-type: none"> Tools include translation, audio, highlighting Options to retry task 	48% <ul style="list-style-type: none"> User-friendly platform with Google Classroom integration
Recommendation	<ul style="list-style-type: none"> Preferred for interactivity and support features 	<ul style="list-style-type: none"> Strong recommendation due to balanced perspectives, and student engagement



Curriculum Comparison: Global Studies Student & Teacher Feedback

- Overall Impression
- Strengths
- Areas of Improvement
- Alignment & Rigor
- Culturally Relevant
- Usability & Support
- Recommendation

	McGraw Hill Student Feedback	McGraw Hill Teacher Feedback	Traverse Student Feedback	Traverse Teacher Feedback
Overall Impression	50%	44%	75%	48%
Strengths	<ul style="list-style-type: none"> Visual-text alignment helps with comprehension 	<ul style="list-style-type: none"> Integrates ethnic studies & geography Highlights cultural contributions and systemic challenges 	<ul style="list-style-type: none"> Some engagement through organization 	<ul style="list-style-type: none"> Strong resource for case studies and primary sources
Areas of Improvement	<ul style="list-style-type: none"> Lacks standout engagement features 	<ul style="list-style-type: none"> Required supplemental sources for key topics (Holocaust) 	<ul style="list-style-type: none"> Text difficult to read and navigate 	<ul style="list-style-type: none"> Poor organization detracted from student usability
Alignment & Rigor	<ul style="list-style-type: none"> Appropriately leveled and understandable 	76% <ul style="list-style-type: none"> Meaningful opportunities for analysis 	<ul style="list-style-type: none"> May be appropriate, but presentation issues detracted 	60% <ul style="list-style-type: none"> Conceptually strong, but often inaccessible
Culturally Relevant	33% <ul style="list-style-type: none"> Not highly interactive Clarity supports 	73% <ul style="list-style-type: none"> Relevant, real-world connections present 	67% <ul style="list-style-type: none"> Low due to readability issues 	60% <ul style="list-style-type: none"> Effective real-world geographic connections
Usability & Support	<ul style="list-style-type: none"> Accessible layout supports students understanding 	58% <ul style="list-style-type: none"> Requires active teacher navigation 	<ul style="list-style-type: none"> Major barrier! Small text Hard to navigate digital resources 	32% <ul style="list-style-type: none"> Dense and difficult to navigate
Recommendation	<ul style="list-style-type: none"> Solid, reliable option Moderate engagement 	<ul style="list-style-type: none"> Strong option IF paired with supplements Will need intentional supports 	<ul style="list-style-type: none"> Not recommended without improvements to usability 	<ul style="list-style-type: none"> Valuable only as a teacher resource, not a student-facing core material

- Important to note that there is a very limited sample size for all HS Curriculums due to the timing of class offerings

Curriculum Comparison: US History Student & Teacher Feedback

- Overall Impression
- Strengths
- Areas of Improvement
- Alignment & Rigor
- Culturally Relevant
- Usability & Support
- Recommendation

	McGraw Hill Student Feedback	McGraw Hill Teacher Feedback	Savvas Student Feedback	Savvas Teacher Feedback
Overall Impression	60% 39	58% 1	25% 2	55% 2
Strengths	<ul style="list-style-type: none"> Clear & straightforward Easy to understand Accessible 		<ul style="list-style-type: none"> Topics are interesting to students 	
Areas of Improvement	<ul style="list-style-type: none"> Complaints of boredom Lack of engagement 		<ul style="list-style-type: none"> Feels heavy on the note-taking 	<ul style="list-style-type: none"> Savvas starts at Pre- Half of the book is not our content or standards useless
Alignment & Rigor	<ul style="list-style-type: none"> Often perceived as too easy or not challenging enough 	60%	<ul style="list-style-type: none"> Appropriately rigorous Not overly difficult 	40%
Culturally Relevant	69%	20%	48%	40%
Usability & Support	<ul style="list-style-type: none"> Paper-based appreciated Lacks interactive supports 	63%	<ul style="list-style-type: none"> Confusing interface 	68%
Recommendation	<ul style="list-style-type: none"> Usable Needs engagement strategies 			

- Important to note that there is a very limited sample size for all HS Curriculums due to the timing of class offerings

Curriculum Comparison: US Govt Student & Teacher Feedback

	McGraw Hill		TCI: US Government	
	Student Feedback	Teacher Feedback	Student Feedback	Teacher Feedback
Overall Impression	57%	73%	45%	66%
Strengths	<ul style="list-style-type: none"> Content is accessible Key concepts clearly introduced 		<ul style="list-style-type: none"> Engaging and meaningful Encouraged student voice and interaction 	
Areas of Improvement	<ul style="list-style-type: none"> Lacks depth and clarity in explaining complex topics 		<ul style="list-style-type: none"> Topic and Lesson Relavance 	
Alignment & Rigor	<ul style="list-style-type: none"> Asked Critical que 	92%	<ul style="list-style-type: none"> Supports thinking and reflection Not overwhelming 	60%
Culturally Relevant	58%	60%	53%	60%
Usability & Support	<ul style="list-style-type: none"> Easy to use Requires effort to locate information 	68%	<ul style="list-style-type: none"> Easy to use Supports student participation 	89%
Recommendation	<ul style="list-style-type: none"> Usable foundation More rigorous and aligned to Oregon State Standards 			

- Important to note that there is a very limited sample size for all HS Curriculums due the timing of class offerings

Adoption Recommendation: K-5

Publisher: TCI

Book Title: Social Studies Alive

ISBN:

- Kindergarten: Me and My World – ISBN: 978-1-68468-095-5
- 1st Grade: My School and Family – ISBN: 978-1-68468-096-2
- 2nd Grade: My Community – ISBN: 978-1-68468-097-9
- 3rd Grade: Our Community and Beyond – ISBN: 978-1-68468-098-6
- 4th Grade: Regions of our Country – ISBN: 978-1-68468-099-3
- 5th Grade: America's Past – ISBN: 978-1-68468-100-6

Why:

Teachers like the online portion where students can access it
Reported it was easy access

Teacher likes that it comes with a book

Feedback positive for k-2

Most students said they enjoyed the lesson and social studies

Mostly positive feedback 3-5

- teachers like that students were engaged
- the lessons were game based and had students investigating
- teachers liked that students wanted to do the reading to help them answer the questions in the activity

Adoption Recommendation: 6-8

Publisher: TCI**Book Titles**

- 6th Grade: The Western Hemisphere – ISBN: 978-1-68468-299-7
- 7th Grade: The World through 1750 – ISBN: 978-1-68468-150-1
- 8th Grade: The United States through Industrialism – ISBN: 978-1-68468-151-8

Why:

- Had the most student engagement reported by students themselves
- 100 different languages
- All materials are easily printable and editable
- Easy sub access
- Ease of digital platform for students and teachers
- Connection to today is more embedded and culturally relevant
- TCI had diverse perspectives, more authentic and relevant
- TCI grading would allow re- answering questions and would redirect you to the section of the content that would help students re-learn

Adoption Recommendation: 9-12

Grade Level: 9-12 Global Studies
Publisher: McGraw Hill
Book Title: *Geography, Oregon Edition*

Grade Level: 9-12 US History
Publisher: McGraw Hill
Book Title: *US History, Oregon Edition*

Grade Level: 9-12 Civics/Government
Publisher: McGraw Hill
Book Title: *Civics, Oregon Edition*

Why:

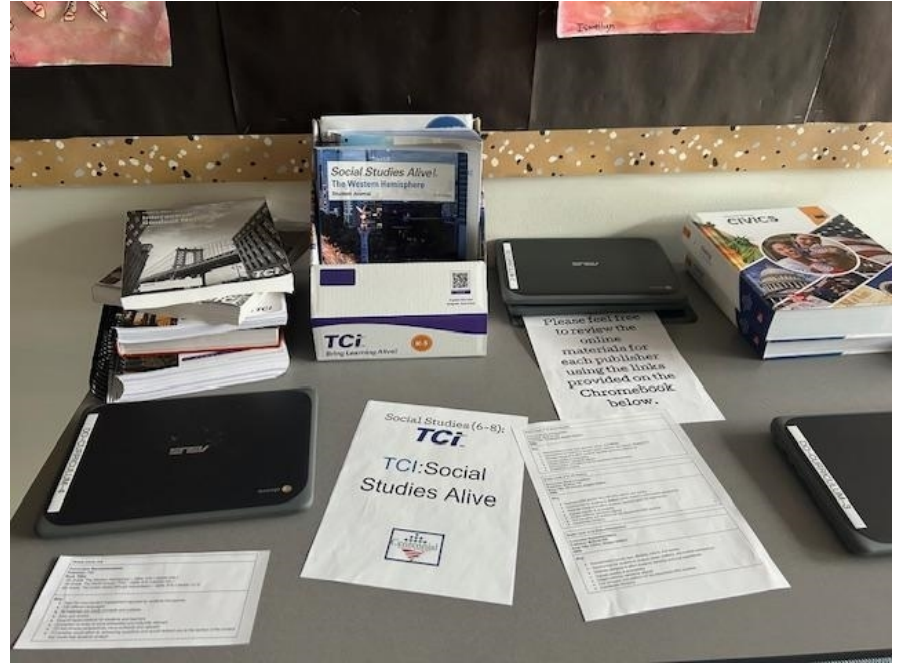
- Representation across race, ethnicity, culture, and identity
- Opportunities for students to analyze power, systems, and multiple perspectives
- Materials designed to affirm students' identities and lived experiences
- Highest usability & accessibility
- Oregon editions- standards aligned
- One company, one platform for the department AND students
- Established company

Opportunities for Community Feedback

Opportunities for the community to review the recommended materials are available digitally and in person.

School Level: Community Viewing Event

District Level: Communicated via website and Parent Square





Budget Impact

K-5	\$301,270
6-8	\$163,000
9-12	\$225,951.84
Total	\$690,221.84



Thank You!



COLLABORATING IN COMMUNITY | CULTIVATING EQUITY | INSPIRING EXCELLENCE