

HISTORY AND SOCIAL SCIENCE
CURRICULAR MATERIALS GUIDE

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RENNIE CENTER
EDUCATION RESEARCH & POLICY

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INTRODUCTION

WELCOME TO THE HISTORY AND SOCIAL SCIENCE CURRICULUM MATERIALS GUIDE!

In certain disciplines—Arts, Comprehensive Health and Physical Education, History and Social Science, Digital Literacy and Computer Science, and World Languages—the marketplace for comprehensive core curricular materials is limited. The Department of Elementary and Secondary Education (DESE) provides curriculum guides to give schools and districts useful information and evidence about available curricular materials to support informed, local decisions about those materials and their use in implementing the Massachusetts curriculum frameworks. Districts can utilize the process detailed in the IMplement MA Guide to support robust curriculum evaluation, selection, and implementation of curricula. For more information, see the section on How To Use This Guide in the Appendix.

This guide synthesizes the findings of several previous review projects with a new review conducted in 2026 by the Rennie Center for Education Research and Policy in partnership with DESE. Throughout this guide, materials marked with two asterisks (**) indicate materials reviewed in 2021, while materials marked with one asterisk (*) were reviewed in 2023. For more information around the context of this guide, see the Context section in the Appendix.

Massachusetts history and social science educators served as expert reviewers to evaluate submitted instruction materials against rubrics for baseline expectations. Rubrics assessed materials on the following domains: Standards Alignment; Classroom Application (made up of Accessibility for Students and Usability for Teachers); and Cultural Responsiveness. Only materials that were found to meet these expectations have been selected for inclusion in this guide. For more information around how materials were evaluated for eligibility and in-depth information around the rubrics, see the section on Curriculum Review Rubric Structure and Definitions of Ratings in the Appendix.

Report Format

This Guide provides reviews of core instructional materials for Grades K-5 and Grades 8-12, supplemental materials for Grades K-5, and supplemental materials relating to the topics of Student-Led Civics Projects, Media Literacy, and Cultural

Responsiveness for Grades 6-12. Each section includes a topic matrix that illustrates which topics each material addresses.

Grades 6 and 7 core materials have not been evaluated in this guide, as the Massachusetts Department of Elementary and Secondary Education has published its own comprehensive, core curriculum: *Investigating History*. *Investigating History* is a free, standards-aligned curriculum that covers Grades 3-7 as of 2026. For more information around Investigating History, see the section on DESE's Investigating History in the Appendix.

All reports are listed first by their publisher and then the specific curriculum that was reviewed. Each report includes a general narrative that gives an overview of what the materials are, followed by a table of Product-Specific Details. These include logistical information such as price, format of materials, and professional learning opportunities.

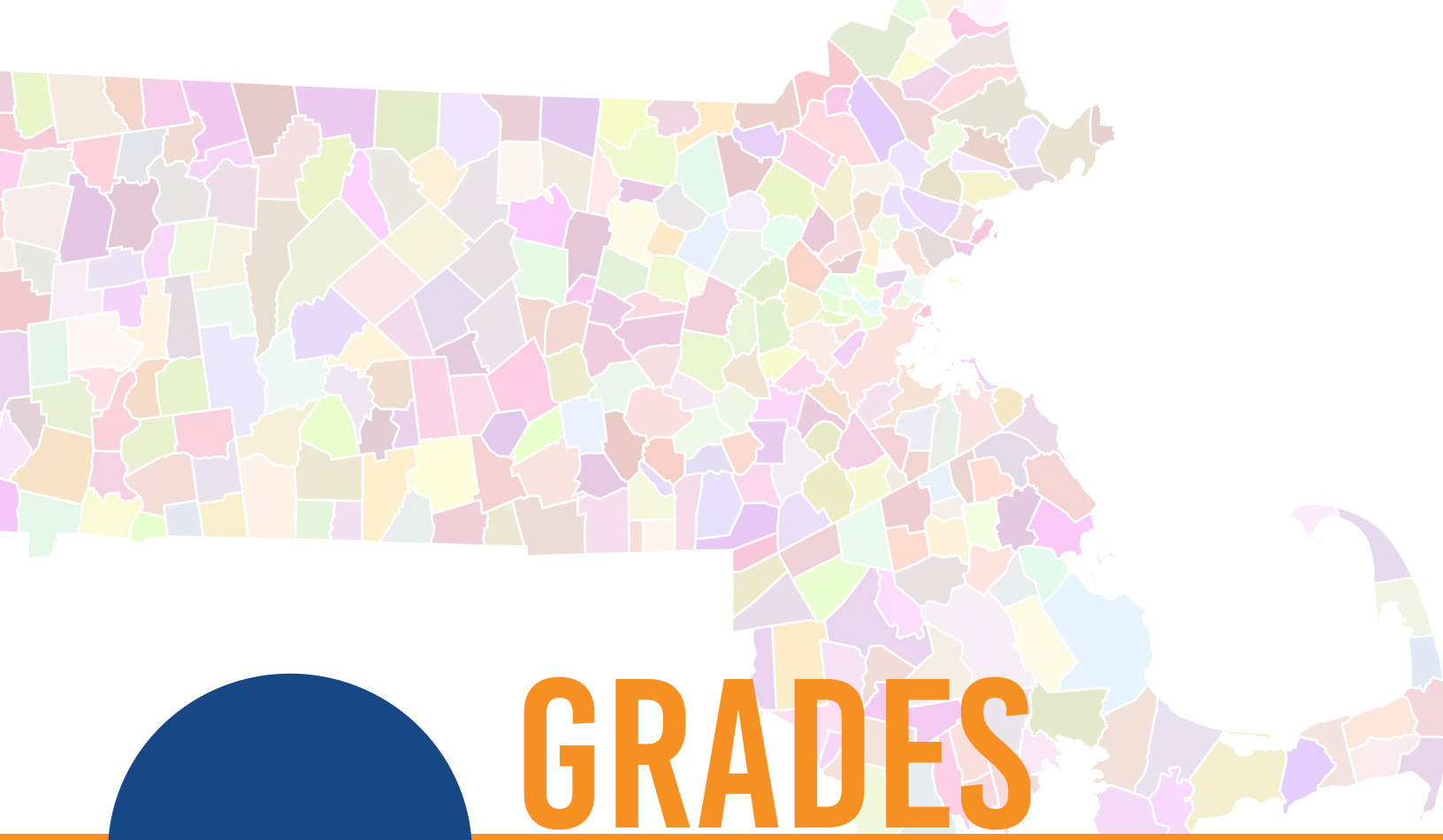
Following the table is the rubric-aligned narrative for the material. The narratives include both strengths and limitations of the materials based on the various indicators of the rubric. These narratives were drawn from teacher reviewers' findings when evaluating the materials: the Rennie Center made every effort to include the most salient strengths and limitations identified in each evidence tracker. A note that where no limitations were identified in a certain indicator does not necessarily mean that the material does not include limitations in the area, but rather that none were identified by the teacher reviewers during their review. By nature of curriculum reviews, the entirety of a curriculum may not be reviewed during the review period, and schools and districts may discover limitations particular to their own context during their testing of curriculum.

For more information around the format of this Guide, see the section on the Curriculum Guide Format in the Appendix.

For more information, or to report technical errors such as broken links, contact: HistoryCivicsDESE@mass.gov.



CORE MATERIALS



GRADES K-5

ACCESS TOPIC MATRICES FOR ALL MATERIALS AT THE HISTORY AND SOCIAL SCIENCE CURRICULAR MATERIALS GUIDE TOPIC MATRICES SHEET.

CORE KNOWLEDGE: CORE KNOWLEDGE HISTORY AND GEOGRAPHY

According to the publisher, *Core Knowledge History and Geography* by Core Knowledge is a curriculum that centers around three strands of instruction to cover World Geography, World History, and U.S. History and Civics and builds a foundation of understanding in specific historical events, cultures, and geographical features through engaging student readers.

Curriculum Information	*Product-Specific Details*
Grade Level(s)	K–5
Materials Type	Core
Instructional Duration	Yearlong
Material Format	Digital and print
Professional Learning	Virtual workshops, webinars, and self-paced sessions; in-person training, coaching, and conferences
Pricing	Free for digital; print at cost
Product Website	Core Knowledge History and Geography homepage

Standards Alignment: Strengths

Materials are aligned to grade-level standards for content and to grade-level expectations for history and social science practices. Student readers center around informational texts, maps, primary and secondary sources, discussion questions, and evidence-based reasoning. Materials align to grade level standards for literacy by regularly tasking students with the analysis of sources and the explanation of ideas using evidence. Units are designed to build student knowledge systematically, developing historical, geographic, and civic knowledge across grade levels in a sequence that revisits and expands concepts and content over time. As students progress in grade level, they are increasingly asked to look at more than one point of view and use evidence to explain their thinking: students are encouraged to engage in inquiry and deeper level thinking, and given questions that probe them to understand the 'why' behind what happened.

Standards Alignment: Limitations

Materials do not address Massachusetts-specific content, including local cities and towns (3.T1) and local Revolutionary history (3.T6). Some content is out of level across all grades (i.e., covered in different grade levels than it appears in the Massachusetts curriculum framework).

Classroom Application: Strengths

Suggested classroom routines and structures include discussion prompts, Question Cards, timelines, and other instructional resources and assessments. Guides provide instructional routines and structures that facilitate reading, writing, collaborative discussion, and critical thinking skills. Assessments are embedded throughout units and include both formal and informal measures of student understanding. Lessons are available in English and Spanish languages. Some differentiation options exist, such as providing alternatives to written responses such as drawing or speaking presentations.

Classroom Application: Limitations

Differentiation options exist, but are not consistently embedded into lessons, and are limited for students with disabilities, English learners, and students operating below grade level. Language supports for students whose home language is not Spanish are limited, and scaffolds, visuals, and accommodations for students who need additional support are limited. While units and resources allow for knowledge-building across grades, the progression of disciplinary skills is not always clear.

Cultural Responsiveness: Strengths

Diverse stories and experiences are included, exposing students to a variety of

historical figures, cultural groups, and perspectives. Lessons sometimes encourage consideration of fairness, injustice, and differing viewpoints. Students are given some opportunities to tie learning to their own identities, families, communities, and lived experiences through reflection activities and personal storytelling projects.

Cultural Responsiveness: Limitations

In earlier grades, opportunities to tie student learning into their identities are more limited. Materials provide fewer opportunities for student-driven inquiry or authentic community engagement. Materials sometimes emphasize white, European perspectives, such as teaching Christopher Columbus without reference to his treatment of the Taino people, and presenting an outdated and inaccurate portrayal of “the First Thanksgiving.”

*FISHTANK LEARNING

According to the publisher, *Fishtank Learning* is a comprehensive English/Language Arts (ELA) curriculum that embeds social studies content. Texts within the ELA materials alternate focus on social studies and science topics.

**This material was reviewed in the 2023 teacher review using a rubric that did not include a criterion on Accessibility for Students. Because the curriculum is intended primarily to instruct in ELA topics, it was initially included as a supplemental material in 2023. Only elementary grades were reviewed.*

Curriculum Information	*Product-Specific Details*
Grade Level(s)	K–12
Materials Type	ELA
Instructional Duration	Yearlong
Material Format	Digital
Professional Learning	Online sessions, one-on-one, train-the-trainer, online modules, teacher tools
Pricing	Free
Product Website	Fishtank Curriculum homepage

Strengths

Materials provide robust guidance for teachers on structuring lessons, assessing learning, and differentiating instruction. Lessons provide opportunities for students to explore multiple perspectives of historical events. Materials provide teachers with discussion questions that allow students to connect their cultures and identities to their learning.

Limitations

The curriculum is primarily an English/Language Arts curriculum, and materials cover a relatively small subset of Massachusetts K-5 social studies standards. Materials align with some, but not all, practice standards.

GIBBS SMITH: MA 3 MASSACHUSETTS, OUR HOME, 3RD EDITION

According to the publisher, *MA 3 Massachusetts, Our Home, 3rd Edition* by Gibbs Smith Education is an inquiry-based curriculum that supports students and teachers in exploring civics, geography, economics, history, and culture.

Curriculum Information	*Product-Specific Details*
Grade Level(s)	3
Materials Type	Core
Instructional Duration	Yearlong or Semester
Material Format	Digital and print
Professional Learning	Virtual workshops; in-person coaching sessions
Pricing	Paid
Product Website	Gibbs Smith: The Massachusetts Series homepage

Standards Alignment: Strengths

Materials are aligned to grade-level standards for content and to grade-level expectations for history and social science practices, with lessons including learning goals that are explicitly aligned to grade-level standards. Materials cover all of Massachusetts-specific Grade 3 Topics. The curriculum aligns to grade level standards for literacy by regularly tasking students with reading, writing, discussion, and evidence-based analysis using a variety of informational texts and historical sources. Units are designed to build student knowledge over time, with lessons that progressively develop historical content and disciplinary skills. Materials provide opportunities for students to develop historical thinking through exposure to a wide range of primary and secondary sources and to analyze evidence, compare perspectives, identify bias, support claims with evidence, and develop historical inquiries.

Standards Alignment: Limitations

There are limited opportunities for students to apply their learning in authentic contexts such as taking informed action (PS7).

Classroom Application: Strengths

Lessons are organized by a consistent instructional sequence that includes learning goals, vocabulary, inquiry activities, instructional content, and lesson checks, providing teachers with suggestions for classroom routines and structures. Materials provide support for teachers with planning and preparation through pacing guides that include lesson objectives, instructional materials, estimated instructional time, answer keys, and planning guidance to support implementation. Materials offer differentiation for students with diverse learning needs, including supports for English learners and learners operating below or above grade level, by explicit scaffolding strategies such as highlighted words, vocabulary building activities, and student-facing strategies for skill building. Lessons incorporate multiple access points through visuals, vocabulary supports, graphic organizers, and reading strategies. Both informal and formal assessments are included throughout the curriculum, including learning checks, discussion prompts, writing opportunities, and performance tasks.

Classroom Application: Limitations

Materials provide limited guidance for discussion protocols.

Cultural Responsiveness: Strengths

Materials prompt students to make connections between historical events, civic concepts, and their own communities. Diverse stories and experiences are included throughout the curriculum, with many resources featuring multiple perspectives and historically underrepresented voices. Students are regularly asked to apply a critical lens to the past by examining historical perspectives, evaluating bias, and considering the experiences of different groups.

Cultural Responsiveness: Limitations

While opportunities for students to connect learning to their own lived experiences are included, these are frequently in storytelling projects like tracing a family tree rather than community applications.

*GREAT FIRST EIGHT

According to the publisher, *Great First Eight* is a set of comprehensive, integrated curricular materials designed to be used across all subject areas. The materials are specifically focused on children from underrepresented racial and ethic groups, and children experience a mix of whole-group, small-group, and individual experiences with teacher- and child-directed learning.

**This material was reviewed in the 2023 teacher review using a rubric that did not include a criterion on Accessibility for Students. Because the curriculum is intended primarily to instruct in ELA topics, it was initially included as a supplemental material in 2023. In our 2023 review of the portions of the kindergarten materials aligned to social studies content and practices, we found that they met baseline expectations. However, the developers recommend against teaching any portion of the materials in isolation and the remainder of the materials have not gone through a baseline review process.*

Curriculum Information	***Product-Specific Details***
Grade Level(s)	PK–4
Materials Type	ELA
Instructional Duration	160 days divided between 8 units
Material Format	Digital
Professional Learning	Online learning modules; in-person coaching
Pricing	Free
Product Website	Great First Eight homepage

Strengths

Materials are aligned to grade-level standards for content and to grade-level expectations for history and social science practices. Materials support teachers with suggested classroom routines and structures including structures for reading, analysis, and discourse. Materials support teacher planning and preparation

through detailed descriptions, lesson goals, and lesson overviews. The curriculum presents a diversity of stories and experiences, including lessons featuring individuals from various backgrounds. Opportunities for students to apply learning beyond the classroom are included through social-emotional learning activities.

Limitations

Opportunities for writing practice were limited. Materials beyond the kindergarten level were not reviewed.

INQUIRED: INKWELL

According to the publisher, *Inkwell* by InquirED is a core curriculum that integrates ELA and social studies into one cohesive instructional block that is grounded in the science of reading, embedding literacy and social science learning through inquiry-centered, knowledge-building, content-rich social studies investigations.

As of the writing of this guide, the materials for K-2 were in production and a preview of the curriculum was provided for the purposes of this review.

Curriculum Information	***Product-Specific Details***
Grade Level(s)	K–2
Materials Type	Core
Instructional Duration	Yearlong
Material Format	Digital and print
Professional Learning	Virtual workshops, webinars; in person-coaching
Pricing	Paid
Product Website	Inkwell homepage

Standards Alignment: Strengths

Materials are aligned to grade-level standards for content and to grade-level expectations for history and social science practices, integrating civics, literacy, and inquiry-based learning through coherent units centered on essential questions. Materials align to grade level standards for literacy by incorporating reading, writing, speaking, listening, and vocabulary development throughout instruction. Materials are designed so that students regularly gather information from multiple sources, discuss ideas with peers, synthesize evidence, and create products intended to address authentic community challenges. Units are designed to build student knowledge over time, using a sequenced inquiry model that develops content understanding and disciplinary skills across each unit. Materials provide opportunities for students to develop historical thinking by providing students with multiple sources of information to develop questions, conduct investigations,

organize evidence, construct explanations, and communicate their learning through performance tasks.

Standards Alignment: Limitations

Materials provide limited coverage around: Geography: connections among places (K.T2); Geography: places to explore (1.T2); History: unity and diversity in the United States (1.T3), and Economics: resources and choices (1.T4).

Classroom Application: Strengths

Lessons are organized by an inquiry-based instructional model that includes objectives, teacher guidance, discussion routines, vocabulary development, and culminating learning tasks. Teachers are provided with detailed scripts and suggested classroom routines and structures. Pacing guides include lesson summaries, preparation guidance, instructional materials, and embedded teacher supports. Materials offer explicit and detailed differentiation for students with diverse learning needs, including scaffolded learning activities, language supports, graphic organizers, extension opportunities for students operating above grade level, suggestions for students operating below grade level, and embedded scaffolding for English learners. Both informal and formal assessments are included through ongoing discussion, reflection, performance tasks, and unit-based culminating projects.

Classroom Application: Limitations

Opportunities for students to apply learning beyond the classroom are mostly limited to classroom-based inquiry projects and simulations.

Cultural Responsiveness: Strengths

Students are given opportunities to tie learning to their own identity and

experiences in culminating projects that synthesize learning and the application of civic knowledge to simulations of age-appropriate community issues. Diverse stories and experiences are included throughout the curriculum. Students are given the opportunity to apply a critical lens to the past by considering multiple perspectives and examining how individuals and communities contribute to civic life.

Cultural Responsiveness: Limitations

Materials evaluated in the preview provide limited opportunities for students to apply a critical lens to the past.

*INQUIRED: INQUIRY JOURNEYS

According to the publisher, *Inquiry Journeys* by InquirED engages students in inquiry-based learning and strengthens literacy skills through investigations into history, geography, civics, and economics and a variety of primary and secondary sources. Lessons include opportunities for investigation, reflection, and connection through the centering of compelling questions, analysis of sources, and opportunities for students to collaborate, create, produce, and evaluate content.

**This material was reviewed in the 2023 teacher review using a rubric that did not include a criterion on Accessibility for Students.*

Curriculum Information	*Product-Specific Details*
Grade Level(s)	K–5
Materials Type	Core
Instructional Duration	Yearlong
Material Format	Digital
Professional Learning	Curriculum-based professional learning and planning, on-demand support, online resources
Pricing	Paid
Product Website	Inquiry Journeys homepage

Standards Alignment: Strengths

Materials are driven by the inquiry process and designed to engage students. Content is well-aligned to practice standards and addresses most content standards. Materials include many opportunities for students to discuss, explain, and debate topics to form their own conclusions.

Standards Alignment: Limitations

Some content is out of level across all grades (i.e., covered in different grade levels than it appears in the Massachusetts curriculum framework).

Classroom Application: Strengths

All lesson plans include a clear purpose, basic instructions for classroom set up, and grouping recommendations. Embedded links to worksheets make it easy for teachers to navigate the materials.

Classroom Application: Limitations

Reviewers did not identify a limitation through this review; it does not indicate that no limitations exist.

Cultural Responsiveness: Strengths

Students are asked to consider multiple perspectives and evaluate the validity of conflicting narratives. Lessons elevate a diversity of voices and experiences. Students use a critical lens to analyze the past through the inquiry process. There are many opportunities for students to connect their identity and experiences to their learning. Across all grade levels, there are opportunities for students to explore, affirm, and share their culture.

Cultural Responsiveness: Limitations

Reviewers did not identify a limitation through this review; it does not indicate that no limitations exist.

*MELROSE SOCIAL STUDIES

According to the publisher, *Melrose Social Studies* provides opportunities for students to engage in Massachusetts-specific content learning by exploring guiding questions which are possible avenues for learning through discussion and play. The curriculum is centered around the Universal Design for Learning (UDL) framework and uses primary sources as tools to promote critical thinking and inquiry in the classroom.

**This material was reviewed in the 2023 teacher review using a rubric that did not include a criterion on Accessibility for Students.*

Curriculum Information	*Product-Specific Details*
Grade Level(s)	K–5
Materials Type	Core
Instructional Duration	Yearlong
Material Format	Digital
Professional Learning	None
Pricing	Free
Product Website	Melrose Social Studies Google Drive

Standards Alignment: Strengths

Materials often embed a strong inquiry orientation, though some meet this goal with higher quality than others. Lessons include a hook to grab students' attention and address the purpose of students' learning. Materials include clear rubrics to assess student skill mastery and regularly require students to develop arguments and explain their reasoning. Each Unit Overview includes a description of which Massachusetts English Language Arts standards are covered within the unit. Reading, writing, speaking, and listening tasks are embedded across units. Lessons regularly require students to develop arguments and explain their reasoning.

Standards Alignment: Limitations

Materials are limited in connecting what students learn across units.

Classroom Application: Strengths

Unit planning templates for teachers include the length of the unit, a summary of what is covered, a summary of tasks, and other planning tools. The unit summary provides an overview of the unit so teachers understand the whole picture of what students should learn. Rubrics provide teachers with examples of where students should be for writing and idea development. Most lessons include clear step-by-step instructions for teachers. Every grade level includes an overarching theme and lesson plan that is focused on a primary question with a primary source to accompany each question. Questions included in speaker notes help teachers promote higher-order thinking and discussion. Links to lesson planning templates, standards and scoring criteria, and the Understanding by Design reflection tool is provided to help teachers prepare the content and materials provided.

Classroom Application: Limitations

While there are routines at the unit level, such as opening with a ‘hook’ and a Summative Assessment Task, the structure and format of lessons vary. Not all grades and lessons have consistently outlined plans of a specific template.

Cultural Responsiveness: Strengths

Embedded inquiries in materials push students to apply a critical lens to the past and connect with their own experiences. Texts present diverse perspectives with stories from various backgrounds and people. Materials position students to consider multiple historical perspectives through readings, inquiries, and classroom activities. Students are sometimes able to connect content and their identity to materials learning through activities.

Cultural Responsiveness: Limitations

Grade 5 materials present a limited diversity of stories and experiences, mostly focusing on those of white men. Opportunities for students to apply learning to their own identity and experiences are sometimes missed.

*PRIMARY SOURCE: CORNERSTONES FOR CIVIC ENGAGEMENT

According to the publisher, *Cornerstones for Civic Engagement* by Primary Source is a series of curriculum units that provide culturally responsive and grade-appropriate sources and student materials, alongside content that integrates with social studies and literacy instruction.

**This material was reviewed in the 2023 teacher review using a rubric that did not include a criterion on Accessibility for Students.*

Curriculum Information	*Product-Specific Details*
Grade Level(s)	3–5
Materials Type	Core
Instructional Duration	Yearlong
Material Format	Digital
Professional Learning	In-person and online asynchronous professional development, podcasts, school/district learning partnership
Pricing	Paid
Product Website	Cornerstones for Civic Engagement homepage

Standards Alignment: Strengths

Materials engage students with a variety of discipline-specific, grade-appropriate sources such as texts, images, and maps. Materials are well-aligned to practice standards and reinforce literacy standards. Oral discussion and written comprehension activities often follow primary source readings to ensure students analyze the purpose of the source (PS4), conduct inquiries (PS2), explain conclusions using evidence (PS6), and analyze multiple perspectives of the same historical event. They also ask students to write for a variety of purposes and audiences. Embedded activities provide opportunities for students to build upon their knowledge of a time period through independent research.

Standards Alignment: Limitations

While units largely progress in a coherent manner, references to students' prior learning is inconsistent.

Classroom Application: Strengths

Each reading is accompanied by questions to support student discourse. Materials provide teachers with multiple questions to choose from to tailor the line of inquiry to students. Materials include robust differentiation suggestions, guidance on lesson pacing, and correlations to MA standards. Directions for whole group, small group, and partner activities are clearly explained with repeated structures to increase student engagement and participation.

Classroom Application: Limitations

Materials do not provide guidance on how to group students. Although discussion routines and structures are present, some units have discussion components but lack guidance on how to support students to enter the discussion.

Cultural Responsiveness: Strengths

Materials include articles that highlight the lives and contributions of individuals representing diverse racial and ethnic backgrounds. Materials push students to consider how different groups are represented in texts. Several activities provide students with the opportunity to do partner research on complicated aspects of American history, such as the transcontinental railroad. There are a range of lessons that ask students to connect the content and themes they learn about to lived experiences in their own communities.

Cultural Responsiveness: Limitations

Though lessons present some diverse perspectives, teachers will need to

supplement materials to ensure full inclusivity (e.g. across race, ethnicity, gender, sexuality, religion, dis/ability, and class). Additionally, the materials lack structures to support critical discussion on racism and discrimination in the past and present. Students have some opportunities to apply a critical lens to the past, but there are no meaningful conversations about power or oppression.

SOCIAL STUDIES SCHOOL SERVICE: NYSTROM YOUNG CITIZENS

According to the publisher, *Nystrom Young Citizens* by Social Studies School Services is a core curriculum designed to center skill-building in elementary social studies in grades K-2. Materials integrate social studies and English Language Arts (ELA) disciplines, using storytelling, relatable characters, and hands-on geographic tools to help students build complex literacy skills, critical thinking, and civic knowledge.

Curriculum Information	*Product-Specific Details*
Grade Level(s)	K–2
Materials Type	Core
Instructional Duration	Yearlong
Material Format	Class kits include print, digital, and writable maps and globes
Professional Learning	Self-paced professional learning modules, in-person coaching sessions for teachers and district leaders
Pricing	Paid
Product Website	Nystrom Young Citizen homepage

Standards Alignment: Strengths

Materials are aligned to grade-level standards for content and to grade-level expectations for history and social science practices through a sequence of lessons and projects that build knowledge across grade levels. Materials align to grade level standards for literacy by integrating discipline-specific reading, writing, speaking, listening, and vocabulary development throughout instruction. Units are designed to build student knowledge over time, with concepts and civic practices revisited, deepened, and expanded across grade levels to support progression. Materials provide opportunities for students to develop historical thinking through inquiry-based investigations, discussions, and research. Materials provide maps, charts, photographs, and informational texts for student skill building, including the development of questions (PS2), analysis of information, communication of ideas

(PS6), and participation in civic action (PS7) through chapter projects.

Standards Alignment: Limitations

The curriculum is limited around teaching economic topics in Grade 2 (2.T5).

Classroom Application: Strengths

Lessons create routines for teachers and students that include lesson objectives, opening activities, guided instruction, collaborative learning, application activities, and assessments. Teachers are provided with suggested classroom activities and structures, including inquiry-based projects, discussion protocols, family engagement activities, and recurring instructional practices. Pacing guides include chapter overviews, instructional objectives, estimated instructional times, materials lists, and step-by-step lesson guidance. Materials offer differentiation for students with diverse learning needs, including supports for English learners, students performing above or below grade level, and opportunities for scaffolded instruction throughout the curriculum. Both informal and formal assessments are included through ongoing formative checks, chapter projects, and summative assessments.

Classroom Application: Limitations

Assessments rely on recall of information rather than the application of knowledge and skills. Differentiated options in Grades 1-2 are limited to general instructional recommendations, rather than scaffolds within lessons. Materials rely upon leveled readers, and are limited in supports for emerging readers or students who are reading below grade level.

Cultural Responsiveness: Strengths

Students are given opportunities to tie learning to their own identity and experiences through projects that connect classroom learning to their families,

cultures, and communities. Materials invite families and communities to build personal connections through the sharing of individual pasts, cultures, and geographic connections in ways that value students' lived identities. Diverse stories and experiences are included. Materials provide the opportunity for students to apply a critical lens to the past by considering multiple viewpoints and exploring how communities and individuals shape history and civic life.

Cultural Responsiveness: Limitations

Diverse representations often lack sufficient context and depth. Discussions of topics such as segregation, Indigenous history, and power imbalances are sometimes presented in ways that minimize systemic inequities or rely on generalized descriptions rather than centering the perspectives of affected communities.

*TEACHERS' CURRICULUM INSTITUTE (TCI): SOCIAL STUDIES ALIVE! (K-5)

According to the publisher, *Social Studies Alive!* by Teachers' Curriculum Institute (TCi) is designed with engaging activities, ELA integration, and easy-to-use materials. The curriculum includes informational texts, primary sources, unit inquiry projects, and social studies sources that explore different perspectives in history, and is available in English and Spanish.

**This material was reviewed in the 2023 teacher review using a rubric that did not include a criterion on Accessibility for Students.*

Curriculum Information	*Product-Specific Details*
Grade Level(s)	K–5
Materials Type	Core
Instructional Duration	Yearlong
Material Format	Digital and print
Professional Learning	Online and in-person; educator summits, workshops, webinars, community forums, on-demand district coaching
Pricing	Paid
Product Website	Social Studies Alive! homepage

Standards Alignment: Strengths

Materials are well-aligned to practice standards and embed a strong focus on literacy within social studies instruction. Lessons provide opportunities for students to make literal and inferential meaning across texts of varying structures. Materials prompt students to develop questions and demonstrate understanding through comprehension check-points, both in writing and orally. There are clear English Language Arts objectives stated for each lesson. Students are asked to apply previously taught concepts, such as culture and geographic variation across regions, to analyze new images and readings. The 3-2-1 reflection protocol embedded in materials has students develop supporting questions that lead to the

generation of new ideas and contribute to the inquiry process (PS2). Tasks require students to synthesize what they have learned through activities.

Standards Alignment: Limitations

The curriculum is limited in coverage for some Massachusetts-specific content. Materials have limited opportunities for students to evaluate the credibility, accuracy, and relevance of sources (PS5).

Classroom Application: Strengths

Repeated routines throughout units, such as analysis of primary and secondary sources, provide structure for discourse. Materials include a vocabulary preview protocol that is beneficial for students, including English learners. This protocol provides pictures and contextual support for students as they learn academic vocabulary. Every unit provides multiple modalities for teachers to utilize planning materials. This includes PDF outlines, lists of materials for each lesson, projectible slides, and access to student facing materials. Teacher resources are well organized and include pacing suggestions.

Classroom Application: Limitations

Reviewers did not identify a limitation through this review; it does not indicate that no limitations exist.

Cultural Responsiveness: Strengths

Materials include multiple opportunities for students to explore diverse perspectives, including those from historically marginalized populations. There are multiple opportunities for students to discuss and write about their own identities. Extension projects allow students to follow a line of inquiry of their choice to create an action plan and slogan for a project that could solve a problem relevant to their

community.

Cultural Responsiveness: Limitations

Though there are a range of voices and perspectives represented throughout the materials, teachers will need to supplement materials to ensure that students are exposed to primary and secondary sources that represent all forms of identity (race, gender, sexuality, religion, dis/ability, social class, etc.).

TEACHERS' CURRICULUM INSTITUTE (TCI): SOCIAL STUDIES ALIVE! 4TH GRADE (MA EDITION)

According to the publisher, *Social Studies Alive! 4th Grade (MA Edition)* by Teachers' Curriculum Institute (TCI) integrates inquiry-based learning across English Language Arts and History and Social Science standards to address Massachusetts-specific content with a focus on literacy within social studies instruction.

Curriculum Information	*Product-Specific Details*
Grade Level(s)	4
Materials Type	Core
Instructional Duration	Yearlong
Material Format	Digital
Professional Learning	Online and in-person; educator summits, workshops, webinars, community forums, on-demand district coaching
Pricing	Paid
Product Website	TCI Massachusetts Social Studies Curriculum homepage

Standards Alignment: Strengths

Materials are aligned to grade-level standards for content and to grade-level expectations for history and social science practices. The curriculum provides literacy-embedded standards through explicit reading, writing, speaking, listening, and vocabulary development integrated into every lesson. Units are designed to build student knowledge over time through recurring inquiry routines, giving students repeated opportunities to apply both practice and literacy standards over time. Materials provide opportunities for students to develop historical thinking by analyzing primary sources, photographs, artifacts, and multiple perspectives while applying evidence to answer historical questions. Students engage with collaborative inquiry, structured discussion, hands-on investigations, and

performance tasks that require them to synthesize learning and communicate historical understanding.

Standards Alignment: Limitations

The curriculum is limited in coverage for some Massachusetts-specific content. Opportunities for students to evaluate the credibility, accuracy, and relevance of sources (PS5) are limited.

Classroom Application: Strengths

Repeated routines throughout units, such as analysis of primary and secondary sources, provide structure for discourse. Materials include a vocabulary preview protocol that is beneficial for students, including English learners. Every unit provides multiple modalities for teachers to utilize planning materials, including PDF outlines, lists of materials for each lesson, projectable slides, and access to student facing materials. Materials provide pacing suggestions in support of teacher planning and preparation. Both informal and formal assessments are provided, including embedded checks for understanding, review games, vocabulary assessments, summative assessments, inquiry projects, and performance-based learning tasks.

Classroom Application: Limitations

Reviewers did not identify a limitation through this review; it does not indicate that no limitations exist.

Cultural Responsiveness: Strengths

Students are given opportunities to tie learning to their own identity and experiences through preview activities, reflection prompts, and community-focused action projects. Diverse stories and experiences are included throughout

the curriculum, representing Indigenous peoples, immigrants, enslaved people, and historically marginalized communities while incorporating multiple perspectives across units. The materials give students regular opportunities to apply a critical lens to the past through exposure to primary sources and multiple perspectives.

Cultural Responsiveness: Limitations

First-person narratives and embedded primary source voices often appear as optional extensions or supplemental resources. Opportunities for students to apply a critical lens to historical injustice and connect those discussions to present-day civic issues are inconsistent.



GRADE 8

ACCESS TOPIC MATRICES FOR ALL MATERIALS AT THE HISTORY AND SOCIAL SCIENCE CURRICULAR MATERIALS GUIDE TOPIC MATRICES SHEET.

DEMOCRATIC KNOWLEDGE PROJECT: CIVIC ENGAGEMENT IN OUR DEMOCRACY

According to the publisher, *Civic Engagement in Our Democracy* by the Democratic Knowledge Project (DKP) is a comprehensive, Grade 8 core civics curriculum developed to support students in building civic knowledge, historical understanding, and the skills necessary for meaningful participation in a constitutional democracy.

Curriculum Information	*Product-Specific Details*
Grade Level(s)	8
Materials Type	Civics
Instructional Duration	Yearlong
Material Format	Digital
Professional Learning	Online; in-person conferences; and blended options
Pricing	Free; additional paid resources available
Product Website	DKP: 8th Grade Curriculum homepage

Standards Alignment: Strengths

Materials are aligned to grade-level standards for content and to grade-level expectations for history and social science practices, with every Grade 8 Massachusetts Civics standard explicitly identified within the curriculum. History and social science practice standards are embedded throughout the course, with students engaging in inquiry, source analysis, evidence-based reasoning, argument development, and civic action. Literacy standards are integrated across lessons, with opportunities for collaborative discussion, reading analysis, presentation, and writing. Units are designed to build student knowledge over time through a coherent progression of content and skills. Students engage with recurring concepts, protocols, and civic questions that are revisited and expanded throughout the year. Students are regularly tasked with analyzing primary and secondary sources, participating in structured discussions, developing claims supported by evidence, conducting research, and completing increasingly

sophisticated civic and writing projects that culminate in a student-led civics project and civic self-reflection portfolio.

Standards Alignment: Limitations

Reviewers did not identify a limitation through this review; it does not indicate that no limitations exist.

Classroom Application: Strengths

Materials support teacher planning and preparation by organizing lessons by units, milestones, and lesson sequences that provide a clear instructional structure and progression of learning. Materials provide teachers with suggested classroom routines and structures including pacing guides that include unit overviews, lesson sequencing, implementation supports, assessment guidance, and explanatory videos that help educators understand the purpose and flow of instruction. Materials offer a set of routines and protocols that support classroom discussion, inquiry, reflection, and collaborative learning. Materials offer some differentiation for students with diverse learning needs, including Spanish-language translations, captioned videos, accessibility supports, adapted texts, vocabulary scaffolds, and guidance for modifying lessons. Materials include formative and summative assessment guides with expectations and instructional “look-fors.”

Classroom Application: Limitations

Embedded differentiation scaffolds are limited for English learners whose home language is not Spanish or who need linguistic supports beyond Spanish translations. Summative assessments provide instructional "look-fors" rather than comprehensive, detailed scoring rubrics. Materials do not provide comprehensive summative assessments with detailed scoring rubrics.

Cultural Responsiveness: Strengths

Students are given opportunities to tie learning to their own identity and experiences through recurring civic self-reflection activities, discussions of rights and responsibilities, civic storytelling, and the year-long development of a civic identity portfolio. The curriculum provides opportunities for students to explore diverse perspectives and engage in authentic civic issues that connect classroom learning to contemporary society.

Cultural Responsiveness: Limitations

Reviewers did not identify a limitation through this review; it does not indicate that no limitations exist.

**iCIVICS: MASSACHUSETTS

According to the publisher, the *Massachusetts* curriculum by iCivics includes digital resources created with the Massachusetts content, practice, and literacy standards in mind. The materials may be accompanied by a print workbook that includes all readings and activities from the curriculum to support teaching the principles of state and local government, including its structure, function and role in students' lives.

***This material was reviewed in the 2021 teacher review using a rubric with different domains and indicators.*

Curriculum Information	*Product-Specific Details*
Grade Level(s)	8
Materials Type	Civics
Instructional Duration	Yearlong
Material Format	Digital
Professional Learning	Online; in-person conferences; and blended options
Pricing	Free; additional paid resources available
Product Website	iCivics: Massachusetts homepage

Authentic, Meaningful Tasks: Strengths

The curriculum is aligned to Massachusetts standards and supports student engagement through interactive games and activities. Materials present complex content in an accessible way and provide opportunities for students to take action based upon their learning. A combination of lessons plans, mini-lessons, and online games are included to build students' civic knowledge.

Authentic, Meaningful Tasks: Limitations

Not all lessons support students in developing higher-order thinking skills like

evaluation, analysis, and application.

Support for All Students: Strengths

Online games and supporting materials provide WIDA correlations and English learner supports. Game resources are available in English and Spanish.

Support for All Students: Limitations

Lessons and activities provide few modifications to meet the needs of students with disabilities.

Usability: Strengths

Materials integrate with Google Classroom and include strong professional development content. Materials provide resources to support both new and veteran teachers in effectively implementing the resources.

Usability: Limitations

Reviewers did not identify a limitation through this review; it does not indicate that no limitations exist.

Cultural Responsiveness: Strengths

Materials provide opportunities for students to connect their learning to their own identity and experiences through reflective activities such as students researching their local government and the civic action project.

Cultural Responsiveness: Limitations

Diverse voices are presented as stand-alone examples, and are not centered

throughout the materials. Where diverse narratives are included, they are not presented in a way that allows students to question the dominant narrative of the nation's past.

*MCGRAW HILL: ACTIVELY LEARN: UNITED STATES & MASSACHUSETTS GOVERNMENT AND CIVIC LIFE

According to the publisher, *Actively Learn* is a digital platform from McGraw Hill that emphasizes interactive reading and writing. The platform is customizable and covers ELA, Social Studies, and Science subjects. The *Networks* version of this curriculum is also reviewed below.

**This material was reviewed in the 2023 teacher review using a rubric that did not include a criterion on Accessibility for Students.*

Curriculum Information	*Product-Specific Details*
Grade Level(s)	8
Materials Type	Civics
Instructional Duration	Yearlong
Material Format	Digital
Professional Learning	Guides, tutorials, and troubleshooting articles; webinars
Pricing	Paid
Product Website	McGraw Hill's United States & Massachusetts Government and Civic Life Actively Learn homepage

Standards Alignment: Strengths

Materials align with every topic for the Grade 8 standards. Lessons include a range of materials, inquiry-based "decision-making" activities, group projects, and writing assessments. Readings and videos are designed to develop content-based civics knowledge alongside inquiry-driven lessons. Units include lessons around sourcing, biases, annotation, and the use of sources for research purposes.

Standards Alignment: Limitations

Materials lack strong practice standard alignment.

Classroom Application: Strengths

Unit and lesson plans include a Lexile level for the texts and assignments. Detailed unit guides give an at-a-glance look at all the lessons included, how lessons fit into each week of the unit, structured pacing suggestions, and how the different skills involved interact with one another. Lessons are broken down by weeks to show patterns in practice over time.

Classroom Application: Limitations

Materials are limited in connecting to what students learned in past units and will learn in future units.

Cultural Responsiveness: Strengths

Content, particularly in units on the Civil Rights movement or early feminist movements, includes non-White or female authors, leaders, and revolutionaries. Lessons provide multiple opportunities for students to take a critical lens to the past. Contradicting resources are provided so that students can see multiple sides of an issue. Interactive projects and "decision-making" activities push students to take an interactive look at historical events to develop their own opinion-based responses.

Cultural Responsiveness: Limitations

Materials have limited perspectives from historically marginalized groups. Content in earlier units does not explore the Indigenous experience before colonization and there is limited mention of women and slavery in earlier units.

*MCGRAW HILL: NETWORKS: UNITED STATES & MASSACHUSETTS GOVERNMENT AND CIVIC LIFE

According to the publisher, *Networks* is a digital platform from McGraw Hill that serves as a complete social studies curriculum. The platform includes textbooks, lessons, inquiry activities, projects, and assessments. The *Actively Learn* version of this curriculum is also reviewed above.

**This material was reviewed in the 2023 teacher review using a rubric that did not include a criterion on Accessibility for Students.*

Curriculum Information	*Product-Specific Details*
Grade Level(s)	8
Materials Type	Civics
Instructional Duration	Yearlong
Material Format	Digital
Professional Learning	Online guides, recorded training
Pricing	Paid
Product Website	McGraw Hill's United States & Massachusetts Government and Civic Life Networks homepage

Standards Alignment: Strengths

Materials are aligned to most grade-level standards for content and to grade-level expectations for history and social science practices and literacy standards. Materials and activities are designed to build students' knowledge and skills over time.

Standards Alignment: Limitations

Student inquiry is embedded to some degree but does not drive learning. Materials are limited around covering the structure of Massachusetts state and local government (8.T6), including only a chapter on state government in general.

Classroom Application: Strengths

Consistent support resources allow for differentiation to strengthen learning for students. Multiple formative and summative assessment options are included. Assessments are divided by skill area so teachers can build structures around the relevant skills in every unit. Materials include suggested guiding questions, main ideas for notes, and activities to build skills. For writing activities, scaffolds such as graphic organizers are provided through the text. Each chapter is organized to include ongoing questions for understanding and reflection on the content. Digital resources go beyond class activities for independent and extension assignments.

Classroom Application: Limitations

Differentiation options are limited for English learners. Materials include an English Learner Handbook with recommendations for supporting ELs in social studies, but suggested supports are not specific to each lesson or activity.

Cultural Responsiveness: Strengths

Resources for research and assessment allow students to take an interactive approach to their learning and demonstrate criticality. Students have regular opportunities to connect their learning with their lived experiences. Application-based tasks are designed to have students connect their lived experiences to what they have learned.

Cultural Responsiveness: Limitations

Many of the questions and assignments emphasize surface-level answers, rather than deeper exploration of primary sources from the past. Students are not asked to formulate opinions. Materials are limited in providing opportunities for students to share their diverse identities with peers or educators and connect these identities to their learning.

**NYC PUBLIC SCHOOLS: CIVICS FOR ALL

According to the publisher, *Civics for All* by NYC Public Schools focuses on culturally responsive civic education models that are interactive, project-based, and relevant to students' lives. The curriculum is designed to be flexible for use in a number of different settings and configurations. It was designed with the New York State K-12 Social Studies Framework, the New York State Next Generation English Language Arts & Literacy in History/Social Studies Learning Standards, and the New York City K-12 Social Studies Scope & Sequence in mind.

***This material was reviewed in the 2021 teacher review using a more stringent rubric with different domains and indicators.*

Curriculum Information	*Product-Specific Details*
Grade Level(s)	8
Materials Type	Civics
Instructional Duration	Yearlong
Material Format	Digital
Professional Learning	None outside of New York
Pricing	Free
Product Website	Civics for All homepage

Authentic, Meaningful Tasks: Strengths

Materials authentically connect students' civic learning to their lived experiences. The curriculum includes numerous project-based learning activities to support student inquiry and the development of civic dispositions.

Authentic, Meaningful Tasks: Limitations

Materials are designed for students living in New York City, and will need to be modified to include Massachusetts connections.

Support for All Students: Strengths

Materials support teacher planning and preparation through integrated planners, excerpts, and other resources. Lessons includes teacher notes and rubrics for discussion in order to guide teachers through the curriculum.

Support for All Students: Limitations

Materials do not offer specific scaffolds or adaptations for students with disabilities, English learners, or students struggling to access grade-level content.

Usability: Strengths

The curriculum offers integrated planners and resources to support teachers in developing their subject-matter knowledge. Teacher notes and rubrics offer guidance for classroom discussions.

Usability: Limitations

Materials lack exemplars and answer keys to set expectations for student work.

Cultural Responsiveness: Strengths

Materials intentionally weave cultural responsiveness throughout all tasks and activities, particularly sections on immigration and citizenship and power in politics. *Civics for All* centers a diversity of perspectives and encourages critical thinking on issues facing students' lives and communities.

Cultural Responsiveness: Limitations

Because the curriculum is focused on New York, opportunities for students to

connect their learning to their own local experiences are sometimes limited.

SAVVAS: CIVICS INTERACTIVE 2024

According to the publisher, *Civics Interactive 2024* by Savvas is a comprehensive Grade 8 civics and personal financial literacy curriculum that features inquiry-based learning experiences, current events resources, and civic engagement activities.

Curriculum Information	*Product-Specific Details*
Grade Level(s)	8
Materials Type	Civics; Personal Financial Literacy (PFL) strand included
Instructional Duration	Yearlong
Material Format	Digital and print
Professional Learning	Online, onsite, and blended options; year-long dedicated Savvas Educational Consultant through Partnership Plus
Pricing	Paid
Product Website	Civics Interactive homepage

Standards Alignment: Strengths

Materials are aligned to grade-level standards for content and to grade-level expectations for history and social science practices, with a Massachusetts correlation guide that clearly identifies connections between Grade 8 civics standards and specific lessons, activities, and digital resources. Students engage with primary and secondary sources, landmark court cases, civic scenarios, and inquiry-based investigations to support the development of civic knowledge and an understanding of the ways interpretations of the Constitution evolved over time. Materials provide opportunities for students to develop historical thinking by analyzing primary and secondary sources, evaluating competing perspectives, conducting polls and investigations of community priorities, and developing arguments supported by evidence. Units are designed to build student knowledge over time through recurring instructional routines, collaborative learning experiences, and repeated opportunities to practice literacy and inquiry

skills. Materials integrate content knowledge with civic participation and provide opportunities for students to apply disciplinary practices throughout the course.

Standards Alignment: Limitations

Materials provide limited opportunities to take informed action (PS7) and evaluate the effectiveness of civic participation.

Classroom Application: Strengths

Lessons are organized by an instructional sequence that includes topic introductions, skill development, source analysis, collaboration, application activities, and assessments. Materials offer teacher guides that identify lesson objectives, key vocabulary, instructional resources, and suggested learning activities. The curriculum includes routines such as note-taking, source analysis, vocabulary development, discussion protocols, and reflection activities. Materials include both formal and informal assessments through topic assessments, editable tests, current events activities, and self-reflection tools. Materials offer differentiation for students with diverse learning needs, including supports for English learners, reading supports and differentiated instructional suggestions for students operating below grade level, extension activities for students operating above grade level, and a large collection of supplemental resources.

Classroom Application: Limitations

Materials do not provide comprehensive summative assessments for all skill areas and limited formal assessments are available for evaluating speaking, listening, and collaboration skills. Opportunities for students to apply learning beyond the classroom are limited to current events discussions, simulations, and classroom-based civic activities. Differentiation options are limited for students with disabilities, with supports provided as instructional suggestions. Opportunities for active listening, structured academic discourse, and sustained student-to-student

discussion are limited.

Cultural Responsiveness: Strengths

Materials include voices, stories, and experiences from individuals and groups representing a range of racial, ethnic, and gender identities, including through biographies of government leaders who spoke out against injustice, and supplemental resources focused on Asian American and Pacific Islander (AAPI), Black, Indigenous, women's, and dis/ability history. Materials support opportunities for honest and informed discussions of prejudice, racism, and bigotry, such as resources around landmark Supreme Court cases with opportunities for discussion and debate. Materials sometimes prompt students to connect classroom learning to contemporary issues and their lives outside of school through current-events resources.

Cultural Responsiveness: Limitations

While current-events resources and diverse perspectives exist, these are often supplemental activities rather than embedded core content. Materials present limited opportunities for students to connect their learning to their own identity.

TEACHERS' CURRICULUM INSTITUTE: CIVICS ALIVE! FOUNDATIONS AND FUNCTIONS

According to the publisher, *Civics Alive! Foundations and Functions* by Teachers' Curriculum Institute (TCi) is a comprehensive middle school civics curriculum that combines inquiry-based learning, civic participation, primary source analysis, and project-based experiences to help students understand democratic institutions and their role as active citizens.

Curriculum Information	*Product-Specific Details*
Grade Level(s)	8
Materials Type	Civics
Instructional Duration	Yearlong
Material Format	Digital and print
Professional Learning	Online and in-person; educator summits, workshops, webinars, community forums, on-demand district coaching
Pricing	Paid
Product Website	Civics Alive! Foundations and Functions homepage

Standards Alignment: Strengths

Materials are aligned to grade-level standards for content and to grade-level expectations for history and social science practices. Students engage with inquiry projects, primary and secondary sources, civic investigations, argument writing, simulations, and research activities to support the development of historical thinking and civic reasoning skills. Materials provide opportunities for students to gather evidence, evaluate sources, construct arguments, and examine civic issues from multiple perspectives. The curriculum develops student literacy skills through reading, writing, speaking, and evidence-based analysis activities. Units are designed to build student knowledge over time through a sequence of interconnected topics and recurring inquiry routines. Materials engage students

with compelling questions, current events, civic participation activities, and inquiry-based projects that require them to apply knowledge and skills across multiple units and lessons.

Standards Alignment: Limitations

Materials are not aligned to the Grade 8 content standards on the structure of Massachusetts state and local government (8.T6) or the freedom of the press and news/media literacy (8.T7).

Classroom Application: Strengths

The curriculum is organized by inquiry-based units and structured lesson sequences that include compelling questions, investigations, reading activities, discussions, simulations, and assessments. Materials support teachers with suggested classroom routines and structures including pacing guides that include objectives, instructional procedures, differentiation suggestions, assessment options, and enhancement activities. Materials include differentiation suggestions for diverse learners, such as adjustable reading levels, read-aloud supports, vocabulary scaffolds, modified notes, Spanish translations, supports for English learners, and recommendations for both advanced learners and students requiring additional support. Materials offer multimedia resources to access content and learning, including videos, games, primary sources, biographies, civic toolkits, and current events resources to support student engagement.

Classroom Application: Limitations

Opportunities for students to apply learning are limited to simulated civic engagement activities, inquiry projects, and classroom-based action planning.

Cultural Responsiveness: Strengths

Materials provide opportunities to tie student learning to their own identity and experiences.

Cultural Responsiveness: Limitations

Materials are limited in their connections to students' communities, cultures, and contemporary civic issues. Materials have limited opportunities for students to challenge the dominant narrative of US history. Materials present a limited diversity of stories and experiences, with discussions of prejudice, racism, and civil rights limited to supplemental resources.

TEACHERS' CURRICULUM INSTITUTE: GOVERNMENT ALIVE! POWER, POLITICS, AND YOU, THIRD EDITION

According to the publisher, *Government Alive! Power, Politics, and You, Third Edition* by Teachers' Curriculum Institute (TCi) is a core curriculum designed for Grade 8 or high school civics instruction. Materials use an inquiry-based approach that combines interactive text, primary and secondary sources, collaborative learning experiences, and multimedia resources to build students' understanding of civic concepts, democratic institutions, and constitutional principles. Materials emphasize active engagement through structured inquiries, simulations, discussion, and performance tasks.

Curriculum Information	*Product-Specific Details*
Grade Level(s)	8–12
Materials Type	Civics
Instructional Duration	Yearlong
Material Format	Digital and print
Professional Learning	Online and in-person; educator summits, workshops, webinars, community forums, on-demand district coaching
Pricing	Paid
Product Website	Government Alive! Power, Politics, and You homepage

Standards Alignment: Strengths

Materials are aligned to grade-level standards for content and to grade-level expectations for history and social science practices, providing instruction on constitutional principles, civic participation, branches of government, elections, public policy, and the judicial system. Materials integrate inquiry throughout the curriculum, tasking students with the development of questions (PS2), analysis of primary and secondary sources, organization of information, and

the construction of explanations using evidence (PS6). Students participate in structured investigations that culminate in inquiry projects. Materials address literacy standards through a variety of discipline-specific texts and visual sources, including maps, charts, political cartoons, infographics, illustrations, and primary and secondary source documents, giving students chances to engage in reading, writing, discussion, and analysis throughout every unit. Materials are designed to build student knowledge over time by revisiting essential civic concepts across lessons while progressively increasing the complexity of students' analysis and application.

Standards Alignment: Limitations

The curriculum is limited around state and local government standards specific to Massachusetts (8.T.6). Opportunities for students to evaluate the credibility, accuracy, perspective, and relevance of historical sources (PS5) are less consistently incorporated than other history and social science practices.

Classroom Application: Strengths

Materials support differentiation for students with diverse learning needs through lesson-specific recommendations for supporting English learners and students operating above and below grade level. Supports include scaffolded readings, modified texts, reading strategies, accommodations, multiple access points for learning, and complete Spanish translations of resources. Materials support teachers with suggested classroom routines and instructional structures that promote active engagement and collaborative learning. Lessons regularly incorporate whole-class discussions, partner work, response groups, graphic organizers, simulations, role-playing activities, and interactive digital tools that provide opportunities for students to analyze sources, organize information, and demonstrate understanding. Materials support teacher planning and preparation through comprehensive lesson overviews, articulated objectives, pacing guidance, suggested procedures, preparation notes, and optional enrichment activities.

Materials include both informal and formal assessments.

Classroom Application: Limitations

Reviewers did not identify a limitation through this review; it does not indicate that no limitations exist.

Cultural Responsiveness: Strengths

Materials prompt some connections between classroom learning and students' communities outside of school, giving repeated opportunities to investigate authentic civic issues and apply civic knowledge. Students are encouraged to relate civic concepts to their own communities, prior experiences, or perceptions of government institutions.

Cultural Responsiveness: Limitations

Materials provide few to no opportunities for students to apply a critical lens to the past. Students are only occasionally tasked with analyzing historical and contemporary issues from multiple perspectives, and considering alternative interpretations of government actions and public policy are primarily optional extension activities. Most stories and historical narratives focus primarily on political leaders and other historical figures from dominant groups.



GRADE 9-12 UNITED STATES HISTORY

ACCESS TOPIC MATRICES FOR ALL MATERIALS AT THE HISTORY AND SOCIAL SCIENCE CURRICULAR MATERIALS GUIDE TOPIC MATRICES SHEET.

CENGAGE: US HISTORY: AMERICA THROUGH THE LENS

According to the publisher, *US History: American Through the Lens* by Cengage is a comprehensive material for high school US History courses developed with National Geographic Learning. Materials provide a chronological study of United States history, combining narrative text, primary and secondary sources, historical thinking questions, document-based tasks, assessments, multimedia resources, and civic reflection activities.

This material was reviewed by a CURATE panel. The information below summarizes the CURATE panel findings. To access the full report, please complete this CURATE report request form. For additional context, see the "Content-Specific Curriculum Resources" in the Appendix of this Guide.

Curriculum Information	*Product-Specific Details*
Grade Level(s)	9–12
Materials Type	USI, USII
Instructional Duration	Yearlong
Material Format	Digital and print
Professional Learning	Virtual webinars, workshops; in-person implementation support
Pricing	Paid
Product Website	Cengage: US History: American Through the Lens homepage

Standards Alignment: Strengths

Materials are aligned to USI and USII content standards and present historical content through a coherent chronological sequence that is designed to build students' understanding of major events, themes, and historical developments. Regular analysis of primary and secondary sources, historical narratives, maps, images, and document-based questions, and the development of discipline-specific literacy skills promote historical thinking and evidence-based reasoning.

Materials encourage students to reflect on civic concepts, democratic principles, and historical events through document analysis, historical thinking questions, reflective prompts, and recurring features. Recurring chapter structures and vocabulary routines support students to systematically build historical knowledge across units.

Standards Alignment: Limitations

The curriculum is limited around some Massachusetts-specific history standards, especially from the American Revolution, including the roles of key Massachusetts figures (USI.T1). Materials lack consistent opportunities for sustained inquiry, independent research, and extended argument writing. While lessons incorporate document-based questions and historical analysis, inquiry tasks are often teacher-directed and do not consistently require students to generate their own questions (PS2), evaluate source credibility (PS5), or synthesize evidence across multiple sources (PS3).

Classroom Application: Strengths

The curriculum provides teachers with organized instructional resources, recurring lesson structures, chapter overviews, assessments, historical background information, and embedded discussion opportunities. Materials include formative and summative assessments. Materials support teacher planning and preparation through lesson sequences, flexible instructional options, and digital planning tools. Lessons provide some differentiation suggestions for students with diverse learning needs, such as accessibility features like read-aloud and modified text, and academic language supports.

Classroom Application: Limitations

Materials lack explicit supports for students with disabilities and English learners. Opportunities for students to demonstrate learning are limited in form:

assessments and “Chapter Reviews” rely heavily on written responses and follow repetitive formats with few alternatives for students to make choices in regard to expression of learning.

Cultural Responsiveness: Strengths

Materials include a range of historical perspectives and experiences representing women, immigrants, African Americans, Indigenous peoples, LGBTQ individuals, and other historically marginalized groups through narrative features, primary sources, and "American Stories" sections. Students examine multiple viewpoints across historical events and are introduced to issues of race, gender, class, immigration, and civil rights throughout the curriculum.

Cultural Responsiveness: Limitations

Representation of diverse groups is often isolated within supplemental features rather than woven throughout the core historical narrative. Materials provide limited opportunities for students to connect their learning to their own identity and experiences. Civic engagement is limited to lesson reflections.

GIBBS SMITH EDUCATION: SHAPING A NATION: A HISTORY OF THE UNITED STATES FROM 1450 TO 1865

According to the publisher, *Shaping a Nation: History of the United States from 1450–1865* by Gibbs Smith Education is a comprehensive curriculum that combines inquiry-based instruction, primary and secondary source analysis, literacy-focused learning activities, and extensive teacher supports to help students develop historical knowledge, civic understanding, and evidence-based reasoning.

Curriculum Information	*Product-Specific Details*
Grade Level(s)	9–12
Materials Type	USI
Instructional Duration	Yearlong
Material Format	Digital and print
Professional Learning	Virtual workshops, on-demand webinars with micro-credentials; in-person implementation sessions
Pricing	Paid
Product Website	Gibbs Smith US History Curriculum homepage

Standards Alignment: Strengths

Materials are aligned to grade-level standards for most USI content and to grade-level expectations for history and social science practices with an emphasis on inquiry, source analysis, civic knowledge, and evidence-based argumentation. Lessons regularly engage students in developing questions (PS2), analyzing primary and secondary sources, evaluating evidence (PS5), constructing claims, and considering next steps related to historical and civic issues (PS7). Materials are aligned to grade-level standards for literacy by integrating reading, writing, speaking, and listening throughout instruction. Students preview texts, define key terms, analyze historical sources, participate in discussions, and complete writing tasks to support inquiry and historical analysis. Materials are designed to

build student knowledge over time through a coherent sequence of instructional routines from introductory inquiry to timeline examination to connection prompting and writing workshops.

Standards Alignment: Limitations

Materials are aligned to the C3 Framework and are not directly aligned to the Massachusetts curriculum framework. Content ends in 1865 and does not address Reconstruction (USI.T6) through World War I (USI.T7).

Classroom Application: Strengths

Materials offer differentiation for students with diverse learning needs through lesson-embedded, English learner-specific linguistic supports, accommodations for students with disabilities or students operating below grade level, integrated and cooperative learning options, and differentiated pathways for learners operating above grade level. Lesson-specific scaffolds provide multiple access points for students while maintaining rigorous historical content. Materials support teachers with suggested classroom routines and structures through detailed planning guides, lesson overviews, vocabulary instruction, timelines, inquiry activities, skill-building exercises, writing workshops, and assessment checkpoints. The consistent organization of lessons provides teachers with clear guidance for implementation and pacing. Materials include formal and informal assessments, including introductory checks, unit checks, multiple-choice assessments, key term and connection tasks, document-based questions, self-assessments, reflections, and accommodated assessments.

Classroom Application: Limitations

Reviewers did not identify a limitation through this review; it does not indicate that no limitations exist.

Cultural Responsiveness: Strengths

Materials present a diversity of stories and experiences by incorporating multiple perspectives, including the experiences of women, people of color, and other marginalized groups. Lessons encourage students to examine historical events from different viewpoints and consider how historical developments affected various communities. Materials provide opportunities for students to apply a critical lens to the past through recurring activities that prompt students to put themselves in the picture, draw connections, and engage in writing reflections. Materials provide opportunities for students to connect their learning to their own identity and experiences through reflection and writing activities that explicitly ask students to relate historical themes and events to their own lives and communities.

Cultural Responsiveness: Limitations

Reviewers did not identify a limitation through this review; it does not indicate that no limitations exist.

GIBBS SMITH EDUCATION: WHO WE ARE: A HISTORY OF THE UNITED STATES; BUILDING A PROMISE: HISTORY OF THE UNITED STATES FROM 1865-PRESENT

According to the publisher, *Who We Are: A History of the United States) (USI) and Building a Promise: History of the United States from 1865-Present (USII)* by Gibbs Smith Education are comprehensive instructional materials designed around principles of inquiry, disciplinary literacy, and historical thinking, and integrate history, civics, economics, geography, and culture.

Curriculum Information	*Product-Specific Details*
Grade Level(s)	9–12
Materials Type	USI, USII
Instructional Duration	Yearlong
Material Format	Digital and print
Professional Learning	Virtual workshops, on-demand webinars; in-person implementation sessions
Pricing	Paid
Product Website	Gibbs Smith US History Curriculum homepage

Standards Alignment: Strengths

Materials are aligned to grade-level standards for content for USI and USII, and to grade-level expectations for history and social science practices. Units are designed to build student knowledge over time through thematic and chronological study of major historical developments, weaving together geography, civics, economics, culture, and history to explain the events and circumstances that shaped the nation. Materials provide opportunities for students to develop historical thinking skills through inquiry, evidence analysis, questioning, argumentation, and evaluation of historical sources. Students are tasked with analyzing primary and secondary sources, the generation of historical questions, the organization of

evidence, and the development of claims supported by historical reasoning. The curriculum provides literacy-embedded standards through reading, discussion, writing workshops, vocabulary development, and document-based investigations.

Standards Alignment: Limitations

Materials have limited opportunities for extended Document Based Question (DBQ) writing or extensive writing assessments. There are limited opportunities for culminating writing tasks outside of a question and answer or short response format to develop appropriate historical writing skills.

Classroom Application: Strengths

Lessons are structured in sequences that include routines, learning targets, vocabulary development, discussion activities, literacy tasks, source analysis, writing workshops, and formative assessments. Materials support teachers with suggested classroom routines and structures, such as lesson features, sample activities, and supplemental resources. Pacing guides feature estimated instructional times, while accompanying materials include maps, graphic organizers, rubrics, and assessment tools. Materials offer differentiation for students with diverse learning needs, such as embedded supports for English learners, students with disabilities, and students operating above and below grade-level, through components such as a dedicated Student Support Guide that provides additional scaffolds and alternative entry points into content. Assessment opportunities are frequent and varied, including checks for understanding, open-response questions, document-based tasks, reflections, unit assessments, and accommodated assessments.

Classroom Application: Limitations

Materials provide limited structures for students to engage in discourse. Additionally, while materials provide general instructions to have students share their responses or final student work products, there is little to no guidance around

establishing official structures for student collaboration.

Cultural Responsiveness: Strengths

Students are given opportunities to tie learning to their own identity and experiences, examine multiple perspectives, explore issues of race, discrimination, immigration, and social change, and make connections between historical content and their own experiences. Materials include sections to prompt student analysis of primary and secondary sources through a critical lens.

Cultural Responsiveness: Limitations

Opportunities for students to apply a critical lens to the past are often included in aside boxes rather than within the main curriculum. Materials are limited in primary sources that feature diverse perspectives.

*ICIVICS: UNITED STATES HISTORY: BEGINNINGS TO 1877

According to the publisher, *United States History: Beginnings to 1877* by iCivics is a nonpartisan, inquiry-based curriculum designed to deepen students' content knowledge and civic engagement while strengthening students' literacy and historical thinking skills and creating a collaborative and thoughtful classroom community.

**This material was reviewed in the 2023 teacher review using a rubric that did not include a criterion on Accessibility for Students. When reviewed, only a pilot of the materials was available, with the working title U.S. History 1. It has since been renamed to United States History: Beginnings to 1877 and expanded to include a USII curriculum titled United States History: 1877 to Today, though only Beginnings to 1877 was reviewed here in pilot form. The name of iCivics' core curricula is Through Inquiry.*

Curriculum Information	***Product-Specific Details***
Grade Level(s)	9–12
Materials Type	USI
Instructional Duration	Yearlong
Material Format	Digital
Professional Learning	Webinars, asynchronous professional development, online courses
Pricing	Free
Product Website	iCivics Through Inquiry homepage

Standards Alignment: Strengths

Materials ground each lesson in student inquiry. Lessons incorporate history and social science practices with a strong emphasis on gathering and summarizing data from multiple primary and secondary sources (PS3). Students build skills through practice over the course of each module. Lessons include language objectives, vocabulary routines to introduce new words, and grade-appropriate

speaking, listening, and writing tasks. Note catching documents and other tools guide students to organize information for resource analysis.

Standards Alignment: Limitations

Materials provide limited opportunities for students to engage in history and social science practices with increasing levels of complexity, particularly around developing inquiry questions (PS2), conducting research, connecting historical learning to contemporary issues, and taking informed action (PS7).

Classroom Application: Strengths

Materials provide supports to ensure that readings, particularly primary sources, are accessible to all students. Materials are designed to engage students through multiple modes of accessing content and demonstrating knowledge. Detailed lesson plans guide teachers through content delivery and classroom routines, and suggestions for how teachers can respond to student questions are included for class discussions. Detailed scaffolding instructions for reading and writing assignments are designed to support differentiation. The format of the curriculum is user-friendly to support teacher navigation, and the depth of lesson plans supports strong curriculum implementation.

Classroom Application: Limitations

While consistent routines scaffold students' learning, many tasks remain highly structured and teacher directed. Materials provide limited support for teachers in extending learning for students ready for greater depth.

Cultural Responsiveness: Strengths

Materials include primary sources from a diverse array of historically marginalized communities to show a diversity of voices in U.S. history. Lessons guide students to

develop their own opinion through the analysis of sources. Topics such as the Civil War and Reconstruction are presented through a critical lens. Materials include asset-based questions at the start of lessons that offer students opportunities to connect their learning to their own identity and lived experience.

Cultural Responsiveness: Limitations

Although materials include diverse perspectives, opportunities to explore diversity within groups are limited. Chances for students to tie learning to their own communities and perspectives are limited.

IMAGINE LEARNING: TRAVERSE US HISTORY, FIRST EDITION

According to the publisher, *Traverse: U.S. History, First Edition* by Imagine Learning is a core curriculum designed for yearlong instruction of United States history. Materials combine standards-based content, inquiry-driven instruction, multimedia resources, and scaffolded learning experiences to develop students' historical knowledge, disciplinary literacy, and inquiry skills.

Curriculum Information	*Product-Specific Details*
Grade Level(s)	9–12
Materials Type	USI, USII
Instructional Duration	Yearlong
Material Format	Digital and print
Professional Learning	Self-paced, asynchronous, and on-demand courses; virtual or in-person workshops and coaching
Pricing	Paid
Product Website	Traverse homepage Traverse Program Overview

Standards Alignment: Strengths

Materials are aligned to grade-level standards for content and to grade-level expectations for history and social science practices. Lessons provide students with opportunities to develop historical knowledge and practices, prompting students to develop compelling questions (PS2), analyze primary and secondary sources, organize information (PS3), evaluate evidence (PS5), and construct arguments supported by historical reasoning (PS6). Inquiry is woven throughout each chapter, allowing students to investigate historical questions while applying disciplinary thinking skills. Materials expose students to a broad range of discipline-specific texts and visual sources, including historical documents, images, graphs, charts, and maps, while integrating literacy skills through reading, analysis, discussion, and interpretation of historical sources. Materials are designed to build student

knowledge over time by first establishing a core foundational understanding of historical content before asking students to investigate, discuss, and apply their learning through increasingly sophisticated inquiry tasks.

Standards Alignment: Limitations

Reviewers did not identify a limitation through this review; it does not indicate that no limitations exist.

Classroom Application: Strengths

Materials offer differentiation for students with diverse learning needs through multiple reading levels, scaffolded assignments, and other accommodations for English learners, students with disabilities, and students operating above and below grade level. The curriculum provides teachers with comprehensive planning resources, including chapter overviews with objectives, pacing options, inquiry questions, standards alignment, vocabulary, multimedia resources, and recommended primary and secondary sources, as well as instructional routines that support consistent implementation. Materials include formal assessments and embedded opportunities for discussion and review, including chapter review questions, teacher-guided discussion prompts, and end-of-unit assessments.

Classroom Application: Limitations

Materials do not provide informal assessment opportunities.

Cultural Responsiveness: Strengths

Materials present a diversity of stories and experiences through inquiry activities, historical case studies, and collaborative learning experiences that encourage students to examine multiple perspectives. Course introductions and chapter inquiries invite students to consider the experiences of diverse individuals and

historically marginalized communities while exploring significant historical questions. Materials provide opportunities for students to apply a critical lens to the past through recurring chapter inquiries that ask students to investigate historical events, analyze evidence, and draw conclusions using multiple sources. Activities encourage students to connect historical concepts to contemporary issues, their own communities, and personal experiences through discussion, collaboration, and reflection.

Cultural Responsiveness: Limitations

While materials provide recurring features to connect student learning to their present-day identities and communities, these are mainly reflective opportunities. There are comparatively few chances for students to see themselves represented directly within the historical narratives and instructional materials.

NEW VISIONS FOR PUBLIC SCHOOLS: UNITED STATES HISTORY & GOVERNMENT

According to the publisher, *United States History & Government* by New Visions for Public Schools, is a core curriculum designed for yearlong instruction of United States history. Designed to align with the New York State Social Studies Framework, the curriculum combines structured instructional routines, historical content, and aligned assessments to support students' historical thinking and literacy development.

Curriculum Information	*Product-Specific Details*
Grade Level(s)	9–12
Materials Type	USI, USII
Instructional Duration	Yearlong
Material Format	Digital
Professional Learning	Workshops and instructional coaching
Pricing	Free
Product Website	New Visions: United States History & Government homepage

Standards Alignment: Strengths

Materials are aligned to most grade-level standards for USI and USII, providing a coherent sequence of instruction that builds student knowledge over time. Units allow students to develop historical understanding while engaging with recurring literacy and analytical tasks. Units build upon each other to engage students in increasingly complex analysis and discussion. Materials provide opportunities for students to read, discuss, and interpret historical evidence while building disciplinary literacy through structured instructional routines. Students regularly analyze texts, images, and other historical sources using practices such as contextualization, chronological reasoning, evidence analysis, and synthesis, reinforcing historical thinking skills across units.

Standards Alignment: Limitations

Materials are aligned with the New York State Social Studies Framework rather than the Massachusetts curriculum framework. The curriculum is limited around economic growth in the North, South, and West during the 19th century (USI. T3). Materials do not provide significant opportunities for students to practice generating and evaluating questions (PS2). Additionally, although some primary source materials are embedded throughout the materials, opportunities to organize information and data (PS3), analyze purpose and point of view (PS4), and evaluate credibility, accuracy, and relevance (PS5) are not fully aligned.

Classroom Application: Strengths

Materials support teacher planning and preparation through curriculum pacing guides and scope and sequence documents. The recurring instructional routines provide a consistent structure for teaching historical thinking while allowing flexibility for teachers to adapt lessons to local contexts. Materials include formal assessments such as unit reviews, check-ins, and summative assessments.

Classroom Application: Limitations

Materials provide limited differentiation for students with diverse learning needs, such as English learners, students with disabilities, or students operating above or below grade level.

Cultural Responsiveness: Strengths

Materials present a diversity of stories and experiences by exposing students to multiple historical perspectives and incorporating structured routines that encourage analysis of historical evidence from the points of view of different cultures and societies. Students apply a critical lens to the past by regularly examining cause and effect, contextualizing historical events, and analyzing how

historical developments affected different populations. Several units explicitly explore the experiences of women, Indigenous people, enslaved peoples, and other historically marginalized groups, encouraging students to consider how historical events affected different communities.

Cultural Responsiveness: Limitations

Diverse stories and experiences are often viewed or presented through the lens of political leaders and elite figures, often from dominant groups. Opportunities for students to connect historical learning to their own identities, experiences, and contemporary communities are limited.

*SAVVAS: U.S. HISTORY INTERACTIVE 9-12

According to the publisher, *U.S. History Interactive* by Savvas is based on the C3 Framework and renders key historical moments relevant to students through multiple perspectives, engaging with primary sources, background reading, and immersion-based activities.

This material was reviewed by a CURATE panel. To access the full report, please complete this CURATE report request form. For additional context see the "Content-Specific Curriculum Resources" in the Appendix of this Guide.

**This material was reviewed in the 2023 teacher review using a rubric that did not include a criterion on Accessibility for Students.*

Curriculum Information	*Product-Specific Details*
Grade Level(s)	9–12
Materials Type	USI; USII
Instructional Duration	Yearlong
Material Format	Digital and print
Professional Learning	Virtual sessions, self-paced modules, onsite sessions, coaching, online chat, training website
Pricing	Paid
Product Website	Savvas U.S. History Interactive Curriculum homepage

Standards Alignment: Strengths

Materials are aligned to grade-level standards for content and to grade-level expectations for history and social science practices. Most tasks represent an appropriate level of complexity. Materials consistently engage students in activities that require them to argue conclusions using valid reasoning (PS6). Content builds chronologically in a logical manner with skills that are spiraled and assessed using the same rubrics.

Standards Alignment: Limitations

Some assignments are not appropriately rigorous for high school students.

Classroom Application: Strengths

Assessments generally align with grade level expectations and lessons are reasonably paced for a 50-minute course block. Teacher resources include guiding questions with sample student responses, suggestions for differentiation, and guidance to support teachers in implementing classroom routines. Within the teacher-facing materials there are clear differentiation recommendations for English learners and students with disabilities. Historical context is provided for teachers to support their content knowledge and planning. Support is provided, through video and text, to help students as they practice skills.

Classroom Application: Limitations

Quality varies significantly across the units.

Cultural Responsiveness: Strengths

Materials present a diversity of stories and perspectives, such as centering Indigenous and West African stories within the first unit. Materials provide opportunities for students to connect their learning to their own identity and experiences through the "Project Imagine" series. Students have the opportunity to apply a critical lens to the past as well as a critical lens to historiography. The curriculum provides opportunities for students to connect the content from the lessons to current issues in order to take action. Teacher-provided discussions questions are designed to lead students to think critically about the past.

Cultural Responsiveness: Limitations

Diverse perspectives are primarily incorporated in exercises and activities rather than featured in the core student text.

SOCIAL STUDIES SCHOOL SERVICE: ACTIVE CLASSROOM HIGH SCHOOL US HISTORY

According to the publisher, *Active Classroom High School: US History* by Social Studies School Service is a social studies curriculum and instructional platform built around historical inquiry and disciplinary literacy.

In the 2023 Guide, this material was erroneously labeled as Actively Learn Social Studies from McGraw Hill.

Curriculum Information	*Product-Specific Details*
Grade Level(s)	9–12
Materials Type	USI; USII
Instructional Duration	Yearlong
Material Format	Digital
Professional Learning	Virtual professional learning through Teacher and Leader Pathways; on-demand webinars
Pricing	Paid
Product Website	Active Classroom homepage

Standards Alignment: Strengths

Materials are aligned to grade-level standards for content for USI and USII, and to grade-level expectations for history and social science practices. Curriculum maps explicitly identify the standards addressed within each unit and activity. Students engage with a wide range of primary and secondary sources, literacy-based assessments, document analysis, and inquiry activities to support historical thinking and disciplinary literacy. Materials provide opportunities for students to analyze multiple perspectives, evaluate evidence, and consider how context

influences historical decisions and outcomes through source analysis, document-based questions, evidence-based writing, and inquiry investigations.

Standards Alignment: Limitations

Opportunities for students to apply learning beyond the classroom are limited to reflection and comparison activities.

Classroom Application: Strengths

Teachers are provided with instructional notes, sample responses, discussion prompts, and guidance for facilitating activities. Students can access content through multiple formats, including text, visual, audio, and graphic resources. The curriculum offers a variety of inquiry experiences, document-based investigations, essay opportunities, and activities that encourage students to examine historical questions from multiple perspectives. Materials offer differentiation for students with diverse learning needs, such as audio supports, translation tools, annotation tools, adjustable reading levels, and differentiated activity formats. Materials include formative assessments, writing opportunities, and inquiry-based performance tasks.

Classroom Application: Limitations

Materials do not provide comprehensive summative assessments tied to overarching unit questions and learning goals. Differentiation options are limited to translation for English learners.

Cultural Responsiveness: Strengths

The curriculum presents a diversity of stories and experiences. Students are frequently asked to analyze motives, evaluate competing interpretations, and connect historical issues to contemporary concerns from multiple perspectives

across race, culture, and nationality. Students have opportunities to apply a critical lens to the past and question perspectives, motives, and outcomes.

Cultural Responsiveness: Limitations

Opportunities for students to apply learning beyond the classroom are limited to reflection and comparison activities. Materials provide limited chances for students to tie learning to their own identity and experiences.

*TEACHERS' CURRICULUM INSTITUTE (TCI): HISTORY ALIVE! THE UNITED STATES THROUGH INDUSTRIALISM; HISTORY ALIVE! THE UNITED STATES THROUGH MODERN TIMES

According to the publisher, *History Alive!* by Teachers' Curriculum Institute (TCi) is a curriculum and textbook that includes hands-on classroom activities, video and reading activities, and inquiry projects. Learning libraries include resources to add videos, games, civics, and biographies to lessons.

**This material was reviewed in the 2023 teacher review using a rubric that did not include a criterion on Accessibility for Students.*

Curriculum Information	*Product-Specific Details*
Grade Level(s)	6–12
Materials Type	USI
Instructional Duration	Yearlong
Material Format	Digital and print
Professional Learning	Online and in-person; educator summits, workshops, webinars, community forums, on-demand district coaching
Pricing	Paid
Product Website	TCi History Alive! Curriculum homepage TCi: The United States Through Industrialism Scope and Sequence TCi: The United States Through Modern Times Scope and Sequence

Standards Alignment: Strengths

Materials are aligned to grade-level standards for content and to grade-level

expectations for history and social science practices. Each unit includes a geography challenge and inquiry project that supports students to develop writing skills over the course of the school year. "Applying Themes Through Writing'' sections further support reflective and analytical writing skills. Materials embed rigorous, grade-appropriate tasks that are engaging for high school students as well as literacy objectives for each lesson. The curriculum prompts students to analyze perspectives (PS4), evaluate credibility (PS5), and explain conclusions through both writing and speaking tasks (PS6). Students build skills over time through intentional repetition of practices across each unit. For example, skills in geography and mapping, research, and analytical writing are consistently incorporated at the beginning or end of each unit.

Standards Alignment: Limitations

Reviewers did not identify a limitation through this review; it does not indicate that no limitations exist.

Classroom Application: Strengths

Materials support teacher planning and preparation through lesson overviews that include flexible lesson options, additional activities to deepen student understanding, and assessments. Unit materials are clearly organized with student and teacher resources, assessments, discussion questions, and supplemental resources to support differentiation. Lesson components are sequenced in a pattern that is designed to build students' skills and help teachers develop their own practice.

Classroom Application: Limitations

Reviewers did not identify a limitation through this review; it does not indicate that no limitations exist.

Cultural Responsiveness: Strengths

Materials include an "Exploring Perspectives" section that highlights diverse perspectives of historical events. There are some opportunities for students to apply a critical lens to the past. Materials embed some opportunities for students to make connections between course content and their own lived experience. Inquiry projects are guided by overarching questions that include self-reflections and opportunities for students to connect learning to their own experiences.

Cultural Responsiveness: Limitations

Materials present a limited diversity of stories and experiences, with historical accounts representing marginalized backgrounds found primarily in narrow areas of focus.



GRADE 9-12 WORLD HISTORY

ACCESS TOPIC MATRICES FOR ALL MATERIALS AT THE HISTORY AND SOCIAL SCIENCE CURRICULAR MATERIALS GUIDE TOPIC MATRICES SHEET.

CENGAGE: WORLD HISTORY: VOYAGES OF EXPLORATION

According to the publisher, *World History: Voyages of Exploration* by Cengage and National Geographic is a world history curriculum that provides a chronological study of modern world history with lessons that integrate historical narratives, primary and secondary sources, maps, images, Document-Based Questions (DBQs), multimedia resources, and recurring inquiry activities.

This material was reviewed by a CURATE panel. The information below summarizes the CURATE panel findings. To access the full report, please complete this CURATE report request form. For additional context, see the "Content-Specific Curriculum Resources" in the Appendix of this Guide.

Curriculum Information	*Product-Specific Details*
Grade Level(s)	9–12
Materials Type	WHI, WHII
Instructional Duration	Yearlong
Material Format	Digital and print
Professional Learning	Virtual webinars, workshops; in-person implementation support
Pricing	Paid
Product Website	Cengage: World History: Voyages of Exploration homepage

Standards Alignment: Strengths

Materials are aligned to WHI and WHII content. Students regularly engage with primary and secondary sources, maps, historical narratives, and document-based questions that promote historical thinking, literacy, and evidence-based reasoning. Units progress across historical eras to help students understand how shifts in ideas and belief systems influenced patterns of global interaction and exchange. Lessons connect major global developments through recurring inquiry tasks and historical thinking routines that provide opportunities for students to interpret sources,

analyze historical events, and make connections between past and present.

Standards Alignment: Limitations

The curriculum is limited in depth around some Massachusetts content and literacy standards. Document-Based Questions (DBQ) often emphasize identifying perspectives or listing similarities and differences rather than developing original analysis or argumentation (PS6).

Classroom Application: Strengths

Materials provide teachers with an instructional framework that includes recurring lesson structures, chapter overviews, historical background information, assessments, digital planning tools, and flexible instructional resources. Materials offer some differentiation for students with diverse learning needs and a variety of entry points into learning, such as visuals, graphic organizers, vocabulary supports, read-aloud tools, adjustable reading levels, multilingual glossaries, and structured language supports for English learners. Students have multiple opportunities to demonstrate learning through discussions, presentations, unit inquiry projects, writing, and collaborative activities.

Classroom Application: Limitations

While differentiation options exist, these supports are often broad and not explicitly integrated into content instruction. Supports provided also often rely heavily on peer support instead of explicit scaffolding to enable independent access to grade-level work. Materials provide limited pacing guidance, exemplars and rubrics, and support for teachers to adapt instruction based on student learning.

Cultural Responsiveness: Strengths

Materials introduce students to a wide range of global cultures, historical

perspectives, and diverse identities. Lessons incorporate historical figures and experiences from historically marginalized groups and occasionally prompt students to examine issues of identity, power, and social change through primary sources, reflective questions, and historical inquiry. Materials provide opportunities for students to make connections between historical events and contemporary issues while engaging in discussion, document analysis, and civic reflection.

Cultural Responsiveness: Limitations

Materials frequently frame non-Western societies in relation to Western expansion, while opportunities to apply a critical lens to the past are inconsistent. Student inquiry and civic reasoning are often teacher-directed, with limited opportunities for students to debate complex issues or apply historical learning through authentic civic engagement.

GIBBS SMITH EDUCATION: ERAS: WORLD HISTORY FROM 300 CE TO 1770 CE

According to the publisher, *Eras: World History from 300 CE to 1770 CE* by Gibbs-Smith Education is a world history curriculum designed around inquiry-based learning, primary source analysis, and visual literacy (maps, charts, and timelines) to explore world history from various viewpoints and a diverse range of sources.

Curriculum Information	*Product-Specific Details*
Grade Level(s)	9–12
Materials Type	WHI
Instructional Duration	Yearlong
Material Format	Digital
Professional Learning	Virtual workshops, on-demand webinars; in-person implementation sessions
Pricing	Paid
Product Website	Gibbs Smith World History & Geography homepage

Standards Alignment: Strengths

Materials are mostly aligned to grade-level standards for WHI and to grade-level expectations for history and social science practices. Students are tasked with analyzing primary and secondary sources (PS4), evaluating evidence (PS5), conducting source comparisons, participating in debates, developing historical arguments, and communicating conclusions (PS6) through writing and discussion activities. The curriculum's correlation guide identifies connections to content standards, practice standards, and literacy standards throughout the program. Units are designed to build student knowledge over time through thematic and chronological study of major world regions, societies, and historical developments. Materials provide opportunities for students to develop historical thinking through

recurring routines, which ask students to consider multiple perspectives and apply disciplinary reasoning. Students engage with diverse cultures, religions, societies, and historical experiences across Africa, Asia, Europe, and the Americas.

Standards Alignment: Limitations

Materials organize content by region, and miss some opportunities to connect related concepts to one another. The curriculum is limited around some content topics, including dynamic interactions among regions of the world (WHI.T1), global exploration, conquest, colonization (WHI.T5), and philosophies of government and society (WHI.T6).

Classroom Application: Strengths

Lessons are organized by an instructional framework that include embedded routines and end-of-unit writing tasks. Materials support teachers with suggested classroom routines and structures, and include pacing guides that provide estimated instructional time, lesson descriptions, activity overviews, and planning supports. Materials offer differentiation for students with diverse learning needs, including supports for English learners, differentiation guidance, graphic organizers, visual literacy activities, vocabulary supports, and teacher tools. Formal assessments include reflections, rubrics, and end-of-unit assessments.

Classroom Application: Limitations

Opportunities for students to apply learning beyond the classroom are limited to discussion prompts, contemporary connections, and reflective activities rather than civic action or community-based applications. Differentiation options are limited for students with disabilities and students operating below grade-level.

Cultural Responsiveness: Strengths

Materials provide opportunities for students to tie learning to their own identity and experiences through activities that connect historical topics to contemporary culture, community, and current events. Materials contain specific activities to challenge students in discovering their own perception and bias as well as activities on how power and influence are perceived.

Cultural Responsiveness: Limitations

Reviewers did not identify a limitation through this review; it does not indicate that no limitations exist.

GIBBS SMITH EDUCATION: WORLD HISTORY 1500 CE TO PRESENT

According to the publisher, *World History 1500 CE to Present* by Gibbs-Smith Education is a world history curriculum designed around inquiry-based learning, primary source analysis, and visual literacy (maps, charts, and timelines) to explore world history from various viewpoints and a diverse range of sources.

Curriculum Information	*Product-Specific Details*
Grade Level(s)	9–12
Materials Type	WHI, WHII
Instructional Duration	Yearlong
Material Format	Digital
Professional Learning	Virtual workshops, on-demand webinars; in-person implementation session
Pricing	Paid
Product Website	Gibbs Smith World History & Geography homepage

Standards Alignment: Strengths

Materials are aligned to grade-level standards for content for WHI and WHII, and to grade-level expectations for history and social science practices. Students engage with primary and secondary sources through recurring features, debates, and source analysis activities that ask students to evaluate evidence (PS5), compare perspectives, and develop claims. Units are designed to build student knowledge over time through thematic and chronological study of major world regions, societies, and historical developments. Materials contain recurring literacy routines and historical inquiry activities and provide opportunities for students to develop historical thinking through source evaluation, analysis of bias and perspective, civic discussion, and evidence-based writing tasks such as speeches, debates, and

document-based responses.

Standards Alignment: Limitations

The curriculum covers only part of the WHI standards, and is limited in depth for discussions around the politics of difference among people: conflicts, genocide, and terrorism (WHII.T7).

Classroom Application: Strengths

Lessons are organized by a consistent instructional structure that includes literacy routines, discussion prompts, source analysis activities, writing tasks, and reflection opportunities. Materials include suggested classroom routines and structures including pacing guides that provide timelines, lesson objectives, instructional notes, and suggested discussion questions. Instructional supports include historical thinking routines, discussion and collaboration protocols, historical investigations, and structured source analysis activities. Materials offer differentiation for students with diverse learning needs, including Multilingual Learner Tips, supports for “approaching” and “advanced” learners, visual scaffolds, and language development strategies embedded throughout lessons. Formal and informal assessments include lesson checks, unit reviews, document-based questions, and writing assignments.

Classroom Application: Limitations

Opportunities for students to apply learning beyond the classroom are limited to discussion prompts, contemporary connections, and reflection activities. Differentiation options are limited for students requiring substantial language supports or intensive scaffolding.

Cultural Responsiveness: Strengths

Materials provide opportunities for students to engage with diverse perspectives, with call-out sections that elevate individuals whose contributions have often been overlooked in traditional historical accounts, including women and Black, Indigenous, and People of Color (BIPOC). Materials also encourage students to apply a critical lens to historical and contemporary systems. Interactive activities support students in making connections between historical content and contemporary issues.

Cultural Responsiveness: Limitations

Chances for students to tie learning to their own identity and experiences are limited to occasional discussion prompts, contemporary issue connections, and activities such as media literacy comparisons rather than as a consistent feature throughout the curriculum.

NEW VISIONS FOR PUBLIC SCHOOLS: GLOBAL HISTORY I AND GLOBAL HISTORY II

According to the publisher, *Global History I and Global History II* by New Visions for Public Schools is a standards-based core curriculum designed for world history instruction. Designed to align with the New York State Social Studies Framework, the curriculum combines structured instructional routines, historical content, and aligned assessments to support students' historical thinking and literacy development.

Curriculum Information	*Product-Specific Details*
Grade Level(s)	9–12
Materials Type	WHI, WHII
Instructional Duration	Yearlong
Material Format	Digital
Professional Learning	Workshops and instructional coaching
Pricing	Free
Product Website	New Visions Global History I homepage New Visions Global History II homepage

Standards Alignment: Strengths

Materials are aligned to grade-level WHI and WHII content standards and provide a coherent sequence of instruction that builds students' knowledge over time. Units build upon one another and incorporate literacy standards alongside historical content. Materials provide opportunities for students to develop historical thinking through recurring instructional routines that emphasize contextualization, chronological reasoning, causation, evidence analysis, and synthesis. Students regularly engage with texts, images, maps, and other historical evidence through routines designed to support consistent disciplinary thinking across units.

Standards Alignment: Limitations

Materials are aligned with the New York State Social Studies Framework rather than the Massachusetts curriculum framework. Materials provide limited opportunities for students to practice generating and evaluating questions (PS2). Additionally, although some primary source materials are embedded throughout the materials, opportunities to organize information and data (PS3), analyze purpose and point of view (PS4), and evaluate credibility, accuracy, and relevance (PS5) are not fully aligned.

Classroom Application: Strengths

Materials support teacher planning and preparation through curriculum pacing guides and scope and sequence documents. The recurring instructional routines provide a consistent structure for teaching historical thinking while allowing flexibility for teachers to adapt lessons to local contexts. Materials include formal assessments such as unit reviews, check-ins, and summative assessments.

Classroom Application: Limitations

Materials provide limited differentiation for students with diverse learning needs. Differentiation for English learners, students with disabilities, or students operating above or below grade level is limited.

Cultural Responsiveness: Strengths

Materials present a diversity of stories and experiences by exposing students to multiple historical perspectives and incorporating structured routines that encourage analysis of historical evidence from the points of view of different cultures and societies. Students apply a critical lens to the past by regularly examining cause and effect, contextualizing historical events, and analyzing how historical developments affected different populations. Several units explicitly explore the experiences of women, Indigenous communities, enslaved peoples,

and other historically marginalized groups, encouraging students to consider how historical events affected different communities.

Cultural Responsiveness: Limitations

Diverse stories and experiences are frequently viewed or presented through the lens of political leaders and elite figures, often from dominant groups. Opportunities for students to connect historical learning to their own identities, experiences, and contemporary communities are limited.

OER PROJECT: WORLD HISTORY 1750- PRESENT

According to the publisher, *World History 1750- Present* by the OER Project (Big History Project) is an inquiry-oriented core curriculum intended for instruction of world history covering the period from 1750 to the present. The curriculum is organized around the C3 Framework and emphasizes historical thinking, source analysis, writing, and discussion through a sequence of instructional routines, activities, and multimedia resources.

Curriculum Information	*Product-Specific Details*
Grade Level(s)	9–12
Materials Type	WHII
Instructional Duration	Yearlong
Material Format	Digital
Professional Learning	Live webinars, blogs, help and support website, and community forums
Pricing	Free
Product Website	OER Project World History 1750 homepage

Standards Alignment: Strengths

Materials are aligned to grade-level standards for WHII content and to many grade-level expectations for history and social science practices. Students analyze primary and secondary sources (PS4), evaluate evidence (PS5), communicate historical arguments, and examine multiple perspectives through recurring inquiry activities. Materials are aligned to grade-level standards for literacy and provide frequent opportunities for reading, discussion, historical writing, and evidence-based argumentation. Students participate in structured openers and closers, writing progressions, claim testing, and historical thinking routines that promote academic discourse and disciplinary literacy throughout the course. Materials are designed to build student knowledge over time by revisiting key historical thinking skills across units.

Standards Alignment: Limitations

Materials do not consistently engage with all Massachusetts practice standards for students. In particular, materials have limited opportunities for students to develop their own inquiries (PS2), determine informed civic action (PS7), or apply and experience civic dispositions (PS1). Materials emphasize teacher-guided historical investigation with limited student-directed inquiry.

Classroom Application: Strengths

Materials offer differentiation for students with diverse learning needs through comprehensive guidance for supporting reading and vocabulary development, as well as providing video-based instruction for alternative entries to learning. Materials include a differentiation guide and instructional recommendations that are designed to help teachers adapt learning experiences for a range of student needs. Materials include suggested classroom routines and structures through teaching guides, lesson plans, and instructional resources. Lessons are organized around an instructional framework that consistently includes driving questions, learning objectives, vocabulary, openers, structured learning activities, and closers. Course overviews and implementation guides support teacher planning by outlining pacing, instructional priorities, and course organization.

Classroom Application: Limitations

Materials do not provide consistent formative or summative assessments.

Cultural Responsiveness: Strengths

Materials present a diversity of stories and experiences by examining global historical developments through multiple differing perspectives and analytical frameworks. Students are encouraged to evaluate competing historical narratives, compare interpretations, and examine historical events using recurring historical

thinking routines. Materials provide opportunities for students to apply a critical lens to the past, tasking them with evaluating conflicting claims, identifying and comparing relevant sources, and analyzing evidence. Throughout the course, students evaluate historical claims, examine multiple perspectives, and analyze historical developments using disciplinary thinking practices.

Cultural Responsiveness: Limitations

Opportunities for students to connect historical learning to their own identities and lived experiences are limited.

OER PROJECT: WORLD HISTORY AP

According to the publisher, *World History AP* by the OER Project (Big History Project) is a curriculum designed to support Advanced Placement World History instruction through inquiry-based learning, historical thinking, and disciplinary literacy. The curriculum focuses on college-level historical inquiry and AP-aligned skill development through student writing tasks, source analyses, Document-Based Questions (DBQs), and inquiry activities.

Curriculum Information	*Product-Specific Details*
Grade Level(s)	9–12
Materials Type	WHI, WHII
Instructional Duration	Yearlong
Material Format	Digital
Professional Learning	Live webinars, blogs, help and support website, and community forums
Pricing	Free
Product Website	OER Project World History AP homepage

Standards Alignment: Strengths

Materials are aligned to grade-level standards for content for WHI and WHII, and to grade-level expectations for history and social science practices through an emphasis on historical reasoning, evidence-based argumentation, and analysis of primary and secondary sources. Tasks require students to evaluate historical claims (PS5), construct arguments, analyze causations, compare historical developments, and interpret diverse sources of information. Units build student knowledge over time through a chronological progression centered on understanding historical continuity and change across regions and eras. Materials provide opportunities for students to develop historical thinking through recurring writing, discussion, and source-analysis routines.

Standards Alignment: Limitations

Tasks provide limited opportunities for civic engagement or real-world application (PS7).

Classroom Application: Strengths

Lessons are organized by a consistent instructional framework that includes lesson goals, readings, videos, activities, writing tasks, and assessment opportunities. Materials include suggested classroom routines and structures such as pacing guides that provide lesson timing, instructional strategies, and supplemental teaching tools. The curriculum includes strategy guides and lesson-specific tools that facilitate discussion, collaboration, and historical analysis. Materials offer some differentiation for students with diverse learning needs through vocabulary guides, reading guides, writing supports, graphic organizers, guiding questions, and instructional resources for students with disabilities and students operating below grade level.

Classroom Application: Limitations

Opportunities for formative assessment are not always explicitly identified within lessons. Materials provide limited differentiated instruction for English learners. Opportunities for students to apply learning beyond the classroom are limited to reflection activities and extensions rather than community-based applications.

Cultural Responsiveness: Strengths

Materials provide opportunities for students to engage with diverse cultures, societies, religions, and perspectives. Students have the opportunity to research historical figures from a list that features voices, stories, perspectives, and experiences from a variety of different groups across race, ethnicity, gender, sexuality, religion, dis/ability, class, etc. to avoid a dominant narrative. In particular, materials represent women of color and the stories of colonial territories around the

world from an asset-based perspective.

Cultural Responsiveness: Limitations

Chances for students to tie learning to their own identity and experiences as well as relevant current events are limited and not explicitly embedded in student-facing materials.

SAVVAS LEARNING: WORLD HISTORY INTERACTIVE MODERN ERA

According to the publisher, *World History Interactive Modern Era* by Savvas Learning is a comprehensive World History curriculum organized around inquiry, disciplinary literacy, and historical thinking. Materials include videos, maps, timelines, primary sources, leveled readings, quizzes, DBQs, civic discussions, and current-events connections.

Curriculum Information	*Product-Specific Details*
Grade Level(s)	9–12
Materials Type	WHI, WHII
Instructional Duration	Yearlong
Material Format	Digital
Professional Learning	Online, onsite, and blended options, as well as a full-yearlong dedicated Savvas Educational Consultant through Partnership Plus
Pricing	Paid
Product Website	Savvas World History Interactive – High School World History Curriculum homepage

Standards Alignment: Strengths

Materials are aligned to grade-level standards for content for WHI and WHII, and to grade-level expectations for history and social science practices. Materials feature inquiry activities, document-based questions, civic discussions, and analysis of primary and secondary sources. Students engage with complex historical content across world history topics while building skills in argumentation, evidence evaluation (PS5), discussion, and historical interpretation. Materials are designed to build student knowledge over time through a chronological progression of topics supported by recurring inquiry structures. Materials provide opportunities for students to develop historical thinking by examining multiple perspectives,

analyzing causes and consequences, and constructing evidence-based claims (PS6).

Standards Alignment: Limitations

Opportunities for students to apply learning beyond the classroom are limited, with student tasks generally focused on classroom-based discussion and analysis rather than sustained, action-oriented experiences (PS7). The materials focus on history from 1300 to the modern era, and standards covering earlier time periods in WHI.T2 and WHI.T3 are addressed in the curriculum's "Topic 0: Connecting with Past Learnings" unit with limited depth.

Classroom Application: Strengths

Lessons are organized by a consistent instructional sequence of Connect, Investigate, Synthesize, and Demonstrate. Materials support teachers with suggested classroom routines and structure including pacing guides that provide lesson objectives, instructional supports, discussion prompts, assessments, and estimated instructional time. Materials offer differentiation for students with diverse learning needs through vocabulary supports, differentiated reading levels, supports for English learners such as translated Spanish materials, and teacher guidance for scaffolding instruction. Formative assessment opportunities are embedded throughout lessons.

Classroom Application: Limitations

Materials contain limited informal assessments within each lesson to check for student understanding before the formal assessments. Differentiated instruction for English learners speaking home languages other than Spanish are limited.

Cultural Responsiveness: Strengths

Materials provide opportunities for students to tie learning to their own identity and experiences through current-events connections, discussion prompts, and activities.

Cultural Responsiveness: Limitations

Opportunities for students to apply a critical lens to the past and tie learning to their own identity and experiences depend on optional teacher-facing resources rather than core student-facing materials. Opportunities for students to examine underrepresented perspectives and apply learning beyond the classroom are present but inconsistent, and primarily appear in discussions and self-reflections rather than core instruction.

SOCIAL STUDIES SCHOOL SERVICE: ACTIVE CLASSROOM HIGH SCHOOL WORLD HISTORY

According to the publisher, *Active Classroom High School: World History* by Social Studies School Service is a social studies curriculum and instructional platform designed for secondary grades. Materials are built around historical inquiry and combine curated, standard-aligned resources with flexible tools and built-in support.

In the 2023 Guide, this material was erroneously labeled as Actively Learn Social Studies from McGraw Hill.

Curriculum Information	*Product-Specific Details*
Grade Level(s)	9–12
Materials Type	WHI, WHII
Instructional Duration	Yearlong
Material Format	Digital
Professional Learning	Virtual workshops, on-demand webinars; in-person coaching sessions
Pricing	Paid
Product Website	Active Classroom homepage

Standards Alignment: Strengths

Materials are aligned to grade-level standards for content for WHI and WHII, and to grade-level expectations for history and social science practices. Curriculum maps explicitly identify the standards addressed within each unit and activity. Students engage with a wide range of primary and secondary sources, literacy-based assessments, document analysis, and inquiry activities to support historical thinking and disciplinary literacy. Materials provide opportunities for students to analyze multiple perspectives, evaluate evidence (PS5), and consider how context

influences historical decisions and outcomes through source analysis (PS4), document-based questions, evidence-based writing, and inquiry investigations.

Standards Alignment: Limitations

Opportunities for students to apply learning beyond the classroom (PS7) are limited to reflection and comparison activities.

Classroom Application: Strengths

Teachers are provided with instructional notes, sample responses, discussion prompts, and guidance for facilitating activities. Students can access content through multiple formats, including text, visual, audio, and graphic resources. Materials offer differentiation for students with diverse learning needs, such as audio supports, translation tools, annotation tools, adjustable reading levels, and differentiated activity formats. The curriculum includes formative assessments, writing opportunities, and inquiry-based performance tasks.

Classroom Application: Limitations

Materials do not provide comprehensive summative assessments tied to overarching unit questions and learning goals. Differentiation options are limited to translation for English learners.

Cultural Responsiveness: Strengths

The curriculum offers a variety of inquiry experiences, document-based investigations, essay opportunities, and activities that encourage students to examine historical questions from multiple perspectives. Materials present a diversity of stories and experiences across race, culture, and nationality. Materials provide opportunities for students to apply a critical lens to the past and question perspectives, motives, and outcomes.

Cultural Responsiveness: Limitations

Materials provide limited chances for students to tie learning to their own identity and experiences.

TEACHERS' CURRICULUM INSTITUTE (TCI): HISTORY ALIVE! THE WORLD THROUGH 1750, THIRD EDITION

According to the publisher, *History Alive! The World Through 1750, Third Edition* by Teachers' Curriculum Institute (TCi) is a core curriculum designed for the instruction of world history. The curriculum combines inquiry-based instruction, interactive learning strategies, multimedia resources, and teacher supports to engage students in the study of world history.

Curriculum Information	*Product-Specific Details*
Grade Level(s)	9–12
Materials Type	WHI
Instructional Duration	Yearlong
Material Format	Digital and print formats available
Professional Learning	Online and in-person; educator summits, workshops, webinars, community forums, on-demand district coaching
Pricing	Paid
Product Website	TCi History Alive! The World Through 1750 homepage TCi History Alive! World Connections

Standards Alignment: Strengths

Materials are aligned to grade-level standards for WHI and to grade-level expectations for history and social science practices. The curriculum builds students' understanding of civics, geography, economics, and history while engaging them in developing focused questions (PS2), conducting inquiries, and communicating evidence-based conclusions (PS6). Materials are aligned to grade-level standards for literacy by integrating reading, writing, speaking, listening, and visual analysis throughout instruction. Students engage with historical texts, images, graphs, charts, and maps while participating in collaborative discussions, role-playing activities, and inquiry-based writing tasks that strengthen disciplinary

literacy. Materials are designed to build student knowledge over time through recurring Skill Builder activities that span multiple instructional days.

Standards Alignment: Limitations

Materials were written to include middle school learners and may need to be supplemented with more complex historical analysis and grade-level learning experiences.

Classroom Application: Strengths

Materials offer differentiation for students with diverse learning needs through embedded reading supports, vocabulary development, graphic organizers, and lesson-specific differentiation strategies. Features such as chunked text, point-of-use vocabulary definitions, and visual supports provide multiple entry points for students. The curriculum provides suggested classroom routines and structures through comprehensive lesson planning resources, ready-to-teach presentation slides, teacher guides, and callouts to embed supports and access points for students operating below grade level. Materials include pre-assessments, formative assessments, summative assessments, and customizable assessment tools.

Classroom Application: Limitations

Assessments provided rely primarily on standardized testing formats: students demonstrate knowledge primarily through options such as selected-response written questions or multiple choice questions, rather than projects, presentations, or longer form written assignments.

Cultural Responsiveness: Strengths

Materials present a diversity of stories and experiences by incorporating a range of historical perspectives, cultures, religions, and voices throughout the curriculum.

Materials provide opportunities for students to apply a critical lens to the past through lessons that teach perspective-taking, recognizing bias, and evaluating historical sources. Materials provide opportunities for students to connect their learning to their own identity and experiences through reflection activities that encourage students to relate historical events and perspectives to their own stories and lived experiences.

Cultural Responsiveness: Limitations

While multiple perspectives are included, materials primarily center the perspectives of political leaders and other individuals with power and influence instead of those of historically marginalized groups.

TEACHERS' CURRICULUM INSTITUTE (TCI): HISTORY ALIVE! WORLD CONNECTIONS, THIRD EDITION

According to the publisher, *History Alive! World Connections, Third Edition* by Teachers' Curriculum Institute (TCi) is a core curriculum designed for the instruction of world history. The curriculum combines inquiry-based instruction, interactive learning strategies, multimedia resources, and teacher supports to engage students in the study of world history.

Curriculum Information	*Product-Specific Details*
Grade Level(s)	9–12
Materials Type	WHI, WHII
Instructional Duration	Yearlong
Material Format	Digital and print formats available
Professional Learning	Online and in-person; educator summits, workshops, webinars, community forums, on-demand district coaching
Pricing	Paid
Product Website	TCi High School Social Studies Curriculum TCi History Alive! World Connections Scope and Sequence

Standards Alignment: Strengths

Materials are aligned to grade-level standards for WHI and WHII, and to grade-level expectations for history and social science practices. Materials provide students with regular opportunities to develop questions (PS2), apply disciplinary concepts, evaluate sources (PS5), communicate conclusions (PS6), and take informed action (PS7) through collaborative learning experiences. Materials are aligned to grade-level standards for literacy by integrating reading, writing, discussion, and visual analysis throughout instruction. Students engage with historical texts, images, multimedia resources, and writing activities through recurring routines that provide instructional strategies to develop disciplinary literacy alongside historical

content knowledge. The curriculum is designed to build student knowledge over time through repeated inquiry routines, skill-building activities, and collaborative investigations.

Standards Alignment: Limitations

Reviewers did not identify a limitation through this review; it does not indicate that no limitations exist.

Classroom Application: Strengths

Materials offer differentiation for students with diverse learning needs through embedded reading supports, vocabulary development, graphic organizers, and lesson-specific differentiation strategies. Features such as chunked text, point-of-use vocabulary definitions, and visual supports provide multiple entry points for students. The curriculum provides suggested classroom routines and structures such as comprehensive lesson planning resources, ready-to-teach presentation slides, teacher guides, and callouts to embed supports and access points for students operating below grade level. Materials include pre-assessments, formative assessments, summative assessments, and customizable assessment tools.

Classroom Application: Limitations

Reviewers did not identify a limitation through this review; it does not indicate that no limitations exist.

Cultural Responsiveness: Strengths

Materials present a range of stories and experiences and encourage students to investigate multiple perspectives, analyze the identity of who is telling historical narratives, and examine historical sources from different viewpoints. Materials provide opportunities for students to apply a critical lens to the past through source

investigations, collaborative activities, and evidence-based discussions. Classroom and video-based activities encourage students to connect historical themes to their own identities and experiences.

Cultural Responsiveness: Limitations

Based upon a limited preview of lessons provided by the publisher, materials primarily center the perspectives of political leaders and other individuals with power and influence instead of those of historically marginalized groups.



K-5 SUPPLEMENTAL MATERIALS

ACCESS TOPIC MATRICES FOR ALL MATERIALS AT THE HISTORY AND SOCIAL SCIENCE CURRICULAR MATERIALS GUIDE TOPIC MATRICES SHEET

*DEMOCRATIC KNOWLEDGE PROJECT (DKP): EXPANDING LIBERTY AND EQUALITY: AGENCY, ABOLITION, AND SUFFRAGE

According to the publisher, the *Expanding Liberty and Equality: Agency, Abolition, and Suffrage* unit by the Democratic Knowledge Project (DKP) is designed to engage students in the historical skill of close reading through primary sources that contend with ideals of liberty and equality articulated in the 1776 Declaration of Independence.

**This material was reviewed in the 2023 teacher review using a rubric that did not include a criterion on Accessibility for Students.*

In 2023, this material was reviewed as a core material, as the Democratic Knowledge Project (DKP) was planning on releasing additional units. However, DKP later decided to not complete a full-year curriculum for this material, and only the unit on "Expanding Liberty and Equality: Agency, Abolition, and Suffrage" is available for elementary grades.

Curriculum Information	***Product-Specific Details***
Grade Level(s)	5
Materials Type	Culturally responsive; civics
Instructional Duration	1 unit; 22 lessons
Material Format	Digital
Professional Learning	Online, in-person conferences, and blended options
Pricing	Free
Product Website	DKP 5th Grade Curriculum homepage

Standards Alignment: Strengths

All lessons embed tasks focused on student inquiry. Materials provide frequent opportunities for students to develop a stance, share their perspectives with others, discuss with their classmates, and express themselves in writing (PS6).

Standards Alignment: Limitations

Materials are available for only one unit.

Classroom Application: Strengths

Materials support teacher planning and preparation through lesson outlines that detail the length, essential question, objective, and tasks for each lesson, as well as rich facilitation directions for teachers. Guidance for teachers is embedded within lesson outlines on how to structure tasks and how to discuss difficult topics. Materials also include embedded assessments. Lessons include writing prompts with recommended times, guidance on Pair Share activities, and guidance on class discussions.

Classroom Application: Limitations

Reviewers did not identify a limitation through this review; it does not indicate that no limitations exist.

Cultural Responsiveness: Strengths

Materials present a diversity of stories and experiences by centering the voices of people of color through primary source accounts. Students have the opportunity to learn about various perspectives of historical events and to apply a critical lens to the past. Materials include guidelines for teaching and learning about African American History & Enslavement that explicitly call out how the historical events

impact life in the present day and within students' communities.

Cultural Responsiveness: Limitations

Students have opportunities to connect their learning to their lived experiences in some, but not all, lessons.

DIGITAL INQUIRY GROUP: READING LIKE A HISTORIAN

According to the publisher, *Reading like a Historian* by Digital Inquiry Group is a supplemental resource that introduces elementary students to historical thinking through an inquiry-based analysis of primary sources, photographs, maps, and historical documents.

Curriculum Information	*Product-Specific Details*
Grade Level(s)	3-5
Materials Type	Historical Inquiry; Geography and Map Skills
Instructional Duration	15 Units and Introductory Unit, 100+ lessons
Material Format	Digital; digital downloads available for paper delivery
Professional Learning	Synchronous virtual, self-paced virtual, in-person workshops and institutes
Pricing	Free
Product Website	Digital Inquiry Group: Reading Like a Historian homepage

Standards Alignment: Strengths

Materials are aligned to grade-level history and social science practice standards and address many Grade 3 and 5 content standards, providing opportunities for students to develop skills around the analysis of primary sources, corroboration of evidence, sourcing, contextualization, and evidence-based discussion. Materials present students with diverse and differing authentic historical documents, photographs, maps, and multiple perspectives.

Standards Alignment: Limitations

Materials are stand-alone and do not include a suggested sequence for teaching and building skills across lessons.

Classroom Application: Strengths

Suggested classroom routines and structures include primary source analysis, discussion prompts, graphic organizers, and evidence trackers. Materials support teacher planning and preparation through clearly stated central historical questions, organized lesson plans, instructional notes, classroom posters, and introductory lessons on historical thinking routines. Materials offer some differentiation for students with diverse learning needs through modified primary sources, vocabulary supports, graphic organizers, bilingual student supports, and Spanish-language resources.

Classroom Application: Limitations

Materials provide some guidance for classroom protocols, but explicit directions are often vague and broad, prompting teachers to "have students discuss" or "address misconceptions." Differentiation options exist but are limited for students operating below grade level or English learners who speak a language other than Spanish as a home language. Materials provide limited guidance around pacing.

Cultural Responsiveness: Strengths

Students examine history from multiple viewpoints and are tasked with critical thinking about the reliability of sources or narratives from the past. Lessons include multiple primary sources and perspectives from a diversity of voices, stories, and experiences, and avoid the presentation of history and social science as a singular narrative from dominant groups.

Cultural Responsiveness: Limitations

There are limited chances for students to tie learning to their own identity and experiences.

*DISCOVERING JUSTICE: CHILDREN DISCOVERING JUSTICE

According to the publisher, *Children Discovering Justice (CDJ)* by Discovering Justice is designed to engage students in topics such as community, rules, leadership, and equity while answering the question, what is justice and how do I use my voice to advocate for it?

**This material was reviewed in the 2023 teacher review using a rubric that did not include a criterion on Accessibility for Students.*

During the 2023 review, the materials for Grades 3-5 were in development. Since the review, Children Discovering Justice (CDJ) has released curricular materials for Grade 3-4 and significantly revised the materials for Kindergarten through Grade 2 to focus on standards alignment and integration of writing tasks. Grade 5 curriculum will be released school year 2026.

Curriculum Information	***Product-Specific Details***
Grade Level(s)	K–5
Materials Type	Civics
Instructional Duration	Around 25 lessons per grade; lessons lasting between 20-45 minutes
Material Format	Digital
Professional Learning	District tailored, coaching, collaborative planning, district/school partnership
Pricing	Free
Product Website	Children Discovering Justice homepage

Strengths:

Materials focus on the development of students' opinions based on provided evidence (PS6). Lessons include opportunities for speaking and listening in order to engage students in a variety of ways. Teacher guides for each grade level provide a rationale for content included, and training/orientation videos. Specific examples

about justice and advocacy across grade levels feature diverse, Massachusetts-based experiences.

Limitations:

Descriptions of classroom routines provide limited detail. Materials provide limited opportunities for students to engage with written tasks or apply a critical lens to the past.

*iCIVICS EDUCATION: PRIVATE i HISTORY DETECTIVES

According to the publisher, *Private i History Detectives* by iCivics Education is designed to build elementary content knowledge, civic dispositions, and critical thinking skills through units developed around various mysteries where students act in the role of detective.

**This material was reviewed in the 2023 teacher review using a rubric that did not include a criterion on Accessibility for Students.*

Curriculum Information	*Product-Specific Details*
Grade Level(s)	K–5
Materials Type	Civics
Instructional Duration	5-8 units (grade level dependent)
Material Format	Digital
Professional Learning	Webinars, asynchronous professional development, online courses
Pricing	Free
Product Website	Private i History Detectives homepage

Strengths

Materials provide opportunities for students to apply a critical lens to the past through inquiry-based units. The curriculum presents a diversity of stories and experiences across a variety of units and lessons. Materials provide detailed teacher guidance with a lesson plan, presentation, student handouts, objectives, and optional transcript for each mystery-themed unit. All history and social science practices are covered to some extent within each grade level. The curriculum includes some Spanish-language mystery-themed lessons.

Limitations

Materials lack formal routines to support analysis and discourse.

SOCIAL STUDIES SCHOOL SERVICE: ENCOMPASS

According to the publisher, *Encompass* by Social Studies School Service is a supplemental resource that teaches mapping skills for Grades K-5 through hands-on learning and is intended to be flexible enough to fit into social studies or ELA instruction.

Curriculum Information	*Product-Specific Details*
Grade Level(s)	K–5
Materials Type	Geography and Map Skills
Instructional Duration	30 student atlases and desk maps with activities; 15-30 minutes to teach each activity
Material Format	Digital and Print Available
Professional Learning	Self-paced professional learning modules, in-person coaching sessions for teachers and district leaders
Pricing	Paid
Product Website	Social Studies School Service: Encompass homepage

Standards Alignment: Strengths

Materials are aligned to most grade-level standards for content and history and social science practices, focusing on the development of geography and map skills. Materials task students with the gathering, organizing, and interpreting information using visual and geographic sources in support of several practice standards related to inquiry and research.

Standards Alignment: Limitations

Materials are limited in coverage of Massachusetts-specific information, such as the geography and Indigenous peoples of Massachusetts and New England [3.T2.3].

Classroom Application: Strengths

Lessons follow a clear sequence and regularly task students with the analysis of maps, atlases, globes, and other geographic tools, engaging them through hands-on and visual exploration with historical content. Pacing guides provide structured teacher lesson plans, instructional routines, and hands-on student activities to integrate flexibly into existing courses. Materials offer differentiation for students with diverse learning needs through visual resources, physical manipulatives, digital options, and short, manageable activities.

Classroom Application: Limitations

Materials are limited in providing explicit teacher guidance for some strategies, including classroom discussion structures, collaborative routines, and supports for student discourse. Materials do not feature explicit scaffolds or accommodations for students operating below or above grade level, students with disabilities, or English learners.

Cultural Responsiveness: Strengths

Materials present students with diverse perspectives across historical topics, including slavery, the Civil Rights Movement, Indigenous histories, and immigration. Students are encouraged to think critically about historical events, fairness, power, and social change. Students are asked to connect learning to their own lives, families, and communities.

Cultural Responsiveness: Limitations

Reviewers did not identify a limitation through this review; it does not indicate that no limitations exist.

*SOUTHERN POVERTY LAW CENTER: LEARNING FOR JUSTICE

According to the publisher, *Learning for Justice* by the Southern Poverty Law Center includes a searchable library of student texts and tasks that are designed to reinforce critical social emotional learning skills.

**This material was reviewed in the 2023 teacher review using a rubric that did not include a criterion on Accessibility for Students.*

Curriculum Information	*Product-Specific Details*
Grade Level(s)	K–12
Materials Type	Media Literacy; Culturally Responsive; Civics
Instructional Duration	26 K-5 HSS lessons, 137 total
Material Format	Digital
Professional Learning	Podcasts, blogs
Pricing	Free
Product Website	Learning for Justice Archive Lessons homepage Learning for Justice homepage

Strengths

Many resources ask students to analyze historical documents and provide opportunities for students to contribute to the inquiry process. The curriculum centers a diversity of cultures, perspectives, and identities. Materials provide opportunities for students to connect their learning to their own identity and experiences.

Limitations

The curriculum is limited around alignment to grade-level content standards.

*UNIVERSITY OF MASSACHUSETTS, BOSTON AND BOSTON UNIVERSITY: OPEN SOCIAL STUDIES

According to the publisher, *Open Social Studies*, by the University of Massachusetts, Boston and Boston University is an inquiry-based and literacy-focused social studies curriculum that leverages social studies content to help students learn to read, write, and think critically. It is meant to supplement a core social studies curriculum, and every grade level includes downloadable instructor manuals, student workbooks, and student sourcebooks.

**This material was reviewed in the 2023 teacher review using a rubric that did not include a criterion on Accessibility for Students.*

Curriculum Information	*Product-Specific Details*
Grade Level(s)	K–6
Materials Type	Culturally Responsive; Civics
Instructional Duration	10-30 lessons (grade level dependent)
Material Format	Digital
Professional Learning	None identified.
Pricing	Free
Product Website	University of Massachusetts Boston and Boston University Open Social Studies homepage

Strengths

Lessons provide many opportunities for students to analyze primary and secondary sources to learn about a diverse range of individuals who contributed to American and World history. Exercises have students consider the lived experiences of marginalized communities throughout history. Materials support teacher planning and preparation through teacher manuals, which provide the amount of time suggested for each lesson, where materials are located, and expectations for the use of materials. All grades include a long-term project to extend and develop

student learning over time.

Limitations

Opportunities for students to consider the credibility or accuracy of a source (PS5) are limited. Exercises to build critical reading skills are missing and sources do not include graphs or charts.



GRADES 6–12 SUPPLEMENTAL MATERIALS



CULTURALLY RESPONSIVE

ACCESS TOPIC MATRICES FOR ALL MATERIALS AT THE HISTORY AND SOCIAL SCIENCE CURRICULAR MATERIALS GUIDE TOPIC MATRICES SHEET.

C3 TEACHERS (COLLEGE, CAREER, AND CIVIC LIFE INQUIRY HUB): A PEOPLE'S PLAYLIST: U.S. HISTORY WITH MUSIC AS A PRIMARY SOURCE

According to the publisher, *A People's Playlist: U.S. History with Music as a Primary Source* by C3 Teachers (College, Career, and Civic Life Inquiry Hub) is a supplemental curriculum developed by TeachRock in partnership with the Library of Congress. The resource uses music, song lyrics, performances, photographs, speeches, and other primary sources to deepen students' understanding of U.S. history while introducing diverse voices and perspectives, emphasizing source analysis, historical context, and discussion through music-centered lessons.

Curriculum Information	*Product-Specific Details*
Grade Level(s)	6–12
Materials Type	Culturally Responsive Education; Music
Instructional Duration	5 published units totaling 60 lessons; 4 more units in pilot format
Material Format	Digital
Professional Learning	Virtual eWebinars, certificates, and professional learning communities
Pricing	Free
Product Website	A People's Playlist homepage

Standards Alignment: Strengths

Materials are aligned to many grade-level standards for USI, USII, and WHII content and to grade-level expectations for most history and social science practices by using music as a primary source to investigate historical events, perspectives, and experiences. Lessons ask students to analyze song lyrics, performances, photographs, and other historical documents while developing evidence-based claims about historical significance. Massachusetts curriculum framework standards are identified for each lesson, supporting teachers in integrating

individual resources into existing units of study.

Standards Alignment: Limitations

Materials provide limited opportunities for inquiry-based practice standards. While students regularly analyze historical sources and support claims with evidence, opportunities for students to develop focused questions or problem statements and conduct inquiries (PS2), evaluate the credibility, accuracy, and relevance of each source (PS5), and determine next steps and take informed action as appropriate (PS7) are limited.

Classroom Application: Strengths

Materials support teacher planning and preparation through comprehensive educator guides, detailed lesson overviews, step-by-step instructional procedures, extension activities, and implementation resources. Lessons follow a consistent structure built around Library of Congress source analysis routines, including protocols for classroom instruction and routines.

Classroom Application: Limitations

Materials provide limited differentiated instruction for students with diverse learning needs. Lessons do not include explicit scaffolds, accommodations, or leveled materials to support English learners, students with disabilities, or students operating above or below grade level.

Cultural Responsiveness: Strengths

Materials present a diversity of stories and experiences by highlighting musicians and historical figures from a wide range of racial, ethnic, cultural, and gender backgrounds. Additionally, materials provide opportunities for students to apply a critical lens to the past through analysis of music and other primary sources that

examine topics such as Indigenous boarding schools, the Harlem Renaissance, the Dust Bowl, 20th century immigration, and social activism during the Reconstruction era. Students are encouraged to analyze historical context, consider multiple perspectives, and evaluate how artists both reflected and challenged the issues of their time.

Cultural Responsiveness: Limitations

Materials provide limited support in connecting content to students' identities, communities, and lived experiences.

EMPOWERING HISTORIES

According to the publisher, *Empowering Histories* is a supplemental curriculum designed to deepen instruction in Advanced Placement U.S. History (APUSH) and AP African American Studies through an antiracist lens. The resource provides lesson plans, slide decks, document-based inquiries, and primary source activities that expand traditional historical narratives by centering the experiences of historically marginalized groups.

Curriculum Information	*Product-Specific Details*
Grade Level(s)	6–12
Materials Type	Culturally Responsive Education
Instructional Duration	4 units with 8-10 lessons each
Material Format	Digital
Professional Learning	None identified
Pricing	Free
Product Website	Empowering Histories homepage

Standards Alignment: Strengths

Materials are aligned to some grade-level expectations for history and social science practices through frequent analysis of primary and secondary sources (PS4), evidence-based discussion, document comparison, historical reasoning, and argument writing. Lessons consistently develop student skills in sourcing, contextualization, comparison, and developing and supporting claims with historical evidence (PS6). Materials deepen student exposure to perspectives from diverse and historically marginalized people groups, and to related topics and regions, including Sub-Saharan African civilizations, slavery, Reconstruction, Jim Crow, the Civil Rights Movement, and African American history. Lessons are clearly organized by topic, allowing teachers to integrate individual resources into existing units of study.

Standards Alignment: Limitations

Materials are designed as a supplemental resource for AP U.S. History and AP African American Studies, rather than a general US history course.

Classroom Application: Strengths

Materials support teacher planning and preparation through comprehensive lesson plans, engaging slide decks, student handouts, vocabulary guides, and detailed implementation notes. Lessons include suggested pacing that is clear and feasible, step-by-step instructional guidance, classroom management recommendations, and reflections from the author's own classroom experience.

Classroom Application: Limitations

Materials provide limited differentiated instruction for students with diverse learning needs, including English learners, students with disabilities, or students operating above or below grade level.

Cultural Responsiveness: Strengths

Materials present a diversity of stories and experiences and intentionally center the voices and perspectives of historically marginalized communities. Lessons expand traditional historical narratives through primary sources, document-based inquiries, and case studies that explore race, identity, and social justice across United States history. Materials provide opportunities for students to apply a critical lens to the past through recurring historical investigations that examine myths, challenge dominant historical narratives, and analyze topics such as white supremacy, racism, exclusion, and historical memory. The curriculum's document analysis protocol encourages students to consider why a source was created, whose perspectives are represented, and what actions historical authors intended to inspire.

Cultural Responsiveness: Limitations

There are few explicit opportunities for students to connect historical content to their own lived experiences or communities.

EVERFI: 306: BLACK HISTORY

According to the publisher, *306: Black History* by EverFi is a supplemental resource that explores African and African American history and is intended to complement a core history curriculum by highlighting key historical events, individuals, and themes through interactive online modules, videos, readings, and discussion activities.

Curriculum Information	*Product-Specific Details*
Grade Level(s)	8–12
Materials Type	Culturally Responsive Education
Instructional Duration	6 learning modules
Material Format	Digital
Professional Learning	Virtual webinars, trainings; in-person regional support and annual summit
Pricing	Free
Product Website	Everfi: 306: Black History homepage

Standards Alignment: Strengths

The materials are aligned to relevant WHII, USI, and USII content standards related to African civilizations, slavery, Reconstruction, the Civil Rights Movement, and modern African American history. Lessons are organized by historical time periods and engage students with primary and secondary sources that build knowledge and historical thinking practices through the analysis of evidence, interpretation of sources, and supporting of claims with evidence.

Standards Alignment: Limitations

The curriculum is limited around practice standards related to generating questions (PS2) and extended inquiry.

Classroom Application: Strengths

Materials support teacher planning and preparation through sequenced lessons and online instructional modules. Detailed lesson plans outline objectives, preparation procedures, instructional steps, and classroom discussion activities. Materials offer an instructional structure that combines readings, videos, journal writing, partner discussions, and collaborative activities. Teachers are provided with guidance for facilitating discussions around challenging historical topics.

Classroom Application: Limitations

Differentiation options are limited for students operating below grade level, English learners, and students with disabilities. Scaffolds are often limited to basic pacing suggestions and built-in text narration.

Cultural Responsiveness: Strengths

Materials provide opportunities for students to apply a critical lens to the past and evaluate the significance of events and individuals across diverse and differing viewpoints. Materials offer representation of African and African American experiences across a broad range of historical eras, and highlight diverse historical figures, including women and leaders in politics, the arts, science, and civil rights. Materials avoid the presentation of history and social science as a singular narrative from dominant groups.

Cultural Responsiveness: Limitations

Materials provide limited opportunities for students to tie learning to their own identity and experiences, concentrated primarily in the culminating capstone project, where students connect Black history to their own communities or personal experiences.

GIBBS SMITH EDUCATION: LA GENTE: THEMES IN LATINO STUDIES

According to the publisher, *La Gente: Themes in Latino Studies* by Gibbs Smith Education is a supplemental ethnic studies resource that explores the histories, cultures, identities, and contributions of Latino communities across the Americas. Materials integrate primary and secondary sources, collaborative learning, and inquiry-based activities to complement existing U.S. history, civics, or ethnic studies courses.

Curriculum Information	*Product-Specific Details*
Grade Level(s)	6–12
Materials Type	Culturally Responsive Education
Instructional Duration	Semester (15-18 weeks)
Material Format	Digital and print
Professional Learning	Virtual workshops, on-demand webinars; in-person implementation sessions
Pricing	Paid
Product Website	Gibbs Smith La Gente homepage

Standards Alignment: Strengths

Materials are aligned to many content standards for Grade 8 Civics, USI, and USII topics and to history and social science practices through frequent use of primary and secondary sources, collaborative discussions, evidence-based writing, and inquiry activities. Students analyze oral histories, autobiographies, historical maps, artwork, speeches, and other sources while developing and defending claims about topics such as migration, discrimination, civic participation, and identity.

Standards Alignment: Limitations

Materials are designed for a semester-long elective. Materials do not include an articulated scope and sequence, explicit standards alignment, or support on how to integrate the resources into a broader course of study.

Classroom Application: Strengths

Lessons are organized through consistent structures, such as suggested classroom routines, discussion protocols, inquiry activities, learning goals, key vocabulary words, discussion prompts, and extension activities. Materials support teacher planning and preparation through teacher guides that provide unit overviews, pacing suggestions, and notes on which activities could be prioritized or added based on available instructional time. Materials offer some differentiation for students, such as recommended adaptations, cooperative learning structures, scaffolded note-taking, and alternative approaches for English learners.

Classroom Application: Limitations

Guidance for English learners is not extensively included in all sections.

Cultural Responsiveness: Strengths

Diverse stories and experiences, centered around the Latino experience, are included throughout the curriculum, representing a broad range of racial, ethnic, cultural, linguistic, and socioeconomic perspectives. Students are given opportunities to apply a critical lens to the past by exploring systems of inequity, identity, civic participation, and social justice across U.S. history.

Cultural Responsiveness: Limitations

Chances for students to connect their learning to their own identity and experiences are limited. Opportunities for students to apply learning beyond the classroom are limited to discussion and reflection activities.

GIBBS-SMITH EDUCATION: MOSAIC- THEMES IN ASIAN AMERICAN STUDIES

According to the publisher, *Mosaic- Themes in Asian American Studies* by Gibbs-Smith Education is a supplemental resource designed to deepen students' understanding of Asian American history, identity, and civic engagement through primary sources, historical inquiry, and contemporary issues.

Curriculum Information	*Product-Specific Details*
Grade Level(s)	6–12
Materials Type	Culturally Responsive Education
Instructional Duration	Semester (15-18 weeks)
Material Format	Digital and print
Professional Learning	Virtual workshops, on-demand webinars; in-person implementation sessions
Pricing	Paid
Product Website	Gibbs Smith Asian American Studies homepage

Standards Alignment: Strengths

Materials are aligned to many content standards for Grade 8 Civics, USI, and USII topics and to history and social science practices, providing students with opportunities to deepen their understanding of civics and U.S. history through the lens of Asian American experiences. Students develop their understanding of civic dispositions as they consider rights and privileges for various groups in the U.S., engage in the analysis of primary and secondary sources, participate in evidence-based discussions, and construct arguments supported by historical evidence. Materials support inquiry at many levels and build knowledge systematically of civic values, equality, activism, labor movements, and democratic participation.

Standards Alignment: Limitations

Materials are designed for a semester-long elective. Materials do not include an articulated scope and sequence, explicit standards alignment, or support on how to

integrate the resources into a broader course of study.

Classroom Application: Strengths

Materials support teachers with suggested classroom routines and structures including discussion protocols, inquiry activities, learning goals, key vocabulary words, discussion prompts, and extension activities. Materials support teacher planning and preparation through teacher guides that provide unit overviews, pacing suggestions, and notes on which activities could be prioritized or added based on available instructional time. Materials offer differentiation for students with diverse learning needs through embedded instructional adaptations, supports for English learners, and recommendations for students operating above or below grade level.

Classroom Application: Limitations

Guidance for English learners is not extensively included in all sections.

Cultural Responsiveness: Strengths

Materials provide opportunities to apply a critical lens to the past by examining issues of discrimination, civic participation, and social change across multiple historical periods. Diverse stories and experiences are included throughout the materials, representing a wide range of Asian American identities, cultures, and histories, including the experiences of men, women, children, artists, civilians, public officials, and people from varied socioeconomic backgrounds. Students are encouraged to examine racism, prejudice, civic participation, political representation, and the complex relationship between Asian American communities and the United States.

Cultural Responsiveness: Limitations

Chances for students to connect their learning to their own identity and

experiences are limited. Opportunities for students to apply learning beyond the classroom are present but are generally limited to discussion and reflection activities.

GIBBS SMITH EDUCATION: MOV: MOVEMENT

According to the publisher, *MOV: Movement* by Gibbs Smith Education is a supplemental resource that examines African American history through the themes of resistance, justice, identity, and civic action. The resource explores the experiences of Black Americans across multiple eras, highlighting social movements, political activism, military service, culture, and the ongoing struggle for civil rights, and is intended to supplement core U.S. history and civics courses.

Curriculum Information	*Product-Specific Details*
Grade Level(s)	6–12
Materials Type	Culturally Responsive Education
Instructional Duration	Semester (15-18 weeks)
Material Format	Digital and print
Professional Learning	Virtual workshops, on-demand webinars; in-person implementation sessions
Pricing	Paid
Product Website	Gibbs Smith Black & African American Studies homepage

Standards Alignment: Strengths

Materials are aligned to history and social science practices and to many content standards for Grade 8 Civics, USI, and USII topics, particularly around selected standards related to slavery, Reconstruction, Jim Crow, World War II, and the Civil Rights Movement. Materials develop students' historical thinking skills through frequent use of primary and secondary sources, collaborative discussions, evidence-based writing, and inquiry activities. Students examine historical documents, personal narratives, legislation, and photographs centered on the Black American experience, while developing claims supported by historical evidence and participating in discussions about justice, race, and civic participation.

Standards Alignment: Limitations

Materials are designed for a semester-long elective. Materials do not include an articulated scope and sequence, explicit standards alignment, or support on how to integrate the resources into a broader course of study.

Classroom Application: Strengths

Lessons are organized through consistent structures, such as suggested classroom routines, discussion protocols, inquiry activities, learning goals, key vocabulary words, discussion prompts, and extension activities. Materials support teacher planning and preparation through teacher guides that provide unit overviews, pacing suggestions, and notes on which activities could be prioritized or added based on available instructional time. Materials offer occasional supports for English learners, students with disabilities, or students operating above or below grade level.

Classroom Application: Limitations

Supports for students with diverse learning needs are included as broad suggestions in the Teacher Guide rather than embedded within lessons.

Cultural Responsiveness: Strengths

Materials present a diverse range of stories and experiences centering the voices of African American leaders, artists, activists, veterans, writers, and community members across multiple historical periods. In addition to major events such as the Civil Rights Movement, materials highlight lesser-known topics including Black Americans in the West, African American military service, reparations, and the contributions of individuals whose stories are often omitted from traditional history courses. Materials provide opportunities for students to apply a critical lens to the past through sustained examination of racism, discrimination, civil rights, and the social construction of race.

Cultural Responsiveness: Limitations

Chances for students to connect their learning to their own identity and experiences are present, but generally occur less frequently than opportunities for historical analysis and discussion. Opportunities for students to apply learning beyond the classroom are present but are generally limited to discussion and reflection activities.

GIBBS-SMITH EDUCATION: VOICES- AN ETHNIC STUDIES SURVEY

According to the publisher, *Voices- An Ethnic Studies Survey* by Gibbs-Smith Education is a supplemental ethnic studies resource that explores the histories, identities, and experiences of multiple racial and cultural groups through inquiry, primary sources, and discussion-based learning.

Curriculum Information	*Product-Specific Details*
Grade Level(s)	6–12
Materials Type	Culturally Responsive Education
Instructional Duration	Semester (15-18 weeks)
Material Format	Digital and print
Professional Learning	Virtual workshops, on-demand webinars; in-person implementation sessions
Pricing	Paid
Product Website	Gibbs Smith Voices homepage

Standards Alignment: Strengths

Materials are aligned to many content standards for Grade 8 Civics, USI, and USII topics and to history and social science practices, providing students with opportunities to deepen their understanding of civics and U.S. history through the systematic exploration of civic values, equality, activism, labor movements, and democratic participation. Materials provide opportunities for students to make and defend claims (PS6) and demonstrate civic knowledge and skills (PS1).

Standards Alignment: Limitations

Materials are designed for a semester-long elective. Materials do not include an articulated scope and sequence, explicit standards alignment, or support on how to

integrate the resources into a broader course of study.

Classroom Application: Strengths

Materials support teachers with suggested classroom routines and structures including discussion protocols, inquiry activities, learning goals, key vocabulary words, discussion prompts, and extension activities. Materials support teacher planning and preparation through teacher guides that provide unit overviews, pacing suggestions, and notes on which activities could be prioritized or added based on available instructional time. Materials occasionally offer differentiation for students with diverse learning needs through embedded instructional adaptations, supports for English learners, and recommendations for students operating above or below grade level.

Classroom Application: Limitations

Guidance for English learners is not extensively included in all sections.

Cultural Responsiveness: Strengths

Diverse stories and experiences are included throughout the curriculum, representing a broad range of racial, ethnic, cultural, linguistic, and socioeconomic perspectives. Students are given opportunities to apply a critical lens to the past by exploring systems of inequality, identity, civic participation, and social justice across U.S. history.

Cultural Responsiveness: Limitations

Chances for students to connect their learning to their own identity and experiences are limited. Opportunities for students to apply learning beyond the classroom are present but are generally limited to discussion and reflection activities.

*GILDER LEHRMAN INSTITUTE OF AMERICAN HISTORY: TEACHING CIVICS THROUGH HISTORY

According to the publisher, *Teaching Civics Through History* by the Gilder Lehrman Institute of American History is designed to help students understand how historical events have shaped the civic and social issues their communities and the nation face today. The curriculum includes a culminating civic engagement project at the end of each unit.

**This material was reviewed in the 2023 teacher review using a rubric that did not include a criterion on Accessibility for Students.*

Curriculum Information	*Product-Specific Details*
Grade Level(s)	6–12
Materials Type	Culturally Responsive Education
Instructional Duration	35 lessons
Material Format	Digital
Professional Learning	Professional development sessions, workshops
Pricing	Free†
Product Website	GLI Teaching Civics through History homepage

†The curriculum resources are only available to educators participating in a free professional development program through Gilder Lehrman. The program is offered several times per year, depending on grant funding.

Strengths

Materials center a diversity of voices and perspectives throughout every resource and unit. Lessons prompt students to analyze primary sources (PS4), with discussion prompts focused on topics including prejudice and systemic racism. Guidelines for civil discourse are provided.

Limitations

Materials provide limited differentiated supports for English learners, students with disabilities, and those struggling to access grade-level content. Lessons repeat similar tasks and activities to analyze primary sources and may not be engaging for grade 8 students. Very few activities are student-led.

*MCGRAW HILL: CIVIL RIGHTS: A GLOBAL PERSPECTIVE

According to the publisher, *Civil Rights: A Global Perspective* by McGraw Hill is designed to help students build an understanding of the global struggle for civil rights while learning how they can make a difference.

**This material was reviewed in the 2023 teacher review using a rubric that did not include a criterion on Accessibility for Students.*

Curriculum Information	*Product-Specific Details*
Grade Level(s)	9–12
Materials Type	Culturally Responsive Education
Instructional Duration	5 units, 5 investigations each
Material Format	Digital
Professional Learning	Learning and Leading from Legacy session
Pricing	Paid
Product Website	McGraw Hill Civil Rights: A Global Perspective homepage

Strengths

Materials engage students in inquiry-based learning designed to build civic knowledge and skills. They expose students to a diversity of sources (primary, secondary, written, audio, visual) and incorporate robust speaking and listening tasks. Lesson routines require students to compare and develop connections between different people, movements, and time periods. They encourage students to take a critical lens to the past by engaging students in the complexity of human rights discussions. Classroom structures, such as routine journaling, push students to connect content to their own identity and experiences.

Limitations

Suggested classroom routines and structures are limited around how to effectively

engage students in classroom routines. Teacher preparation include limited detail and do not clearly describe intended outcomes for each task. The publisher recommended pacing is ambitious.

*NATIONAL MUSEUM OF AMERICAN HISTORY: BECOMING US

According to the publisher, *Becoming Us* by the National Museum of American History is designed to teach immigration history in an accurate and inclusive manner. The resource is designed for high school students, but can be modified to meet the needs of Grade 8 students.

**This material was reviewed in the 2023 teacher review using a rubric that did not include a criterion on Accessibility for Students.*

Curriculum Information	*Product-Specific Details*
Grade Level(s)	9–12
Materials Type	Culturally Responsive Education
Instructional Duration	5 units with 3 case study lessons each
Material Format	Digital
Professional Learning	None identified
Pricing	Free
Product Website	National Museum of American History Becoming Us homepage

Strengths

Materials include meaningful tasks that include a rich diversity of voices, perspectives, and narratives. Topics covered include the fight for desegregation, Chinese Exclusion, DACA, Islamophobia, Native resistance, and many others. Resources provide many opportunities for students to explore how identity and social position shape people's perceptions of events. The curriculum offers strong resources to build teachers' subject-matter knowledge.

Limitations

Materials do not fully support students in building civic skills and dispositions. Lessons are limited in scaffolding and differentiation for English learners

and students with disabilities. Materials focus largely on oppression and lack empowering stories.

*NEW YORK HISTORICAL SOCIETY: CURRICULUM LIBRARY

According to the publisher, the *Curriculum Library* at the New York Historical Society offers a library of civics-focused curricular materials. Materials are designed to promote cultural understanding and empower students to strengthen democracy, and include remote lesson plans for asynchronous instruction.

**This material was reviewed in the 2023 teacher review using a rubric that did not include a criterion on Accessibility for Students.*

Curriculum Information	*Product-Specific Details*
Grade Level(s)	K–12
Materials Type	Culturally Responsive Education
Instructional Duration	17 units, various lengths
Material Format	Digital
Professional Learning	Workshops, curriculum intensives
Pricing	Free
Product Website	New York Historical Society Curriculum Library homepage

Strengths

Materials support historical inquiry and give students ownership over the learning process, rather than guiding them towards any predetermined conclusions. The curriculum provides a range of opportunities to connect historical learning to the present day through topics such as voting rights. Materials take an intersectional approach to exploring historical and present-day events, including exploring how race and gender intersect. Lessons offer students and teachers an opportunity to explore issues of power, race, and class. Teacher resources provide adult-level explanations to build teachers' content knowledge. Though these resources were created to align with New York state standards, many address Massachusetts standards as well.

Limitations

Materials provide limited supports to develop of civic skills and dispositions. Lessons are limited in scaffolding for students struggling to access complex content. Materials do not provide comprehensive assessments, rubrics, or exemplars.

SAVVAS: PROJECT IMAGINE: UNITED STATES HISTORY INTERACTIVE

According to the publisher, *Project Imagine: US History Interactive* by Savvas is a supplemental resource designed to enrich a core comprehensive USI and USII history program through inquiry, historical simulations, civic discussions, document-based investigations, and multimedia learning experiences. The curriculum immerses students in history through a focus on diverse viewpoints, primary sources, and interactive role-playing that prioritize empathy, student agency, and social-emotional learning in history and social science content.

Curriculum Information	*Product-Specific Details*
Grade Level(s)	9–12
Materials Type	Culturally Responsive Education
Instructional Duration	Flexible Curricula Modules across 6 thematic historical periods; 4-5 immersive digital lessons per period
Material Format	Digital
Professional Learning	On-demand video podcasts, digital pathways, virtual guidance
Pricing	Paid
Product Website	Savvas Project Imagine: United States History homepage

Standards Alignment: Strengths

Materials are aligned to many standards for US history content and to history and social science practices. Lessons are organized by historical periods, addressing major USI and USII topics, including immigration, the 1920s, the Great Depression and New Deal, World War II, the Civil Rights Movement, and the Vietnam War. Materials task students with research, analysis, discussion, and civic action. Materials also provide opportunities for students to develop questions (PS2), conduct research, analyze primary sources (PS4), and communicate evidence-based conclusions, while document-based writing activities in each unit require students

to synthesize information and support their conclusions with evidence (PS6).

Standards Alignment: Limitations

Materials do not include explicit standards correlation guide to organize lessons to support a structured scope of learning.

Classroom Application: Strengths

Materials support teacher preparation through consistent instructional routines, such as suggested classroom protocols and organizational structures like pacing guides, detailed teacher lesson plans, and activities to integrate flexibly into existing courses. Materials offer differentiation for students with diverse learning needs through graphic organizers, chunked readings, audio and visual supports, multiple source formats, and teacher guidance for adapting instruction. Materials provide opportunities to assess student understanding through discussions, writing tasks, and inquiry activities.

Classroom Application: Limitations

Reviewers did not identify a limitation through this review; it does not indicate that no limitations exist.

Cultural Responsiveness: Strengths

Materials present students with diverse and differing viewpoints from historically marginalized groups through primary and secondary sources, multimedia resources, historical simulations, and related performance tasks. Materials provide the opportunity to apply a critical lens to the past and develop historical thinking through inquiry projects, document-based writing, civic discussions, and evidence-based argumentation. Students are given opportunities to tie learning to contemporary civic issues and encourage reflection, discussion, and evidence-based argumentation.

Cultural Responsiveness: Limitations

Reviewers did not identify a limitation through this review; it does not indicate that no limitations exist.

SAVVAS: PROJECT IMAGINE: WORLD HISTORY INTERACTIVE

According to the publisher, *Project Imagine: World History Interactive* by Savvas is a supplemental resource designed to enrich a core comprehensive world history program through inquiry, historical simulations, civic discussions, and multimedia experiences. The curriculum immerses students in history through a focus on diverse viewpoints, primary sources, and interactive role-playing, prioritizing empathy, student agency, and social-emotional learning in history and social science content.

Curriculum Information	*Product-Specific Details*
Grade Level(s)	9–12
Materials Type	Culturally Responsive Education
Instructional Duration	Flexible Curricula Modules across 6 thematic historical periods; 4-5 immersive digital lessons per period
Material Format	Digital
Professional Learning	On-demand video podcasts, digital pathways, virtual guidance
Pricing	Paid
Product Website	Savvas Project Imagine: World History homepage

Standards Alignment: Strengths

Materials are aligned to many standards for world history content and to history and social science practices. Lessons are organized by thematic historical periods, covering key WHI and WHII topics, including Ancient Greece, China's Tang and Song Dynasties, the Renaissance, the early Industrial Revolution, World War I, and modern Africa. Materials task students with research, analysis, discussion, and civic action. Materials provide opportunities for students to develop questions (PS2), conduct research, analyze primary sources (PS4), and communicate evidence-based conclusions, while document-based writing activities in each unit require

students to synthesize information and support their conclusions with evidence (PS6).

Standards Alignment: Limitations

Materials do not include explicit standards correlation guide to organize lessons to support a structured scope of learning.

Classroom Application: Strengths

Materials support teacher preparation through consistent instructional routines, such as suggested classroom protocols and organizational structures like pacing guides, detailed teacher lesson plans, and activities to integrate flexibly into existing courses. Materials offer differentiation for students with diverse learning needs through graphic organizers, chunked readings, audio and visual supports, multiple source formats, and teacher guidance for adapting instruction.

Classroom Application: Limitations

Reviewers did not identify a limitation through this review; it does not indicate that no limitations exist.

Cultural Responsiveness: Strengths

Materials present students with diverse and differing viewpoints from historically marginalized groups through primary and secondary sources, multimedia resources, historical simulations, and related performance tasks. Materials provide the opportunity to apply a critical lens to the past and develop historical thinking through inquiry projects, document-based writing, civic discussions, and evidence-based argumentation. Students are given opportunities to tie learning to contemporary civic issues and encourage reflection, discussion, and evidence-based argumentation.

Cultural Responsiveness: Limitations

Reviewers did not identify a limitation through this review; it does not indicate that no limitations exist.

SOURCE SQUADS: COLLABORATIVE SOCIAL STUDIES LITERACY FOR ALL LEARNERS

According to the publisher, *Collaborative Social Studies Literacy for All Learners* by Source Squads is a supplemental instructional resource centered around collaborative learning strategies, source analysis frameworks, and structured lessons to help students interpret sources, strengthen historical thinking, and engage in collaborative inquiry. Materials are designed primarily as an instructional structure for students in Social Studies classes through collaborative and inquiry-based learning strategies.

Curriculum Information	*Product-Specific Details*
Grade Level(s)	6–12
Materials Type	Culturally Responsive Education
Instructional Duration	Flexible; 100+ standalone lessons
Material Format	Digital (physical role cards are printed and shipped to all teachers in license)
Professional Learning	On-demand, virtual training; on-site on demand virtual classroom walkthroughs
Pricing	Paid
Product Website	Source Squads homepage

Standards Alignment: Strengths

Materials are aligned to grade-level expectations for history and social science practices by providing students with repeated opportunities to analyze primary sources (PS4), collaborate with peers, and construct evidence-based interpretations of historical events (PS6). Students engage with historical thinking through clearly defined collaborative roles that require sourcing, contextualization, close reading, corroboration, and discussion.

Standards Alignment: Limitations

Materials are designed primarily as an instructional framework for teaching collaborative and historical thinking skills rather than a supplemental curriculum for providing additional content information. Teachers are responsible for selecting appropriate historical content and designing broader instructional sequences and assessments that are standards-aligned.

Classroom Application: Strengths

Lessons are organized around a consistent collaborative instructional routine that assigns students defined roles within small groups to analyze historical sources. Materials offer teacher supports through comprehensive teacher guides and tips, implementation videos, sample classroom demonstrations and student work, assessment guidance, and recommendations for grouping and facilitation. Teachers are provided with suggested classroom routines and structures that support productive collaboration, historical discussion, and evidence-based reasoning. Primary sources used in the lessons are formatted to include side-by-side modified text, image descriptors, and cues for video/audio outputs.

Classroom Application: Limitations

Differentiation options exist, but are limited for students with diverse learning needs beyond grouping recommendations and modified primary sources.

Cultural Responsiveness: Strengths

Diverse stories and experiences are represented through a broad collection of primary sources spanning U.S. history, world history, civics, and geography, including voices from a wide range of cultures, historical periods, and perspectives. Students are given opportunities to apply a critical lens to the past by evaluating historical evidence from multiple viewpoints and engaging in collaborative interpretation of complex historical questions.

Cultural Responsiveness: Limitations

Chances for students to tie learning to their own identity and experiences are limited, with protocols emphasizing objective historical analysis over personal reflection.

*SOUTHERN POVERTY LAW CENTER: LEARNING FOR JUSTICE

According to the publisher, *Learning for Justice* by the Southern Poverty Law Center provides plans, student texts, student tasks, and other instructional resources focused on anti-bias and anti-racist education. Resources include a range of civics-focused materials on topics including elections, voting rights, legislation and civic action.

**This material was reviewed in the 2023 teacher review using a rubric that did not include a criterion on Accessibility for Students.*

Curriculum Information	*Product-Specific Details*
Grade Level(s)	K–12
Materials Type	Culturally Responsive Education; Media Literacy; Civics
Instructional Duration	137 lessons
Material Format	Digital
Professional Learning	Podcasts, blogs
Pricing	Free
Product Website	Learning for Justice Archive Lessons homepage Learning for Justice homepage

Strengths

Materials include a wide range of authentic and meaningful tasks. The materials are engaging and are designed to develop students' civic dispositions. Lessons include frequent opportunities for students to connect their learning with their identity and lived experience. All resources prioritize anti-racist teaching and intentionally address issues of equity.

Limitations

While materials include some general supports, specific scaffolds for English

learners and students with disabilities are limited. Materials lack assessments to monitor student learning.

*UNIVERSITY OF MASSACHUSETTS, AMHERST: BUILDING DEMOCRACY FOR ALL

According to the publisher, *Building Democracy for All* by the University of Massachusetts, Amherst is an interactive, multimodal, multicultural, open access e-book for teaching key topics in United States government and civic life. It includes embedded links and suggested learning activities, with each unit aligned with a Grade 8 Topic from the Massachusetts curriculum framework. The resource curates materials from a range of external sources.

**This material was reviewed in the 2023 teacher review using a rubric that did not include a criterion on Accessibility for Students.*

Curriculum Information	*Product-Specific Details*
Grade Level(s)	8–12
Materials Type	Culturally Responsive Education; Civics; Media Literacy
Instructional Duration	Approximately 150 lessons
Material Format	Digital
Professional Learning	None identified
Pricing	Free
Product Website	Building Democracy for All homepage

Strengths

Materials offer engaging activities that center diverse voices and perspectives. Lessons provide nuance when discussing complex topics. The materials address important conversations, including one focused on how slavery is embedded within the Constitution. Many lessons connect to current events including the Black Lives Matter movement.

Limitations

The curriculum is limited in providing guidance on pedagogical techniques to

effectively deliver the curricular materials. Materials do not include assessments to measure student learning or exemplars to set expectations for students.

WEITZMAN NATIONAL MUSEUM OF AMERICAN JEWISH HISTORY: STORIES THAT SHAPED A NATION: JEWISH LIVES IN AMERICA

According to the publisher, *Stories that Shaped a Nation: Jewish Lives in America* by the Gilder Lehrman Institute of American History is a collection of resources that portray Jewish values, historical perspectives, and how Jewish contributions have shaped American society. Students are led to uncover the history of antisemitism in the United States and how it has manifested itself in the 21st century.

Curriculum Information	*Product-Specific Details*
Grade Level(s)	6–12
Materials Type	Culturally Responsive Education
Instructional Duration	21 lessons
Material Format	Digital
Professional Learning	Free virtual and in-person in-district professional development; annual, full-day, in-personal professional development symposium in Philadelphia
Pricing	Free
Product Website	Weitzman National Museum Stories that Shaped a Nation: Teach homepage

Standards Alignment: Strengths

Materials are aligned to many standards for USI and USII content and to history and social science practices. Materials give students opportunities to develop historical thinking, covering topics related to migration, interactions among societies, antisemitism, the Holocaust, pluralistic democracy, and civic participation. Materials also provide opportunities for students to develop disciplinary literacy, tasking students with the organization of information from primary and secondary sources (PS3), the analysis of authors' purposes and points of view (PS4), and the evaluation of sources for credibility, accuracy, and relevance (PS5). Students are regularly asked to construct explanations and arguments using valid reasoning and evidence.

Standards Alignment: Limitations

Reviewers did not identify a limitation through this review; it does not indicate that no limitations exist.

Classroom Application: Strengths

Materials offer multiple modalities to access learning, providing content through visual, graphic, and audio formats. Students regularly engage in group discussions and guided conversations, as well as and in kinesthetic learning through gallery walks. Materials support teacher planning and preparation through teacher guides that provide structure, pacing, and directions, as well as slide decks, handouts, videos, photos, and student worksheets.

Classroom Application: Limitations

Materials provide limited supports for students with disabilities, English learners, and students operating above/below grade level.

Cultural Responsiveness: Strengths

Materials provide opportunities for students to apply a critical lens to the past. Students analyze a diverse range of points of view primarily focused on Jewish lives and experiences presented through primary source videos and texts. Materials include diverse stories and experiences, including representations of different Jewish populations in ways that avoid singular narratives of the Jewish experience. Materials examine the ways in which the Jewish diaspora has evolved and adapted, including Jews of Color. Materials guide students to engage in honest and complicated conversations around U.S. history.

Cultural Responsiveness: Limitations

Chances for students to tie learning to their own identity are limited.



MEDIA LITERACY

THE FOLLOWING MATERIALS FOCUS ON THE MEDIA LITERACY COMPONENT OF THE GRADE 8 COURSE (TOPIC 7) AND THE HIGH SCHOOL STANDARDS FOR NEWS/MEDIA LITERACY (NML) AS OUTLINED IN THE 2018 HISTORY AND SOCIAL SCIENCE FRAMEWORK.

ACCESS TOPIC MATRICES FOR ALL MATERIALS AT THE HISTORY AND SOCIAL SCIENCE CURRICULAR MATERIALS GUIDE TOPIC MATRICES SHEET.

DIGITAL INQUIRY GROUP: CIVIC ONLINE REASONING

According to the publisher, *Civic Online Reasoning (COR)* by Digital Inquiry Group is a supplemental resource that is intended to address media literacy and to be used along-side other curricular resources over the course of a year or semester. The lessons and assessments are designed to be used flexibly—implemented as either one continuous unit or throughout the year as appropriate—and may be selectively utilized based on classroom needs.

Curriculum Information	*Product-Specific Details*
Grade Level(s)	6–12
Materials Type	Media Literacy
Instructional Duration	59 Lessons, 37 Assessments organized into 3 units
Material Format	Digital materials, with select printable materials.
Professional Learning	Synchronous virtual, self-paced virtual, and in-person workshops and institutes
Pricing	Free
Product Website	Civic Online Reasoning homepage

Standards Alignment: Strengths

Materials are aligned to grade-level standards for relevant topics in freedom of the press and news/media literacy (8.T.7) and high school News/Media Literacy standards. Materials provide opportunities for students to develop historical thinking and task students with grade-appropriate source analysis. Materials expose students to repeated opportunities to apply and develop these skills over time. Materials provide evidence-based strategies to evaluate information sources, distinguish news from advertising, consider competing perspectives on government and politics topics, and make informed civic judgments.

Standards Alignment: Limitations

The curriculum does not cover all of the high school News/Media Literacy standards

in depth.

Classroom Application: Strengths

Materials support teachers with suggested classroom routines and structures, including clear pacing guides and suggestions in common areas of implementation challenges. Some differentiation for diverse learners exists, such as the provision of “Level 2” student resources, with Level 2 being more complex and at a higher Lexile. Materials include both formative and summative assessments.

Classroom Application: Limitations

Materials provide limited supports for students with diverse learning needs, such as English learners, students with disabilities, or students working below grade level.

Cultural Responsiveness: Strengths

Materials provide opportunities for students to connect their learning to real-world contexts, including considerations of their internet presence and social media exposure. Materials provide opportunities for students to engage with diverse viewpoints, avoiding singular narratives from dominant groups across race, ethnicity, gender, class.

Cultural Responsiveness: Limitations

Materials provide limited materials featuring diversity around dis/ability and sexuality.

*MACARTHUR RESEARCH NETWORK ON YOUTH AND PARTICIPATORY POLITICS: DIGITAL CIVICS TOOLKIT

According to the publisher, *Digital Civics Toolkit* by the MacArthur Research Network provides 5 modules with activities and extension ideas that explore civic issues in the digital world. Subjects include, but are not limited to, analyzing civic information online, finding information you can trust, and engaging in productive online dialogue about civic issues.

**This material was reviewed in the 2023 teacher review using a rubric that did not include a criterion on Accessibility for Students.*

Curriculum Information	*Product-Specific Details*
Grade Level(s)	6–12
Materials Type	Media Literacy; Civics
Instructional Duration	5 modules, 6-8 activities each
Material Format	Digital
Professional Learning	None identified
Pricing	Free
Product Website	MacArthur Research Network Digital Civics Toolkit homepage

Strengths

Materials are easy-to-navigate and provide meaningful tasks for students focused on contemporary digital media topics like online activism, social media consumption, and reading online comments. Activities provide multiple opportunities for students to use their learning to take action (PS7). The toolkit curates content from a range of sources, many of which intentionally focus on cultural responsiveness.

Limitations

Materials provide limited supports for English learners and students with disabilities. Many lesson plans rely on class discussion but provide limited guidance for teachers on what the discussion should look like. Materials do not include formal assessments.

*NEWSEUM: EDCOLLECTIONS

According to the publisher, *EdCollections* by NewseumED provides a large collection of lesson plans, primary source digital artifacts, videos, historical events, interactives and other tools that support the media literacy component of the Grade 8 standards.

**This material was reviewed in the 2023 teacher review using a rubric that did not include a criterion on Accessibility for Students.*

Curriculum Information	*Product-Specific Details*
Grade Level(s)	6–12
Materials Type	Media Literacy; Civics
Instructional Duration	Over 100 lessons
Material Format	Digital
Professional Learning	NewseumED classes and training not available at this time
Pricing	Free
Product Website	Newseum EDCollections homepage

Strengths

Materials provide a range of engaging resources focused on media literacy and the First Amendment. Topics include freedom of speech, identifying facts, and the role of media in elections. The curriculum offers significant student choice and provides opportunities to connect learning about the past to the present day and students' own values and experiences.

Limitations

Though materials include some diverse voices, important perspectives are left out of lessons, including lessons focused on women's rights and civil rights. Materials provide limited differentiated instruction for English learners and students with disabilities.

PROJECT LOOK SHARP, ITHACA COLLEGE: FREE MEDIA LITERACY LESSONS FOR SOCIAL STUDIES

According to the publisher, *Free Media Literacy Lessons for Social Studies* by Project Look Sharp, Ithaca College is a supplemental collection of media literacy lessons designed to strengthen students' ability to analyze media messages, evaluate evidence, and think critically about information sources. All lessons teach to (and are searchable by) targeted social studies content, vocabulary, and standards. The lessons are intended to be integrated flexibly into existing history and social science courses to support media literacy, civic reasoning, and inquiry.

Curriculum Information	*Product-Specific Details*
Grade Level(s)	6–12
Materials Type	Media Literacy
Instructional Duration	Flexible use; 500+ standalone lessons
Material Format	Digital
Professional Learning	Virtual workshops, hybrid courses, direct coaching
Pricing	Free
Product Website	Project Look Sharp homepage

Standards Alignment: Strengths

Materials are aligned to expectations for multiple US and world history topics and to relevant topics in freedom of the press and news/media literacy (8.T.7) and high school News/Media Literacy standards. Students engage with historical and contemporary media through structured inquiry, critical analysis, and discussion activities to develop historical thinking and media literacy skills.

Standards Alignment: Limitations

The curriculum does not cover all of the high school News/Media Literacy standards in depth.

Classroom Application: Strengths

Materials support suggested classroom routines and structures through consistent formats, clear procedures, estimated instructional times, and supporting teacher resources. Materials support teacher preparation through introductory guides, step-by-step infographics, links to introductory videos with more information, guides to decoding challenging issues, and reusable classroom routines.

Classroom Application: Limitations

Materials are organized as standalone, individual lessons rather than an organized scope of learning. Materials offer limited differentiation for students with diverse learning needs.

Cultural Responsiveness: Strengths

Materials present a diversity of stories and experiences. Materials provide opportunities for students to apply a critical lens to both historical and contemporary media, through the evaluation of bias, perspective, and credibility.

Cultural Responsiveness: Limitations

While materials include questions for students around their own media experiences, chances for students to tie learning to their own identity are limited.

*UNIVERSITY OF MASSACHUSETTS, AMHERST: CRITICAL MEDIA LITERACY AND CIVIC LEARNING

According to the publisher, *Critical Media Literacy and Civic Learning* by the University of Massachusetts, Amherst is an interactive, multimodal, open-access eBook for teaching key topics in United States Government and Civic Life. Materials include over 100 interactive media literacy learning activities for students organized around key topics in civics, government, and history education derived from the Massachusetts 8th Grade Civics and Government curriculum framework.

**This material was reviewed in the 2023 teacher review using a rubric that did not include a criterion on Accessibility for Students.*

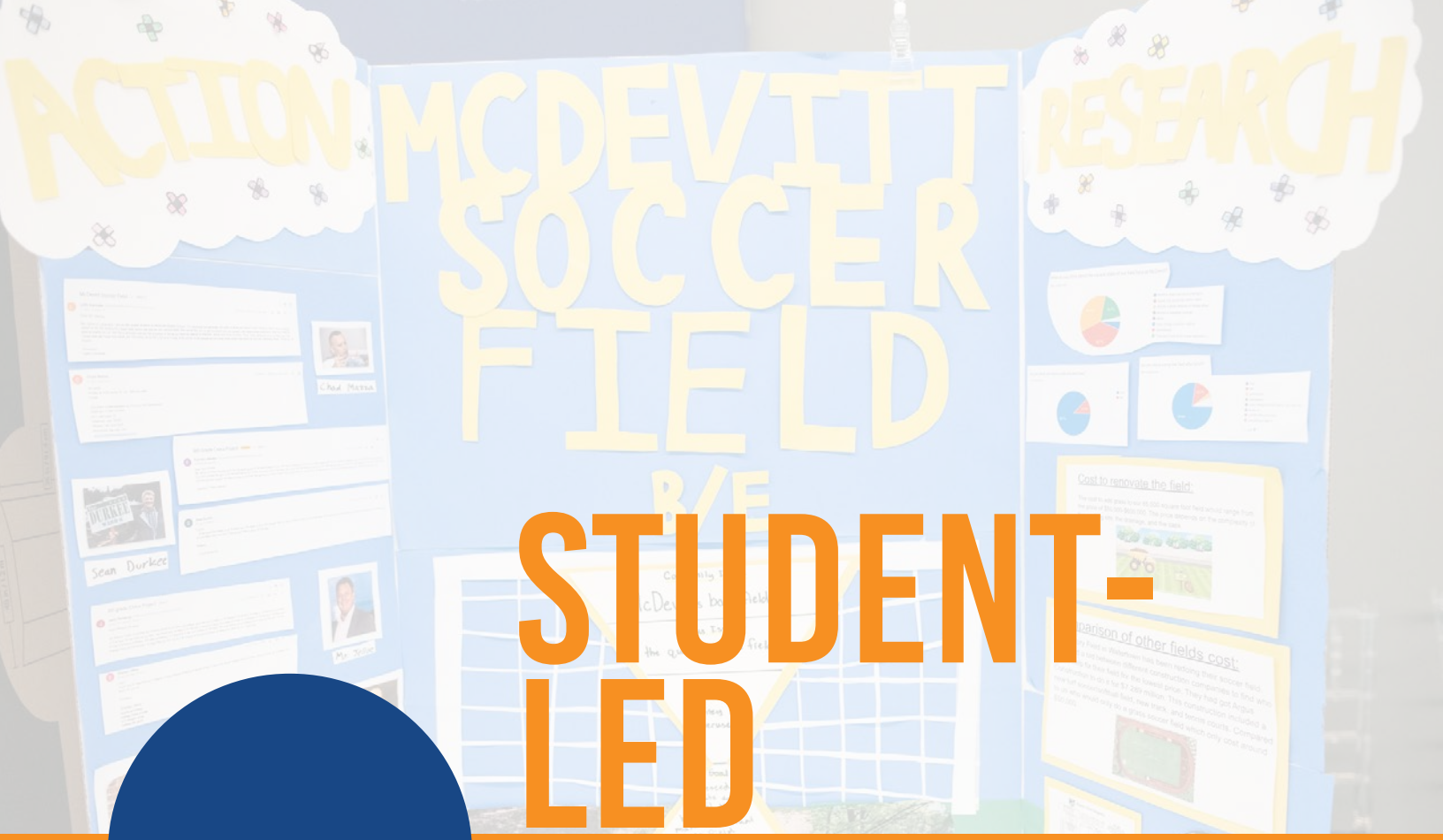
Curriculum Information	*Product-Specific Details*
Grade Level(s)	6–12
Materials Type	Media Literacy; Civics
Instructional Duration	7 Units, 5-20 lessons per unit
Material Format	Digital
Professional Learning	None identified
Pricing	Free
Product Website	UMass, Amherst Critical Media Literacy and Civic Learning homepage

Strengths

Materials support student practice in persuasive writing, analyzing the purpose and credibility of sources (PS4), and working towards informed action (PS7). Materials present a diversity of stories and experiences with opportunities for students to apply a critical lens to the past. Materials provide opportunities for students to connect their learning to their own identity and experiences, such as discussions around the causes and effects of stereotypes in media, including social media platforms such as TikTok, YouTube, and Snapchat.

Limitations

Materials do not include lesson plans, presentation materials, pacing, or speaking instructions for teachers. Materials provide limited differentiated instruction for English learners. Materials do not include support for teachers with suggested classroom routines or structures for discourse.



STUDENT-LED CIVICS PROJECTS

THE FOLLOWING RESOURCES FOCUS ON THE STUDENT-LED CIVICS PROJECTS REQUIRED BY LAW AND DESCRIBED IN DETAIL IN DESE'S CIVICS PROJECT GUIDEBOOK.

ACCESS TOPIC MATRICES FOR ALL MATERIALS AT THE HISTORY AND SOCIAL SCIENCE CURRICULAR MATERIALS GUIDE TOPIC MATRICES SHEET.

*EDUCATION DEVELOPMENT CENTER: SUPPORTING READINESS THROUGH VITAL CIVIC EMPOWERMENT (SRVCE)

According to the publisher, *SRVCE* by the Gilder Lehrman Institute of American History blends inquiry-based civic learning, media literacy education, and exploration of public service careers to prepare high school students to be active citizens and participate in the workforce. Each module may be taught individually or in sequence.

**This material was reviewed in the 2023 teacher review using a rubric that did not include a criterion on Accessibility for Students.*

Curriculum Information	*Product-Specific Details*
Grade Level(s)	8–12
Materials Type	Student-Led Civics Project; Media Literacy
Instructional Duration	5 modules, 3-weeks each
Material Format	Digital
Professional Learning	Digital toolkit
Pricing	Free
Product Website	SRVCE homepage

Strengths

Materials provide students with opportunities to use their learning to take action on current issues (PS7). Students have ownership of their learning as they drive the exploration of issues they care about, choose the focus of their research, and make their own plans to take action. Students have regular opportunities to connect their identities to their learning. The curriculum provides opportunities for students to explore communities with which they identify, share their identity through collage art, and connect their identity to the civic inquiry and action process. Materials include a student-facing civics project rubric as well as a range of student reflection tools and planning resources to set clear expectations and support students.

Limitations

Materials provide limited differentiation suggestions for students who struggle to access grade-appropriate content and specific support for English learners.

FACING HISTORY AND OURSELVES: CIVIC EDUCATION CURRICULUM COLLECTION

According to the publisher, *The Civic Education Curriculum Collection* by Facing History and Ourselves is a modular collection designed to prepare students in grades 6-12 for informed and ethical civic participation in democracy. Materials supplement certain stages of the implementation of a student-led civics project.

Curriculum Information	*Product-Specific Details*
Grade Level(s)	6–12
Materials Type	Student-Led Civics Project
Instructional Duration	Recommended 6-8 weeks; pathways flexible
Material Format	Digital
Professional Learning	On-demand and self-paced live webinars, courses, and workshops
Pricing	Free
Product Website	Facing History & Ourselves: Civic Education Curriculum Collection homepage

Standards Alignment: Strengths

Materials are aligned to expectations for student led civics projects as outlined in the Civics Project Guidebook. Materials engage students in inquiry, discussion, reflection, evidence-based argumentation, and informed civic action. Materials are designed to build student knowledge over time, with learning building up to a culminating project on the common good. Students are tasked with the analysis of authentic community issues, the examination of public services in civic institutions, and the evaluation of democratic decision-making. The materials expose students to levels and levers of power to consider how decisions get made, by whom, and with what kinds of consequences. Students regularly engage in reflection, discussion, and authentic civic problem-solving that encourage critical thinking about power, decision-making, and civic participation.

Standards Alignment: Limitations

Readings provided with the materials are often at the higher range of Lexile levels for middle school students, and certain topics are more appropriate for high school age groups.

Classroom Application: Strengths

Lessons are organized by a consistent instructional structure that includes detailed lesson overviews, teacher guidance, student handouts, and inquiry activities. Materials support teacher planning and preparation through consistent structures and implementation call outs to guide emphasis on certain topics or adjustments to challenging class activities, as well as introductory guidance that explains instructional approaches.

Classroom Application: Limitations

Differentiation for diverse learners, such as English learners, students with disabilities, or students operating above or below grade level, is limited. Extension activities for students operating above grade level is limited to one page.

Cultural Responsiveness: Strengths

Lessons and culminating projects encourage students to examine issues affecting their communities, consider the role of public service and civic participation, and engage with decision-makers and community organizations. Materials provide opportunities for students to connect their learning to their own identity and experiences, with an instructional focus on empowering student identities. Students apply a critical lens to the specifics of citizens' power and real-world issues of morality as avenues for civic action.

Cultural Responsiveness: Limitations

Materials focus mainly on the controversies of 1960s-era U.S. race relations, rather

than a full representation of national or worldwide struggles, or local issues aligned with the Massachusetts student-led civics project.

*GENERATION CITIZEN: CIVICS FOR YOUTH CHANGEMAKERS

According to the publisher, *Civics for Youth Changemakers* by Generation Citizen is aligned to the civics project component of the Grade 8 course. It supports teachers and students in selecting an issue of importance to the community, researching the issue, and taking action on the issue.

**This material was reviewed in the 2023 teacher review using a rubric that did not include a criterion on Accessibility for Students.*

Curriculum Information	*Product-Specific Details*
Grade Level(s)	8–12
Materials Type	Student-Led Civics Project
Instructional Duration	Multi-week
Material Format	Digital and print
Professional Learning	Training institutes, coaching, toolkits, resource library
Pricing	Paid
Product Website	Generation Citizen homepage

Strengths

Materials contain meaningful, engaging tasks which are designed to amplify student voice. The curriculum provides high-quality teacher-facing resources and exceptional supports for English learners. Materials are aligned to expectations for student led civics projects as outlined in the Civics Project Guidebook.

Limitations

Materials do not address the historical inequities which led to structural issues facing communities today and do not provide resources for teachers to facilitate discussions on complex political issues and systems of power.

*ICIVICS: CIVICS PROJECTS: A WORKBOOK FOR CIVIC ENGAGEMENT

According to the publisher, *Civics Projects: A Workbook for Civic Engagement* by iCivics guides students and teachers through each step of the student-led civics project. This includes examining community needs, selecting an issue, researching the issue, developing a plan, and taking action. It also includes lessons focused on civics content.

**This material was reviewed in the 2023 teacher review using a rubric that did not include a criterion on Accessibility for Students.*

Curriculum Information	*Product-Specific Details*
Grade Level(s)	8-12
Materials Type	Student-Led Civics Project
Instructional Duration	25+ lessons
Material Format	Digital and print
Professional Learning	Webinars, asynchronous professional development, online courses
Pricing	Paid
Product Website	iCivics Massachusetts homepage

Strengths

This comprehensive resource effectively guides students and teachers through the civics project. The materials provide meaningful and engaging tasks that inspire students to take action (PS7). Materials are aligned to expectations for student-led civics projects as outlined in the Civics Project Guidebook.

Limitations

The materials provide limited supports around culturally responsive pedagogy. During the action stage of the project, it lacks opportunities for students to examine the nature of power, who has access to power, and ways to interrogate

power. Teachers are responsible for identifying opportunities and making space for discussing how race, class, and immigration status influence individual and community experience with government entities.

*LOCAL CIVICS: CIVIC IMPACT PROJECT CURRICULUM

According to the publisher, the *Civic Impact Project Curriculum* by Local Civics is aligned with DESE's Civic Project Guidebook, MA content and practice standards, Common Core State Standards, and the C3 Framework from the National Council for Social Studies. Materials are designed to prepare students for active citizenship, social impact, and visionary leadership.

**This material was reviewed in the 2023 teacher review using a rubric that did not include a criterion on Accessibility for Students.*

Curriculum Information	*Product-Specific Details*
Grade Level(s)	8–12
Materials Type	Student-Led Civics Project
Instructional Duration	5 units, 6-7 lessons each
Material Format	Digital
Professional Learning	District/school-wide sessions, online learning modules, coaching, professional learning communities
Pricing	Paid
Product Website	Local Civics homepage Civic Impact Curriculum homepage

Strengths

Materials are aligned to expectations for student led civics projects as outlined in the Civics Project Guidebook. The curriculum provides opportunities for students to both gain knowledge of the steps in the action civics process and practice implementing those steps to prepare an action-based “prototype” for change. Each lesson includes worksheets for notetaking and processing, with reflective questions integrated throughout.

Limitations

Representation of diverse stories and experiences is highly dependent on student choice and teacher facilitation. Student learning is focused on present civics issues, rather than a critical analysis of past events.

MIKVA CHALLENGE: ISSUES TO ACTION

According to the publisher, *Issues to Action* by Mikva Challenge is a collection of digital resources that guide students and teachers through a student-led civics project addressing local issues. Lesson plans leverage a framework for engaging students in a three-step process to take on issues in their schools and communities.

Curriculum Information	*Product-Specific Details*
Grade Level(s)	6–12
Materials Type	Student-Led Civics Projects
Instructional Duration	23 lessons across 3 units; flexible use for a semester
Material Format	Digital
Professional Learning	Online interactive professional development workshops
Pricing	Paid
Product Website	Mikva Challenge: Issues to Action homepage

Standards Alignment: Strengths

Materials are aligned to expectations for student-led civics projects as outlined in the Civics Project Guidebook, including inclusion of a real-world project rooted in systems impact. Materials support the facilitation of student-led civics projects by building students' understanding of civic participation, voting rights, state and local government, and media literacy. Materials guide students to identify local community issues, develop focused questions or problem statements (PS2), conduct research using multiple sources, evaluate sources for credibility and perspective (PS5), and conclude with next steps and taking informed action (PS7). The project culminates in a showcase of student work, providing an opportunity for students to communicate their findings and civic actions to others.

Standards Alignment: Limitations

Opportunities for students to engage in Stage 1: Examine Self and Civic Identity as outlined in the DESE Civics Project Guidebook are limited.

Classroom Application: Strengths

Lessons are organized into units and resource collections that include lesson objectives, instructional summaries, implementation guidance, supporting resources, and structured learning activities. Materials support teacher planning and preparation through teacher-facing guidance, suggested pacing, and extension activities. Materials provide routines for classroom collaboration and civil discourse to support discussions of challenging topics.

Classroom Application: Limitations

Materials offer limited supports for students operating above or below grade level, students with disabilities, multilingual learners, or other learners with diverse needs. Differentiation is limited to broad guidance rather than specific to lessons with embedded linguistic scaffolding.

Cultural Responsiveness: Strengths

Materials offer some opportunities for students to examine civic participation and voting-related issues from multiple perspectives and to investigate community concerns through inquiry-based activities.

Cultural Responsiveness: Limitations

Opportunities for students to make sustained connections between the content and their own identities, lived experiences, and diverse cultural perspectives are limited.

TEACH DEMOCRACY: CIVICS ACTION PROJECT

According to the publisher, *Civic Action Project (CAP)* by Teach Democracy is a project-based learning program for civics that enables students to apply what they learn in the classroom to examine and address real-world issues that matter to them. CAP contains materials to both build foundational knowledge and support a Civic Action Project.

Curriculum Information	*Product-Specific Details*
Grade Level(s)	6–12
Materials Type	Student-Led Civics Project
Instructional Duration	21+ lessons; multiple pathways for flexible use
Material Format	Digital
Professional Learning	Virtual webinar; in-person Introduction to CAP; workshops and ongoing support
Pricing	Free
Product Website	Teach Democracy: Civic Action Project homepage

Standards Alignment: Strengths

Materials are aligned to expectations for student-led civics projects as outlined in the Civics Project Guidebook, providing a structured framework for integrating civic inquiry, research, evidence-based argumentation, collaboration, and informed civic action throughout the project process. Students engage with authentic community issues by identifying local concerns, investigating underlying causes, evaluating potential solutions, and communicating with local decision-makers and community organizations. Materials use student-driven inquiry to build student knowledge related to public service, civic participation, democratic decision-making, and the complexities of balancing individual rights with the common good.

Standards Alignment: Limitations

The curriculum is limited around opportunities to analyze the purpose of sources (PS4) and evaluating the credibility, accuracy, and relevance of sources (PS5).

Classroom Application: Strengths

Materials support teachers with suggested classroom routines and structures including pacing guides that specify procedures, teacher moves, pacing guidance, and ready-to-use instructional resources. The accompanying CAP Toolkit and planning documents provide additional supports for both teachers and students, including project planning templates, organizational tools, and resources that scaffold each stage of the civic action process. Instructional guidance anticipates student responses, prompts discussion, and supports collaborative learning. Lessons are organized by a consistent project-based sequence that guides students through the Six Stages of the Civics Project Guidebook. The curriculum contains a diverse collection of exemplar civic action projects completed by middle and high school students, which represent a wide range of issues and demonstrate multiple approaches to civic engagement.

Classroom Application: Limitations

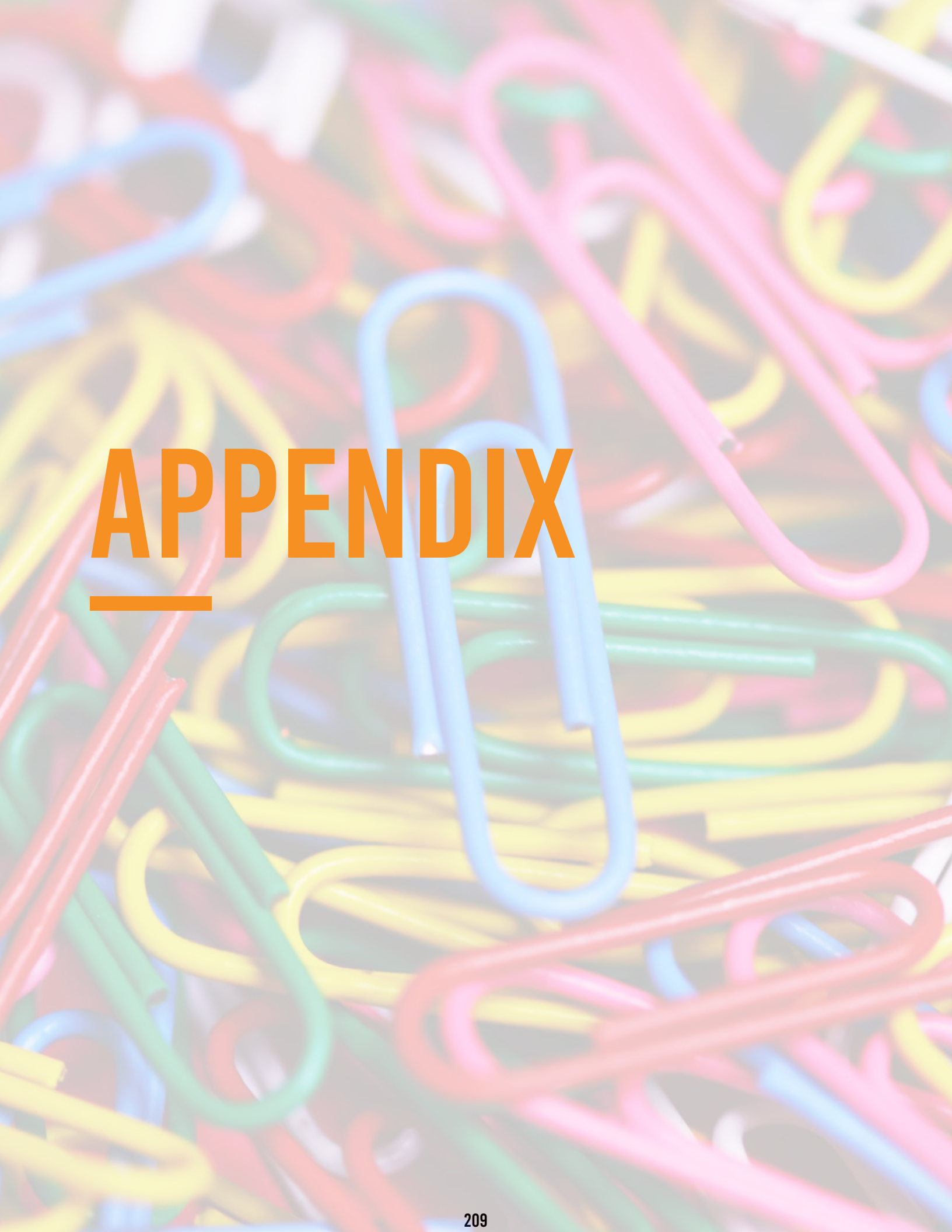
Materials provide limited differentiation for students with diverse learning needs, such as students operating above or below grade level, students with disabilities, or English learners. The materials are limited in accommodations, scaffolds, differentiated activities, enrichment or extension activities, or language supports.

Cultural Responsiveness: Strengths

Students are given multiple opportunities to tie learning to their own identity and experiences by selecting civic issues that are personally meaningful and locally relevant. Students are encouraged to examine challenges affecting their own communities while considering how civic engagement can create positive change.

Cultural Responsiveness: Limitations

Materials provide limited opportunities for students to apply a critical lens to the past.



APPENDIX

CONTEXT

The Department of Elementary and Secondary Education (DESE) provides curriculum guides to give schools and districts useful information and evidence about available curricular materials to support informed, local decisions about those materials and their use in implementing the Massachusetts curriculum frameworks.

Depending on the discipline and available curriculum marketplace, a curriculum guide may serve one or more of the following purposes:

1. **Landscape Analysis:** Identify available core and supplemental instructional materials from local and national sources.
2. **Standards Alignment:** Evaluate the extent to which materials align with applicable Massachusetts standards, including expectations for depth, rigor, and progression.
3. **Gateway Review:** Determine whether comprehensive core materials meet established quality expectations to qualify for a full CURATE review. CURATE reviews are primarily conducted in content areas where a sufficiently robust marketplace of comprehensive core materials exists.

The publication of this guide aligns with Curriculum Matters: IMplement MA, DESE's initiative to strengthen curriculum implementation across Massachusetts. IMplement MA is grounded in a theory of action to advance DESE's Educational Vision and actualize the Vision of a Massachusetts Graduate through universal

access to high-quality Tier 1 instruction.

- *If* educators have the information, tools, and support they need to access, evaluate, and adopt high-quality, standards-aligned, culturally & linguistically responsive curricular materials,
- *and if* sustainable and collaborative professional learning structures help in-service and pre-service teachers understand and use those materials to orchestrate student learning experiences skillfully,
- *then* teacher and student experiences, and ultimately student outcomes, will improve.

Inclusion in a Curriculum Guide is not equivalent to a CURATE designation of *high quality*. Materials included in a guide may vary in their alignment with Massachusetts standards and priorities and may require substantive adaptation and supplementation to meet local instructional needs and support students in developing the knowledge and skills reflected in applicable Massachusetts standards and frameworks.

This guide is one source of evidence to support local curriculum decision-making. Districts should consider the information provided here alongside other evidence and considerations relevant to their local context as they investigate curricular materials.

Districts can utilize the process detailed in the IMplement MA Guide to support robust curriculum evaluation, selection, and implementation of curricula. The process helps schools and districts build the conditions needed to sustain both a high-quality written curriculum (materials) and enacted curriculum (instruction), grounded in evidence-based, inclusive, and culturally and linguistically sustaining practices that support the growth and achievement of all students.

The Review

This guide synthesizes the findings of several previous review projects conducted

by the Rennie Center for Education Research and Policy (Rennie Center) in partnership with the Massachusetts Department of Elementary and Secondary Education (DESE):

- A review of Grade 8 curricular materials in the Spring of 2021;
- A review of Grade K–5 curricular materials conducted in Summer 2021;
- A review of Grade 9–12 curricular materials, as well as newly released or revised materials for Grades K-5 and Grade 8, in the Spring of 2023.

(While none of these projects reviewed materials for Grades 6 and 7, the Department has published its own comprehensive, core curriculum, Investigating History, which is intended to provide a free and standards-aligned resource for Grades 3-7. For more information on Investigating History, see Appendix: DESE's Investigating History)

The fourth review was conducted in 2026. It synthesizes the findings of independent reviews conducted by history and social science educators and the Rennie Center in partnership with DESE. Reviews of materials occurred in two successive phases of work, with materials needing to pass the **Eligibility for Review Pre-Screening** before advancing to the **Baseline Review**.

In the Eligibility for Review Pre-Screening phase, materials were reviewed to determine if they met the requirements for review based on their intended use, alignment to standards, scope of instructional coverage, and/or inclusion of supplemental topics.

In the Baseline Review phase, teacher reviewers evaluated core and supplemental materials using their respective rubrics to determine alignment with baseline Massachusetts expectations.

*For a more detailed description of both phases, see **Appendix: Curriculum Review Rubric Structure and Definitions of Ratings**.*

Publisher Submissions

Only materials formally submitted to the review team by publishers were eligible for review. Requests for publisher submissions were sent out through DESE and Rennie Center networks and posted on the DESE History, Social Science, and Civics homepage. Outreach also targeted publishers whose materials:

- Had been submitted for a previous curriculum review;
- Were suggested by history and social science educators in a Google Form requesting information about curricular materials in use in Massachusetts classrooms; or
- Appeared in DESE Curriculum Data submissions for History and Social Science.

Across the four review projects, publishers submitted more than 200 materials for consideration. This Guide includes eligible materials that met the established baseline expectations for inclusion.

Included and Removed Materials

Nearly all reviews from the previous versions of this Guide have been included in their original format. Materials reviewed in 2021 were evaluated using a different rubric, with criteria organized around somewhat different categories than those used in subsequent reviews (Authentic, Meaningful Tasks; Support for All Students; Usability; and Cultural Responsiveness). These reports have been marked by two asterisks (**). Core materials added in the 2023 review were evaluated using a similar rubric to this 2026 review, with exception of no “Accessibility for Students” indicator in 2023. Supplemental materials in 2023 were reviewed similarly, but their reports were written with general strengths and limitations. These reports have been marked by one asterisk (*).

Some materials that were reviewed in 2021 or 2023 have since undergone

significant updates that warranted publishers to resubmit their materials for a new review in 2026. These materials underwent the full review process in 2026 and have been included with a new report.

Four materials that were previously on the guide have been removed. The elementary core curriculum, *Into Social Studies* by Houghton Mifflin Harcourt was removed as the K-6 curriculum is no longer being sold. Both the Jefferson County Public Schools' 9-12 core curriculum and the *Choices* Program (6-12 culturally responsive supplemental) are no longer available for use. After re-evaluating all previously included materials for eligibility, the Newsela *Elementary Social Studies Collection* was found to not meet the eligibility criteria of at least 3 weeks of instruction.

The Genocide Education supplemental material section is under development as of the publishing of this guide and will be re-uploaded in the beginning of 2027, along with a supplemental section on Personal Financial Literacy.

All reports are reflective of the edition that was current as of their review (2021, 2023, or 2026) and later editions may differ from the included report.

DESE's Investigating History

Investigating History is a free, comprehensive social studies curriculum for Grades 3-7 developed and published by DESE. Because *Investigating History* is a DESE-developed curriculum, it was not independently evaluated through the review process used to assess other materials included in this Guide. The information below is provided for informational purposes and describes the curriculum's design, features, and intended supports; it should not be interpreted as findings from an independent review.

Product Specifications

Investigating History is a free, comprehensive, openly available curriculum developed by the Massachusetts Department of Elementary and Secondary Education in collaboration with Massachusetts educators, scholars, and partner organizations. It is designed for Grades 3–7 and aligned to the 2018 Massachusetts History/Social Science Framework.

The core curriculum includes lesson plans, student handouts, slide decks, assessments, curriculum/course guides, pacing guidance, and other educator resources. Materials are available electronically through the DESE Investigating History website in both PDF and Google Drive formats. Districts seeking physical materials can order professionally printed teacher guides, student workbooks, and durable, color-printed classroom resources through DESE-identified print vendors.

Instructional Design and Principles

Investigating History is designed around historical inquiry and investigation, culturally sustaining pedagogy, civic engagement and current world relevance, and historical empathy and human connection. The curriculum is designed to provide students with opportunities to see themselves reflected in what they learn while developing understanding of people, experiences, and perspectives across different backgrounds, cultures, times, and places.

Through multiple authentic sources and artifacts, students encounter a range of narrative and perspectives and examine complexity within and across groups. Engaging questions and meaningful, civically oriented tasks are designed to support students in critically examining historical evidence and understanding perspectives across time and place.

When topics such as racism, prejudice, and bigotry arise in the content standards, the curriculum and associated professional development are designed to support educators in facilitating developmentally appropriate, honest, and informed conversations. Materials address such topics while also highlighting individuals and

movements that challenged them, and examining diversity as a strength of our nation.

Accessibility and Support for Learners

Investigating History is designed to provide multiple access points for students with varied learning needs while engaging all students with challenging and relevant content. Lesson includes language objectives differentiated by levels of English language proficiency, including guidance for English learners at different WIDA proficiency levels. Materials also include suggested scaffolds and supports for students with disabilities.

Professional Learning

DESE maintains a directory of certified *Investigating History* professional development providers. These providers have received training in the *Investigating History* curriculum and instructional approach, and their professional learning offerings have been approved by DESE. Available professional learning includes curriculum orientation and onboarding, ongoing implementation, individual coaching, and leadership development and support for schools and districts.

DESE also maintains a directory of Content Learning Partners: organizations and individuals who provide professional learning for educators and/or experiential learning opportunities for students related to social studies content and topics addressed in *Investigating History*.

CURRICULUM GUIDE FORMAT

This History and Social Science Curriculum Guide provides reviews of core instructional materials for Grades K-5 and Grades 8-12, supplemental materials for Grades K-5, and supplemental materials relating to the topics of Student-Led Civics Projects, Media Literacy, and Cultural Responsiveness for Grades 6-12.

Sections of the Guide

This Guide has been separated into a Core Materials and a Supplemental Materials section, with each section further separated by grade band and/or topic.

Topic Matrices

Each section includes a topic matrix that illustrates which topics in the appropriate content standards each material addresses. For core materials, a "YES" for a standards topic indicates that reviewers found at least 50% of that topic addressed in the materials. A "NO" for a standards topic indicates that reviewers found less than 50% of that topic assessed in the materials. It is important to note that the topic matrices do not indicate depth of coverage, and materials may not be fully aligned. Schools and districts will need to complete their own review during their investigation of materials to determine the right fit for their schools (see How to Use This Guide for more guidance on investigating and selecting materials). For supplemental materials, a "YES" for a standards topic indicates that the topic is mentioned in the materials, and a "NO" for a standards topic indicates that

reviewers did not find mention of that topic in the materials. It is important to note that due to the nature of curricular material reviews, not every item in a curriculum may be evaluated for topic alignment, and often publisher documents such as scope and sequences are utilized to determine topic alignment.

Core Materials

The Core Materials section has been separated into elementary (Grades K-5), middle (Grade 8), and high school (Grades 9-12) sections. Grades 6 and 7 materials were not evaluated in the middle school section, as the Department has published its own comprehensive, core curriculum, *Investigating History*, which is intended to provide a free and standards-aligned resource for Grades 3-7. Materials for Grades 3-5 have been included in this Guide, as Investigating History had not covered those grades when elementary materials were reviewed in 2023, and many of the elementary materials cover a range of grades that extend beyond what is covered in Investigating History. For more information about *Investigating History*, see Appendix: DESE's Investigating History.

For high school, materials have been separated into either a United States History or a World History section to align with the 2018 Massachusetts History and Social Science Framework, which separates high school into United States History I, United States History II, World History I, and World History II standards, and with the practice of Massachusetts high schools to establish courses based on these standards.

Supplemental Materials

The Supplemental Materials section has been separated into elementary (Grades K-5) and middle/high school (Grades 6-12), based on the findings of the landscape review of history and social science materials, which found that most supplemental materials were available for either of those two grade bands. Where materials are specifically designed for a smaller grade band (e.g. high school only), it has been noted within the report.

Materials in the Grades K-5 section are meant for general supplementation of history and social science classes. When there is a particular focus of the materials (e.g. geography or civics) it has been noted in the report.

Materials in the Grades 6-12 section have been further organized around three main supplemental topics to better support teachers. It was determined these topics were the primary areas where many middle and high school core curricular materials require supplementation, such as the Culturally Responsive topic and Media Literacy topic. Media Literacy may be found within the standards for Grade 8, and as a standalone standard in high school. The Student-Led Civics Projects topic was also included in alignment with the legislative requirements in Chapter 296 of the Acts of 2018.

Sections on supplemental materials relating to the topics of Genocide Education (in alignment with the legislative requirements in Chapter 98 of the Acts of 2021) and Personal Financial Literacy are under development and will be added to the guide at the beginning of 2027.

Report Organization

All reports are listed first by their publisher and then the specific curriculum that was reviewed. Some sections may include multiple reports by the same publisher, and it is important to note that only the materials explicitly stated in the title were reviewed by our educator review panel. Where materials by the same publisher had the same feedback, they were combined into one report.

Each report includes a general narrative that gives an overview of what the materials are, followed by a table of Product-Specific Details. These include logistical information such as price, format of materials, and professional learning opportunities.

Following the table is the rubric-aligned narrative for the material. The information in this narrative was provided by the teacher reviewers using either the core or supplemental rubric, and is where schools and districts will find the information to support them in determining curriculum adoption.

The narratives include both strengths and limitations of the materials based on the various indicators of the rubric. These narratives were drawn from teacher reviewers' findings when evaluating the materials: the Rennie Center made every effort to include the most salient strengths and limitations identified in each evidence tracker. A note that no limitations identified in a certain indicator does not necessarily mean that the material does not include limitations in the area, but rather that none were identified by the teacher reviewers during their review. By nature of curriculum reviews, the entirety of a curriculum may not be reviewed during the review period, and schools and districts may discover limitations particular to their own context during their testing of curriculum (for more information on the process of evaluating curriculum, see the How to Use This Guide section of this Guide).

Within the narrative, when specific Massachusetts content or practice standards were identified, the topic code was included in parentheses. Practice Standards are identified by PS followed by the appropriate standard number (e.g. PS4 for Practice Standard 4). Content Standards are identified by the grade number, followed by a "T" and the topic number (e.g. 8.T1 for Grade 8, Topic 1).

HOW TO USE THIS GUIDE

The steps below are adapted from DESE's IMplement MA Guide, and tailored to support schools and districts as they investigate and select history and social science curricular materials within the specific context of the discipline.

Before You Begin: Define a Shared Vision, Parameters, and Priorities

Before investigating new history and social science curricular materials, establish a shared understanding of what you want students to experience and achieve and the local conditions that will shape your decision. Consider:

1. **Instructional Vision:** What are the school or district's expectations for high-quality teaching and learning in history and social science? What should effective instruction look like? What should students know, understand and be able to do because of their history and social science learning?
2. **Parameters:** *What are the minimum requirements or non-negotiables that materials must meet to remain viable for further investigation?* These may include budget, technology requirements and access, accessibility requirements and student supports, staffing, scheduling, grade-level coverage, and other constraints. Parameters serve as an initial filter: materials that do not meet essential requirements may not warrant deeper investigation.
3. **Priorities:** Among materials that meet the district's minimum parameters, *what features of curricular materials are most important for realizing the instructional vision? Which qualities or supports are essential for the students*

and educators who will use the materials? Priorities should guide the deeper investigation of high-potential candidates and help the district determine which evidence matters most in its local context.

IMplement MA Phase 2: Investigate & Select

Use of this Guide most closely aligns with Phase 2: Investigate & Select of IMplement MA. During this phase, the Curriculum Council established in Phase 1 identifies high-potential materials and evaluates how well they align with the district's instructional vision, priorities, assets, and needs. This deeper investigation includes a Material Review, Field Test, and Publisher Inquiry of two to three high-potential curriculum candidates.

The History and Social Science Curriculum Guide is intended to inform, not replace, the deeper local investigation described in IMplement MA. It provides one source of evidence to support this investigation. Use the findings in this Guide to identify promising materials for deeper local evaluation, understand their documents strengths and limitations, and identify questions or considerations that warrant further investigation. Guide findings should be considered alongside evidence gathered locally through materials review, field testing, publisher inquiries, and other considerations relevant to your district context.

No curricular materials are perfect, and selection is only the beginning. Investigation should consider not only whether the materials align with the districts' instructional vision and priorities but also what successful implementation would require. Findings identified in this Guide may have different implications depending on the students and educators who will use the materials, existing systems, and local context. Schools and districts should consider what additional supports, adaptations, professional learning, staffing, or other enabling conditions may be necessary to translate the written curriculum into high-quality instruction for all students.

Four Questions to Guide Local Decision-Making

Taken together, the following questions can help schools and districts interpret available evidence, investigate local fit, and plan for successful implementation:

1. **What does the evidence tell us about the quality of the curriculum?** *What does the review establish about standards alignment, accessibility, usability, cultural responsiveness, and other applicable criteria—and what remains for the district to investigate?*
2. **How well does the curriculum fit the district's vision, students, priorities, and context?** *Which strengths and limitations matter most given local assets, needs, student populations, and instructional goals?*
3. **What will successful implementation require?** *What professional learning, staffing, scheduling, technology, adaptation, and other conditions will need to be in place?*
4. **How will the school and district know implementation is working—and improve it over time?** *What evidence will the school and district use to monitor implementation, student experience, and learning to inform continuous improvement?*

Quality materials alone do not create high-quality history and social science learning experiences. Skillful implementation requires educators to develop the content knowledge, curriculum literacy, and instructional expertise needed to bring materials to life for students. As part of the investigation process, schools and districts should examine the professional learning and implementation supports available for each curriculum and consider how educator and system capacity will be developed to sustain high-quality implementation over time.

For DESE's full equity-centered, four-phase process for evaluating, selecting, and implementing instructional materials, see the IMplement MA Guide.

OVERVIEW OF FINDINGS

This section describes strengths of reviewed materials and areas where materials need to be improved to better serve students and educators in their history and social science education.

Strengths of Available Materials

Authentic inquiry and disciplinary literacy emerged as strengths across many of the history and social science materials reviewed by teacher reviewers. Many materials support students' development as historians and engaged citizens by providing opportunities to analyze primary and secondary sources, investigate compelling historical and civic questions, evaluate multiple perspectives, and construct evidence-based arguments. Materials often connect learning to contemporary issues and civic life, encouraging students to apply historical understanding and civic knowledge in meaningful and relevant contexts.

Meaningful student tasks also emerged as a strength of many materials reviewed by teacher advisors. Materials generally support inquiry-based, hands-on civic learning, providing students with opportunities to collaboratively analyze primary sources, engage in civil discourse, and connect their civic learning to the real world.

Areas in Need of Improvement

Culturally and linguistically sustaining practices that supported all learners were identified as challenges in many materials. Reviewers identified materials in which

the contributions, experiences, and perspectives of people of color were limited or underrepresented, contributing in some cases to predominantly Eurocentric presentations of history and social science. Additionally, few materials (other than the Grade 8 Civics core and student-led civics project supplemental materials) provide opportunities for students to connect their learning to their own identities and lived experiences. Although many materials present the historic context of an era and apply learnings to contemporary issues, most curricular materials do not take the next step of bringing in a student's individual identity and/or experiences in culturally and linguistically sustaining ways. To meet the needs of Massachusetts students and educators, many resources reviewed by history and social science educators need to be adapted to better support culturally and linguistically sustaining practices.

Few materials reviewed provide adequate scaffolds or adaptations to support all learners (e.g. students with disabilities, English learners, students operating above/below grade level) in meaningfully accessing discipline-specific content.

Materials and lessons did not make explicit connections to how tasks were intentionally supporting English learners (ELs) in the development of English language proficiency alongside history and social science content knowledge. Only a handful of resources provide vocabulary support or make connections to students' home language to support ELs. Recommended scaffolds or adaptations for students with disabilities exist in some materials, but these components could be strengthened consistently. Massachusetts K-12 history and social science educators will need to partner with their special education and EL support colleagues to make materials accessible for all students.

GLOSSARY OF TERMS

All Students: The curriculum guide frequently references “all students,” which represents each and every student, with particular focus on students who have been historically marginalized or underserved by our education systems, including but not limited to, those who identify as Black, Hispanic/Latino, Asian, Indigenous, and Multiracial students, students with disabilities, English learners, LGBTQIA+ students, students experiencing homelessness and/or financial insecurity, and students who are undocumented.

Bias: A disproportionate weight that may be created intentionally or unintentionally in favor of or against an idea, thing, individual, or group.

Core Materials: Comprehensive print or digital instructional resources designed to serve as the standalone primary materials for Tier 1 instruction. They provide a coherent and sequenced progression of learning aligned to all or a majority of the Massachusetts content standards and practices, while addressing students’ diverse learning needs to enable all students to meet grade-level expectations, as defined by the Massachusetts curriculum frameworks.

Cultural Responsiveness: An approach to viewing students' culture and identity (including race, ethnicity, multilingualism, and other characteristics) as assets, and creating learning experiences and environments that value and empower all students.

Culturally and Linguistically Sustaining Practices: Affirm and value students' prior

experiences and support them to sustain their cultures and linguistic resources to make learning more relevant and effective; promote academic achievement, cultural competence, and sociopolitical awareness; and value multilingualism as an asset. These practices are essential for all students in the classroom, regardless of their background, culture, or identity. All students benefit from an approach that is intended to meet the needs of diverse learners, expand cultural competence and sociopolitical consciousness, and provide explicit instruction in the functions of language.

Curricular / Instructional Materials: Resources teachers use to facilitate sequences of learning experiences (e.g., lesson and unit plans, texts); also called *adopted* or *written* curriculum.

Curriculum: A sequence of student learning experiences teachers facilitate using curricular materials as a foundation (not a script!); also called *enacted* of *taught* curriculum.

English Learners (ELs): A student whose first language is a language other than English who is unable to perform ordinary classroom work in English.

Equity Lens: A framework for assessing and addressing disparities and supports that include considering marginalized and underserved communities in decision-making processes. When applying an equity lens, decision-makers typically ask a series of questions to guide their analysis and actions, such as: *Does the decision improve, worsen, or maintain existing disparities? Whose voice is represented and whose is missing? What assumptions underlie the decision?*

Inquiry: The process of questioning, gathering evidence, and ultimately drawing conclusions to answer authentic history/social science questions.

Media Literacy: The ability to access, analyze, evaluate, create, and participate with media in all forms by understanding the role of media in society and building

skills of inquiry and self-expression essential to participation and collaboration in a democratic society.[1]

Standards: The progression of content knowledge and skills students must master at each grade level to be prepared for college, career, and civic life, as defined by the Massachusetts curriculum frameworks.

Standards-Aligned: Attending to the full depth, rigor, and progression of the content standards and practices. Every component of the curriculum—the lessons, the student tasks, the assessments, and the instructional routines—is intentionally built to help students master the specific knowledge and skills defined by the Massachusetts curriculum frameworks.

Supplemental Materials: Flexible instructional resources used to support or enhance Tier 1 core instruction. They can be used by students, independently or with a teacher, for targeted purposes, such as: enriching, reinforcing, or extending Tier 1 core learning; addressing gaps in standards coverage within Tier 1 core materials or instruction; and/or providing differentiated learning access points to enable all students to meet or exceed grade-level expectations, as defined by the Massachusetts curriculum frameworks.

Supplementing/Supplementation: The act of adding external materials, activities, or lessons to a district-adopted Tier 1 core curriculum. The specific additive adaptation bridges the gap between the written materials and the unique assets and needs of students, supports relevance to local contexts, and maintains rigor of grade-level standards.

Tier 1: Within a Multi-Tiered System of Support (MTSS) framework, Tier 1 refers to the core instruction and universal supports provided to all students, including students with IEPs and English learners.

[1] As defined by Delphi experts in https://www.doe.mass.edu/instruction/hss/media-literacy.pdf

Topic: In this History and Social Science Guide, "topic" is used in reference to the 2018 Massachusetts History and Social Science Framework where related Content Standards often appear together under topic headings. For example, Content Standard 8.T1.3, "Explain the influence of Enlightenment thinkers on the American Revolution and framework of the American government" is part of the 8th grade Topic 1: The philosophical foundations of the United States political system.

Vertical Coherence: The deliberate alignment of knowledge, skills, and standards across different grade levels. This structure creates a logical, developmental progression where the curriculum in one year serves as the direct foundation for the next.

OVERVIEW OF HISTORY AND SOCIAL SCIENCE FRAMEWORK GUIDING PRINCIPLES AND PRACTICES

All Massachusetts students will be educated in the histories of the Commonwealth, the United States, and the world. They will be prepared to make informed civic choices and assume their responsibility for strengthening equality, justice, and liberty in and beyond the United States.

Guiding Principles for Effective History and Social Science Program

The primary purpose of a history and social science education is to prepare students to have the knowledge and skills to become thoughtful and active participants in a democratic society and a complex world. "Government of the people, by the people, for the people" is not just a historical phrase from Lincoln's "Gettysburg Address," but an ideal that must be renewed and reinvigorated by each succeeding generation. The future of democracy depends on our students' development of knowledge, skills, and dispositions that will enable them to embrace democracy's potential, while recognizing its challenges and inherent dilemmas.

Guiding Principle 1
An effective history and social science education teaches students about the legacy of democratic government.

Study of history and social science prepares students to understand their rights and responsibilities as informed residents and citizens of a democratic society and to appreciate the shared values of this country. To become informed citizens, students

need to acquire knowledge and experience of

- the principles and philosophy of government in the founding documents of the United States;
- the structure and purposes of democratic government in the United States at the national, state, and local level;
- the structure and purposes of types of government other than democracy;
- how the concepts of liberty, equality, justice, and human and civil rights shape the United States;
- the achievements of democratic government and the challenges to maintaining it;
- ways to act as a citizen to influence government within the democratic system; and
- the importance of respectful public discourse and dissent in a democracy.

Guiding Principle 2
An effective history and social science education incorporates diverse perspectives and acknowledges that perceptions of events are affected by race, ethnicity, culture, religion, education, gender, gender identity, sexual orientation, disability, and personal experience.

The traditional motto of the United States is "E pluribus unum" – out of many, one. A history and social science education that does justice to the remarkable diversity of our country must tell the histories of individuals and groups, and honor a plurality of life stories while acknowledging our ongoing struggle to achieve a more perfect union. Teaching how the concepts of freedom, equality, the rule of law, and human rights have influenced United States and world history necessarily involves discussions of race, ethnicity, culture, gender, gender identity, sexual orientation, and other characteristics. Effective instruction challenges students to value their own heritage while embracing our common ideals and shared experiences as they develop their own rigorous thinking about accounts of events. Effective instruction celebrates the progress the United States has made in embracing diversity, while

at the same time encouraging honest and informed academic discussions about prejudice, racism, and bigotry in the past and present.

Guiding Principle 3
Every student deserves to study history and social science every year, from pre-kindergarten through grade 12.

Like learning to read, write, or perform well in any other subject, learning history and social science takes time. An effective history and social science education is given adequate time in the school day to build knowledge and skills of increasing complexity. In pre-kindergarten students learn about how cooperation builds community in the classroom, and how all kinds of families and individuals contribute to society. The elementary grade Content Standards are designed to introduce students to the drama of the past, its geographical settings, the habits of good citizenship, and everyday economics, a great deal of which can be integrated with English language arts and literacy, the arts, mathematics, and science. Middle school standards deepen students' capacity to think logically and conduct research. At the high school level, where students should have the opportunity to take at least four courses in United States history, world history, and the social sciences, the standards require interpretation and synthesis of complex ideas about individuals, groups, events, and institutions.

Guiding Principle 4
An effective history and social science education teaches students to think historically.

Taken together, the standards in this Framework present a broad scope of time and place, from human beginnings to the present, with the intent of helping students understand that their lives are connected to the long sweep of history. Beginning with the third-grade study of Massachusetts history, students become acquainted with the concepts of chronology, cause-and-effect relationships, and the role chance plays in historical events. In middle and high school, students learn that complex events have both intended and unintended consequences. By

examining primary and secondary sources, students develop an appreciation for the importance of historical context and point of view. They learn that participants in historical events can often hold vastly different ideas about how those events unfolded. For example, what the Spanish considered a "conquest" of a new world in the Americas was seen rather differently by those whose lands were being invaded by foreigners. Students also learn that the work of historical investigation is never static because new evidence – a fresh archaeological find, a lost manuscript or photograph found in an archive – can inspire new connections and interpretations. Because historians of different generations can have different perceptions, it is important that readings include a variety of opinions and historical interpretations.

Guiding Principle 5
An effective history and social science education integrates knowledge from many fields of study.

The fields of history, geography, civics, and economics form the core of a history and social science education. Under this broad umbrella are the history of the arts, philosophy and ethics, and religions, and developments in science, technology, and mathematics. Electives at the high school level might include study of regions of the world, anthropology, Constitutional law, criminology, sociology, state or local history and politics, world religions, human rights, or other topics and might include capstone research projects. The Content Standards of this framework are designed to include this breadth of knowledge, not as isolated facts to be simply memorized, but as useable knowledge to be integrated into an understanding of the world.

Guiding Principle 6
An effective history and social science education builds students' capacities for research, reasoning, making logical arguments, and thinking for themselves.

In an effective history and social science education, students engage in inquiry,

reading, research, discussion, writing, and making presentations – these activities are the heart of this Framework's Standards for History and Social Science Practice and link the history and social science disciplines to English language arts and literacy. In the course of applying these practices, students learn how to evaluate texts for bias intended to influence their opinions, and about the patterns of thought and reasoning of historians, geographers, political scientists, and economists. They learn to raise and refine questions and organize arguments and explanations by using structures such as comparison and contrast, cause and effect, or problem and solution. They learn to apply different forms of analysis, including contextually rich reading, visual analysis, spatial/geographical analysis, or quantitative reasoning.

Guiding Principle 7
An effective history and social science education improves reading comprehension by increasing students' content knowledge.

A rich education in history and social science involves extensive reading of challenging grade-level texts, which not only contributes to the development of basic reading skills but also introduces students to concepts and academic language that ultimately improve reading comprehension. Researcher Daniel Willingham contends, "Teaching content is teaching reading." 11 Content knowledge improves reading comprehension because it enables a student to make connections about events and ideas across texts. The Content Standards in this framework are organized to provide a coherent progression of knowledge about history, geography, civics, and economics to support students' capacity to read with understanding in the elementary and middle grades. This foundational knowledge, in turn, prepares students to read texts that address topics of increasing complexity at the high school and college level.

Guiding Principle 8
An effective history and social science education incorporates the study of

current events and news/media literacy.

When teaching history and social science, teachers have a unique responsibility to help students consider events – including current events – in a broad historical, geographical, social, or economic context. The Framework's News/Media Literacy standards for grade 8 and high school are designed to help students take a critical stance toward what they read, hear, and view in newspapers and on websites, television, and social media. Applying these standards, students learn to evaluate information, question and verify its source, distinguish fact from inference, and reasoned judgment supported by evidence from varying degrees of bias.

Guiding Principle 9
An effective history and social science education teaches students about using data analysis and digital tools as research and presentation techniques in the social sciences.

History and social science teachers have a long history of teaching students to read, interpret, and create graphs, charts, maps, timelines, and illustrations. New opportunities for answering questions with data are available in the ever-expanding supply of online databases. Particularly at the high school level, teachers can provide opportunities for students to apply their knowledge of quantitative reasoning and statistics, using "big data" to answer historical questions and solve problems. They can also provide opportunities for students to create digital exhibits that combine visual primary sources, video, and computer graphics to convey complex stories and interpretations of the past.

Guiding Principle 10
An effective history and social science education develops social and emotional skills.

Social and emotional learning has demonstrated an increase in academic

achievement and communication skills, improve attitudes and behaviors, and develop empathy. These skills are also practical civic skills that students need to engage effectively with others in the public problem solving of civic and democratic life. Teachers support the development of these skills by:

- helping students understand how their own unique experiences and ideas influence their perceptions of and feelings about history and current situations (self-awareness);
- encouraging students' own power to take thoughtful action (self-management);
- increasing students' understanding of others' fundamental needs and human and civil rights (social awareness);
- increasing students' capacity to participate in dialogue across differences and to take on the perspectives of others whose experience and position in the world differs from their own (dialogue and perspective-taking);
- encouraging students to collaborate respectfully with diverse peers (relationship skills);
- providing opportunities for students to define and make informed choices when participating in democratic practices (responsible decision making); and
- creating opportunities for students to work together on projects that aim to promote a public good beyond the classroom, in the school, or in the larger community (civic action)

History and Social Science Practices

The following Standards for History and Social Science Practice encompass civic knowledge, dispositions, and skills and reflect the range of disciplinary skills often used by historians, political scientists, economists, geographers, historians, and ordinary citizens. Designed for integration with the Content Standards and Literacy Standards for History and Social Science, the seven practices encompass the processes of inquiry and research that are integral to a rich and robust social science curriculum and the foundation for active and responsible citizenship. All

seven practices can be applied from Pre-K–12 and across all of the social science disciplines.

Practice 1: Demonstrate civic knowledge, skills, and dispositions.

- **Civic knowledge** includes the core knowledge in the Content Standards relating to civics and government, economics, geography, and history.
- **Civic intellectual skills** encompass knowing how to identify, assess, interpret, describe, analyze and explain matters of concern in civic life.
- **Civic participatory skills** encompass knowing how to make and support arguments, use the political process to communicate with elected officials and representatives of government, and plan strategically for civic change.
- **Civic dispositions** encompass values, virtues, and behaviors, such as respect for others, commitment to equality, capacity for listening, and capacity for communicating in ways accessible to others.

Practice 2: Develop focused questions or problem statements and conduct inquiries.

The ability to develop focused research questions in history and social science or define the dimensions of a particular policy problem is central to learning in these disciplines. Students learn that each field in the social sciences has its own ways of defining questions. For example, in studying the Great Depression

- **A political scientist** might ask, how did the major political parties, government institutions and the private sector respond?
- **An economist** might ask, what were the economic causes of the Depression?
- **A geographer** might ask, how did the Depression affect areas of the United States differently?
- **A historian** might ask, what related economic, political and social events preceded the Depression?

This Standard corresponds to Writing Standard 7 for Literacy in History and Social Science.

Practice 3: Organize information and data from multiple primary and secondary sources.

Student researchers gather and organize information from a variety of online, print, and other sources. In the history and social science fields, they pay close attention to whether the source is primary or secondary. Primary sources are documents written or created during the period under study (e.g., census data, a map, an interview, a speech, or an artifact such as a building, painting, or tool) and considered first-hand accounts. Secondary sources are later interpretations or commentaries based on primary sources. Often students will use primary and secondary sources together to compose an argument, because each source provides a different type of information. *This Standard corresponds to Reading Standards 1–3 for Literacy in History and Social Science*.

Practice 4: Analyze the purpose and point of view of each source; distinguish opinion from fact.

Students need exposure to readings that represent a variety of points of view in order to become discerning and critical readers. They need to be able to identify the purpose of a document and the point of view of its author. As students search primary sources for answers to questions, such as what really happened in Lexington and Concord on April 19, 1775, they begin to understand that eyewitness accounts of the same event can differ. *This Standard corresponds to Reading Standard 6 for Literacy in History and Social Science*.

Practice 5: Evaluate the credibility, accuracy, and relevance of each source.

Students investigating a question using online sources often find all too much

material, some of it conflicting. The ability to be discerning and skeptical consumers of information is a crucial college, career, and civic skill. Beginning in elementary school, students should learn how and why to assess, verify, and cite sources. *This Standard corresponds to Reading Informational Text Standard 8 for Literacy in History and Social Science*.

Practice 6: Argue or explain conclusions, using valid reasoning and evidence.

The strength of an argument or explanation lies in its logical development of ideas, acknowledgement of counterclaims, and use of reliable supporting evidence. Effective arguments and explanations often go beyond text alone to include well-chosen and relevant visual elements such as photographs, maps, and displays of quantitative data. Students' ability to adapt a presentation to the task, purpose, and audience and their ability to respond to questions are important skills for civic participation. *This Standard corresponds to Writing Standards 1, 2, and Speaking and Listening Standards 1–6 for Literacy in History and Social Science*.

Practice 7: Determine next steps and take informed action, as appropriate.

One of the main goals of teaching history and the social science is to provide opportunities for students to practice using the knowledge and skills that enable them to participate in civic life. Some examples of those opportunities include

- Exploring questions or problems in the form of classroom discussions, essays, research papers, and other products of research;
- Engaging in discourse about public policy beyond the classroom through social media, letters to the editor, oral presentations in public settings, or community service learning projects.

This Standard corresponds to Writing Standards 1, 2, and Speaking and Listening Standards 1–6 for Literacy in History and Social Science.

CURRICULUM REVIEW RUBRIC STRUCTURE AND DEFINITIONS OF RATINGS

Creating the Rubric

History and social science educators served as expert reviewers evaluating instructional materials against the history and social science specific rubrics for core and supplemental baseline review. These rubrics were designed by the Massachusetts Department of Elementary and Secondary Education and were based on CURATE rubrics used in other content areas and past history and social science curricular reviews and landscape analyses conducted by the Rennie Center in 2021 and 2023.

Rubrics were informed, in part, by the following:

- Massachusetts CURATE Rubrics for Social Studies, ELA, Math, and Science
- InquirED "Must-Have Components of High-Quality Elementary Social Studies Curriculum"
- Design Specifications for DESE's Investigating History curriculum project
- DESE Arts Curriculum Materials Guide K-12
- DESE Comprehensive Health and Physical Education Curriculum Guide
- DESE 2025 Digital Literacy and Computer Science Curriculum Guide for Massachusetts Districts

Definitions of Ratings

- **Meets Expectations:** Most or all evidence indicates high quality; little to none in-

dicates low quality. Materials may not be perfect, but Massachusetts educators and students would be well served and strongly supported by them.

- **Partially Meets Expectations:** Some evidence indicates high quality, while some indicates low quality. Evidence may suggest that not all components are evident. Educators in Massachusetts would benefit from having these materials but would need to supplement or adapt them substantively to serve their students well.
- **Does Not Meet Expectations:** Little to no evidence indicates high quality; most or all evidence indicates low quality. Materials would not substantively help Massachusetts educators and students meet the state's expectations for teaching and learning.

Eligibility for Review

When completing an initial review of materials, work through the following flow chart to determine if the material is eligible for further evaluation and, if so, in what capacity. This criterion is evaluated on a Yes/No basis.

Indicators:

1. Materials are designed as comprehensive resources designed for use with all students in a given class over the course of a year or semester.
   a. If Yes: This is a core material and is eligible for further review with the Core Rubric.
   b. If No: Continue to Indicator 2
2. Materials address at least 50% of the content standards from one topic and are intended to cover at least three cumulative weeks of instruction.
   a. If Yes: This is a supplemental material and is eligible for further review with the Supplemental Rubric.
   b. If No: Continue to Indicator 3
3. Materials address content standards from multiple topics within the same grade and are intended to cover at least three cumulative weeks of instruction.

   a. If Yes: This is a supplemental material and is eligible for further review with the Supplemental Rubric.
   b. If No: Continue to Indicator 4
4. Materials address a highlighted 6-12 supplemental topic (media literacy, culturally responsive instruction, financial literacy, student-led civics projects, genocide education) and are intended to cover at least three cumulative weeks of instruction.
   a. If Yes: This is a supplemental material and is eligible for further review with the Supplemental Rubric.
   b. If No: This material is not eligible for further review.

Note: a suite of materials from a single publisher (e.g., a company who produces a Grade 1, Grade 2, and Grade 3 curriculum intended to work coherently together across multiple years) should be evaluated as a single entity.

Core Curriculum Review Rubric

A Word version of the Core Curriculum Review Rubric may be accessed here: History/Social Science Core Curriculum Review Rubric.

1. Standards Alignment

a. Indicator: Materials are aligned to grade-level standards for content.

- Lesson objectives and tasks are aligned to grade-level content standards (even if they are labeled for a different grade or a broader grade span).
  - *Note: In the rest of this rubric, materials should be evaluated for their grade-appropriateness for the grade level in which their content appears in the Massachusetts Framework, even if they are labeled for a different grade.*
- Materials, including texts and/or graphic sources, address content standards with an appropriate level of depth and complexity for intended grade level.
- Content presented is factually accurate and reflects current scholarship.
- Materials cover a substantial majority of the content standards.

b. **Indicator:** Materials are aligned to grade-level expectations for history and social science practices.
   - Tasks regularly engage students in historical practices, including one or more of the following:
     - Using and/or building an understanding of grade-appropriate civic knowledge, skills, and/or dispositions (PS 1)
     - Developing focused questions and conducting inquiries (PS 2).
     - Organizing information and data from multiple primary and secondary sources (PS 3); analyzing the purpose and point of view of sources (PS 4); and evaluating the credibility, accuracy, and relevance of sources (PS 5).
     - Arguing or explaining conclusions using valid reasoning and evidence (PS 6).
     - Determining next steps and taking informed action as appropriate (PS 7).
   - Materials address a substantial majority of the practice standards

c. **Indicator:** Materials are aligned to grade-level standards for literacy.
   - Materials engage all students with a diversity of discipline-specific, grade-appropriate sources (e.g., texts, images, graphs, charts, maps).
   - Materials include discipline-specific, grade-appropriate writing tasks that ask students to write for a variety of purposes and audiences.
   - Materials include discipline-specific, grade-appropriate listening and speaking tasks that ask students to engage in active listening and academic discourse.

d. **Indicator:** Materials are designed to build students' knowledge and skills over time.
   - Lessons and units build on previous understanding and prior knowledge, using this to connect content and concepts within and across grade-level courses.
   - Students have repeated opportunities to apply practice and literacy standards over time.

2. **Accessibility for Students**
    a. **Indicator:** Materials support differentiated instruction for students.
        - There are various examples of ways to differentiate instruction and learning events to support all learners (including students with disabilities) throughout the unit. The supports for different learners are based on the principles of Universal Design for Learning (UDL).
        - For example: multiple entry points for access, engagement, and expression
        - The curriculum offers instructional materials to meet the needs of English learners in alignment with WIDA 2.0.
3. **Usability for Teachers**
    a. **Indicator:** Materials support teachers with suggested classroom routines and structures for reading, writing, analysis, and discourse.
        - For example:
            - Routines are repeatedly used for tasks such as analyzing a source, responding to peer feedback, or generating questions about a historical phenomenon.
            - Structures (e.g., pair work, stations) might be designed to en-gage students in productive and democratic classroom discussions.
    b. **Indicator:** Materials support teacher planning and preparation in order to use materials skillfully.
        - The intended purpose of each lesson is clear.
        - Lessons and tasks can serve their intended purposes effectively, in the time allotted.
        - Materials provide descriptions of resources provided and preparation required for all lessons.
    c. **Indicator:** Materials include informal and formal assessments.
        - Assessments help educators measure learning and adjust instruction.
4. **Baseline Cultural Responsiveness**
    a. **Indicator:** Materials present a diversity of stories and experiences.
        - Materials avoid the presentation of history and social science as a singular

narrative from dominant groups.
    - Materials include the voices, stories, perspectives, and/or experiences of a variety of different groups (e.g., across race, ethnicity, gender, sexuality, religion, dis/ability, class, etc.)

b. **Indicator:** Materials provide opportunities for students to apply a critical lens to the past.
    - Materials include honest and informed discussions of prejudice, racism, and bigotry when these topics arise in the content standards.

c. **Indicator:** Materials provide opportunities for students to connect their learning to their own identity and experiences.
    - Materials prompt connections between classroom learning and students' identities, families, and/or communities outside of school.

Note: In the reports for each curriculum, "2. Accessibility for Students" and "3. Usability for Teachers" have been combined under the category of "Classroom Application."

Supplemental Curriculum Review Rubric

A Word version of the Supplemental Curriculum Review Rubric may be accessed here: History/Social Science Supplemental Curriculum Review Rubric.

1. **Content Alignment**
    a. **Indicator:** Materials are aligned to grade-level expectations for history and social science practices.
        - Tasks regularly engage students in historical practices, including one or more of the following:
            - Using and/or building an understanding of grade-appropriate civic knowledge, skills, and/or dispositions (PS 1)
            - Developing focused questions and conducting inquiries (PS 2).
            - Organizing information and data from multiple primary and secondary sources (PS 3); analyzing the purpose and point of view of sources (PS

4); and evaluating the credibility, accuracy, and relevance of sources (PS 5).
    - Arguing or explaining conclusions using valid reasoning and evidence (PS 6).
    - Determining next steps and taking informed action as appropriate (PS 7).
  - Materials address a substantial majority of the practice standards
- **b. Indicator:** Materials are aligned to grade-level expectations for relevant topic(s).
  - Materials, including texts and/or graphic sources, address the topic(s) with an appropriate level of depth and complexity for intended grade level.
  - Content presented is factually accurate and reflects current scholarship.
  - For Genocide Education: Lesson objectives and tasks are aligned to at least one grade-level content standard (even if they are labeled for a different grade or a broader grade span).

2. Accessibility for Students

- **a. Indicator:** Materials support differentiated instruction for students.
  - There are various examples of ways to differentiate instruction and learning events to support all learners (including students with disabilities)

3. Usability for Teachers

- **a. Indicator:** Materials support teachers with suggested classroom routines and structures.
  - Structures (e.g., pair work, stations) might be designed to engage students in productive and democratic classroom discussions
- **b. Indicator:** Materials support teacher planning and preparation in order to use materials skillfully.
  - The intended purpose of each lesson is clear.
  - Lessons and tasks can serve their intended purposes effectively, in the time allotted.
  - Materials provide descriptions of resources provided and preparation required for all lessons.

4. Baseline Cultural Responsiveness

- **a. Indicator:** Materials present a diversity of stories and experiences.

- Materials avoid the presentation of history and social science as a singular narrative from dominant groups.
- Materials include the voices, stories, perspectives, and/or experiences of a variety of different groups (e.g., across race, ethnicity, gender, sexuality, religion, dis/ability, class, etc.)

b. Indicator: Materials provide opportunities for students to apply a critical lens to the past.

- Materials include honest and informed discussions of prejudice, racism, and bigotry when these topics arise in the content standards.

c. Indicator: Materials provide opportunities for students to connect their learning to their own identity and experiences.

- Materials prompt connections between classroom learning and students' identities, families, and/or communities outside of school.

5. Student-Led Civics Project Only

a. Indicator: Materials provide instruction in completing student-led civics projects.

- Materials contain meaningful, engaging tasks designed to amplify student voice.
- Materials are aligned to Massachusetts expectations for student-led civics projects described in the Civics Project Guidebook, including key characteristics (e.g. project-based, real-world, rooted in systems impact) and the six stages of the project.

b. The teaching and learning related to civics is required by Chapter 296 of the Acts of 2018.

c. For details about the civics projects and other civics instructional information, please visit the DESE Civics website and the DESE Civics Project Guidebook.

Note: In the reports for each curriculum, "2. Accessibility for Students" and "3. Usability for Teachers" have been combined under the category of "Classroom Application."

CONTENT-SPECIFIC CURRICULUM RESOURCES

2018 Massachusetts History and Social Science Framework

The 2018 Massachusetts History and Social Science Curriculum Framework, which was adopted by the Board of Elementary and Secondary Education on June 26, 2018, is built upon the foundation of the 2003 and 1997 Massachusetts History and Social Science Curriculum Frameworks. Based in research on effective practice, it represents the contributions of members of the History and Social Science Curriculum Framework Review Panel, scholars who served as Content Advisors, and the more than 700 individuals and organizations who provided comments during the public comment period in early 2018.

The Framework reviews, in detail, the guiding principles, content, practice, and literacy standards for Grades PK-12, application of the standards for ELs and students with disabilities, and guidance on primary sources.

Curriculum Matters: IMplement MA

Through its Curriculum Matters: IMplement MA initiative, the Department of Elementary and Secondary Education (DESE) is strengthening curriculum in Massachusetts through educator access to high-quality instructional materials (HQIM) and ongoing, curriculum-specific professional learning to advance the DESE Educational Vision and actualize the Vision of a Massachusetts Graduate.

More information around IMplement MA, including resource and networks, may be

found on the DESE IMplement MA website.

Civics Education

The 2018 History and Social Science Frameworks along with Chapter 296 of the Acts of 2018, *An Act to promote and enhance civic engagement*, renewed the civic mission of a history and social science education in Massachusetts: to prepare all students to be thoughtful and active citizens. Every student regardless of race, class, ethnicity, language status, religion, education, gender, gender identity, sexual orientation, or disability has the right to civics education, including effective pedagogy and applied learning. Civics education should be culturally responsive, develop students' civic identities, and center the acquisition of knowledge, intellectual skills, and applied competencies that citizens need for informed and effective participation in civics and democratic life.

Information around grant resources, the student-led civics project, data reporting, and research relating to civics education may be found on the DESE Civics webpage.

As of 2026, funding from the FC0589 Civics Teaching and Learning Grant may be used to purchase curriculum relating to Civics Education and the Student-Led Civics Projects, such as those featured in this Guide.

Media Literacy

DESE partnered with Media Literacy Now and the Media Education Lab to gather, synthesize, and deliver a “landscape scan” of media literacy education reflecting both Massachusetts and the nation and then develop detailed recommendations for how DESE can improve media literacy through state education policy. In 2025, the team released the Media Literacy in Massachusetts: A Landscape Scan and Policy Recommendations. In conjunction with the Media Literacy section of the Guide, this document may be used to support the implementation of successful

media literacy education in schools and districts.

Culturally and Linguistically Sustaining Practices

Culturally and linguistically sustaining practices are essential for all students in the classroom, regardless of their background, culture, or identity. All students benefit from an approach that is intended to meet the needs of diverse learners; from expanded cultural competence and sociopolitical consciousness; and from explicit instruction in the functions of language. DESE's Educational Vision refers explicitly to culturally and linguistically sustaining practices, positioning these as essential to achieve the vision.

For more information on how to support culturally and linguistically sustaining practices, visit the Supporting Culturally and Linguistically Sustaining Practices webpage.

Curriculum Ratings by Teachers (CURATE)

Curriculum Ratings by Teachers (CURATE) is DESE's curriculum review process for comprehensive core materials. Panels of Massachusetts educators use CURATE rubrics to collect and document evidence of alignment and quality and deliberate on that evidence to reach evidence-based consensus ratings. Findings are provided in user-friendly reports to support schools and districts in making informed local curriculum decisions. Materials that meet the CURATE Rating Threshold are designated as high quality for Massachusetts.

To meet the CURATE Rating Threshold and receive a high-quality designation, materials must meet the following benchmarks:

- **Standards Alignment:** Meets Expectations in all criteria.
- **Classroom Application:** At least Partially Meets Expectations in all criteria.

CURATE reviews of history and social science materials launched during the 2024–

25 school year, informed by findings from the 2024 *History and Social Science Curricular Materials Guide*. Three history and social science products were reviewed through CURATE, and full reports documenting the educator panels' findings were developed. Additional CURATE reviews of history and social science materials are paused until a sufficiently robust marketplace of comprehensive core materials exists in the subject area. In a limited marketplace, using the CURATE *high quality* designation as a primary indicator for identifying history and social science core materials could unnecessarily narrow the range of materials schools and districts investigate further.

Summaries of the panels' findings from the three completed CURATE reviews are included in this Guide so that the evidence generated through those reviews can be considered alongside information about other available history and social science materials. The full reports remain publicly available and may be accessed by completing the provided History and Social Science CURATE Report Request Form.

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For more information, or to report technical errors such as broken links, contact: HistoryCivicsDESE@mass.gov.

PHOTO CREDITS

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