

MPA-636 CONTRACT USER GUIDE

MPA TITLE: OE High Quality Curricula and Professional Learning in Social Studies

MPA #: 636

CONTRACT TERM: January 1/2026 – December 31, 2029

MPA RENEWAL OPTION(S): One (1) One-Year Option to Renew

SECTION 1. CONTRACT USE

Who can use this? This is a Master Price Agreement and, as such, has Statewide applicability. Political subdivisions (municipalities, institutions for higher education, municipal/state schools, quasi-public agencies), as authorized by law, may participate in this agreement. For any projects with a political subdivision, all ordering and billing shall be directly between the vendor and the political subdivision.

Open Enrollment? Yes

Emergency Use? No

SECTION 2. INSTRUCTIONS FOR USE BY STATE AGENCIES

Pricing shall be acquired by agencies by developing a set of specifications, description of needs, or scope of work and submitting to the qualified vendor list provided on the MPA Contract Board via email.

A. THRESHOLDS:

There is a {\$250,000.00} threshold for any specific project. Projects expected to exceed this threshold may be required to post as a full competitive solicitation facilitated by the Division of Purchases; however, using agencies may request an exception to this threshold in writing from the Purchasing Agent and/or Deputy Purchasing Agent prior to moving forward with obtaining quotes and/or requesting a Purchase Order.

B. QUOTES REQUIRED? YES

The using agency shall develop a scope of work/list of items for their specific project and obtain a minimum of three (3) written quotes from this MPA's vendor list for a lump sum/fixed fee. At least one (1) of the three (3) quotes must be with an MBE approved vendor if one is available on the MPA.

When obtaining three quotes, if a using agency does not wish to select the vendor offering the lowest quote, the agency must provide written justification to the Division of Purchases and receive written approval before issuing a tentative selection letter.

As applicable, a using agency may go directly to a single vendor for a quote if the vendor is the sole supplier of the product line or offers proprietary product to the requesting agency. If the using agency has a compelling reason for procuring a specific product type from one vendor or soliciting only one quote, that rationale should be included as an internal note to the requisition when a Purchase Order is requested.

C. PROCESSING QUOTE WITH RECOMMENDED VENDOR:

Once quotes are received and a vendor is identified to perform the related scope of work, the using agency must send a tentative selection letter to the recommended vendor in which the following information is required:

- i. A supplemental agreement outlining the scope of work and any special terms and conditions covering the specific engagement executed by both the using agency's authorized agent and the vendor's authorized agent (if applicable).
 - a. For eligible public works projects, the Vendor must submit a fully executed Rhode Island custom AIA contract selected by the agency. The vendor shall obtain the Rhode Island custom AIA contract at: <https://aiacontracts.com/search?q=rhode%20island>.
 - b. The Rhode Island custom AIA contract shall contain the information required by the attached AIA Contract Guide (filled out by using agency and attached to tentative selection letter issued to vendor).
- ii. An MBE Utilization Plan must be submitted by the vendor to the Minority Business Enterprise Compliance Office in the Division of Equity, Diversity, and Inclusion ("DEDI") for approval. A formal determination letter shall be issued by DEDI and attached to the requisition in Workday as a condition to receiving a Purchase Order for the project.
- iii. Current certificates of insurance aligning with requirements set forth in the original MPA solicitation. The State of Rhode Island must be named as certificate holder and additional insured relative to Commercial General Liability insurance.
- iv. Proof of appropriate licensure (if applicable).
- v. Performance bond (if applicable).

If a using agency seeks waiver of documentation requirements listed in the MPA User Guide, please request such waiver in writing from the Purchasing Agent/Deputy Purchasing Agent. MBE requirements may not be waived by the Division of Purchases.

SECTION 3. WORKDAY REQUISITION

State agencies must submit a requisition in Workday with all project documentation attached and receive a Purchase Order for each project solicited under the MPA. All required documents must be attached to the requisition at the time of submission; failure to comply may result in rejection and/or return of requisition.

The using agency must the following documents to the requisition when submitting in Workday:

- Mini-bid scope of work;
- Vendor outreach email/notification(s) from using agency;
- All vendor proposals received in response to the mini-bid;
- Tentative selection letter issued by using agency to vendor;
- Formal MBE determination letter issued by MBE Compliance Office;
- Certificate(s) of Insurance;
- Fully executed AIA agreement (if applicable);
- Bonds (if applicable).

Performance and Payment Time Frames Which Exceed Contract Duration: All term leases, rentals, maintenance or other agreements for services entered during the duration of this Contract and whose performance and payment time frames extend beyond the duration of this Contract shall remain in effect for performance and payment purposes (limited to the time frame and services established per each written agreement). No written agreement shall extend more than 24 months beyond the current contract term of this Master Price Agreement. No new leases, rentals, maintenance or other agreements for services may be executed after the Contract has expired.

No work is to commence until a Purchase Order is issued.



The Rhode Island Department of Education's Guide to Approved Vendors for Social Studies Curriculum and Professional Learning

Updated November 2025



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Overview of RIDE-Approved High-Quality Social Studies Curricula and Professional Learning Vendors

Vendor	Core Curriculum	Supplemental Curriculum	Professional Learning	Grades Served
American Institutes for Research in the Behavioral Sciences (AIR)			●	K-12
Center for Leadership and Educational Equity (CLEE)			●	K-12
Generation Citizen, Inc.		●	●	6-12
iCivics, Inc.		●	●	K-12
Lindsay Lyons, LLC			●	K-12
McGraw-Hill Education, Inc.	●		●	K-12
Primary Source, Inc.		●	●	K-12
TNTP, Inc.			●	K-12

Columns indicate whether the vendor is approved for core curriculum, supplemental curriculum, and/or providing professional learning for social studies. LEAs are not required to select the materials or professional learning opportunities on this list.

How To Use This Guide

To support Local Education Agencies (LEAs) in adopting and implementing high-quality curriculum materials (HQCM) in social studies, RIDE has established a list of approved vendors who provide core curricular materials, supplemental materials, and/or professional learning services, all of whom hold statewide contracts through our Master Price Agreement (MPA) process.

This guide includes information about each approved vendor, allowing LEAs to make “apples-to-apples” comparisons. LEAs may opt into these agreements, and purchase orders can be initiated under MPA 636 on the Rhode Island Division of Purchases Contract Board.

While RIDE provides this list as a support, each LEA retains full autonomy over its curricular adoption and professional learning system—selecting vendors and funding materials and programs based on local priorities. This guide is intended to help LEAs identify aligned providers and streamline procurement processes.

Background

Rhode Island’s Social Studies Curriculum and Professional Learning Strategy

Rhode Island’s social studies and professional learning strategy is designed to aid LEAs in the implementation of updated social studies standards and instructional expectations as outlined in the [Rhode Island Social Studies Standards](#), the [Social Studies Curriculum Framework](#), and the [Civic Learning Guidebook: Instructional Guidance for All Teachers](#). With the *Standards* having been endorsed in 2023 and the other two guidance documents published in 2024, educators are faced with shifts in topic coverage and instructional practices, prompting the need for some LEAs to adopt new high-quality curricular materials (HQCMs) and the need for educators to acquire new content knowledge and learn new instructional practices through high-quality professional learning (HQPL).

To support this need, RIDE created a vetted list of providers of high-quality curricula and/or high-quality professional learning services in social studies through the MPA, enabling LEAs to access vendors with demonstrated qualifications and expertise, especially in social studies. While the MPA application process will be described in more detail later in this document, at a high level, it requires vendors to demonstrate alignment with RIDE’s criteria for high-quality curriculum and/or high-quality professional learning, and to clearly articulate how they will collaborate with LEAs to tailor services to local needs.

What is High-Quality Curriculum and High-Quality Professional Learning?

High-quality core and supplemental curricular materials, paired with high-quality professional learning, are essential for equipping educators to deliver rigorous instruction. Together, these supports ensure student success in understanding and applying social studies knowledge and skills, preparing them to become informed, thoughtful, and active citizens in a diverse democracy and complex world.

Vendors applied to be considered for the MPA list in one or more categories, including core curricular materials, supplemental curricular materials, and professional learning.

- Core curricular materials are comprehensive print or digital educational material, including material, which constitute the necessary instructional components of a full academic course of study.
- Supplementary curricular materials are used to reinforce, enrich, or enhance instruction driven by core instructional material. (Definitions adapted from New Mexico’s instructional materials legislation 6.75.2.7 C and W)

1) *High-Quality Social Studies Curriculum - Core **Materials***

In RI, Local Education Agencies (LEAs) may adopt social studies curriculum that best meets the needs of their students. However, LEAs shall adopt materials that are:

- aligned with the [Rhode Island Social Studies Standards](#);
- aligned with the [Social Studies Curriculum Framework](#); and are
- of high quality as defined in the *Social Studies Curriculum Framework* and the [Rhode Island Social Studies Review Tool for Selecting High-Quality Curriculum Materials](#).

RIDE conducted a review process of **core curriculum materials** in 2023-2024 with teams of educators serving as reviewers. Materials that were determined to meet the minimum requirements for consideration by districts are listed on [RIDE’s website](#) (See section “Social Studies Core Curriculum Reviews.”)

Therefore, proposals for this category were only considered if the vendor’s core curricular materials appear on [RIDE’s curriculum review list](#).

2) *High-Quality **Supplemental Materials***

Given that social studies standards are unique to each state, no set of core curriculum materials 100% covers all of Rhode Island’s standards. For this reason, RIDE also considered proposals from vendors who offer high-quality supplemental curriculum materials in social studies, namely stand-alone materials not associated with a set of core materials. Materials that are aligned with the criteria above are deemed high-quality.

3) *High-Quality Social Studies **Professional Learning***

RIDE believes that implementing curriculum materials is successful when paired with high quality professional learning that is job-embedded and sustained. LEAs are expected to plan to support curriculum implementation through high-quality professional learning. RIDE defines “high-quality professional learning” as a set of coherent learning experiences that are relevant, purposeful, systematic, and structured over a sustained period with the goal of improving and building upon educators’ practices and student outcomes.



RIDE's Process for Approving Providers

RIDE selected curriculum and professional learning providers through a statewide request for proposals (RFP) in April and May 2025. The RFP is Solicitation #[OET25005472](#) on the Division of Purchases Bid Board.

Vendors interested in being added to this should go to the RFP site linked above. After initial awards are finalized, the RFP will reopen for rolling applications. Prospective new vendors should direct questions to the Division of Purchases at the solicitation link above. This guide will be updated as more providers are approved.

In the RFP, RIDE sought organizations that provided one or more of the following services:

- high-quality core curricula as identified through RIDE's [social studies core curriculum review](#) process,
- high-quality supplemental curricula, **and/or**
- high-quality professional learning services in social studies

Please note that RIDE reviewed the vendors' curricular and professional learning processes but did not review the content itself. LEAs are responsible for evaluating the content before selecting any vendor.

Requirements for vendors are as follows:

Requirements for all vendors:

- Vendors are required to demonstrate the successful completion of a range of prior projects and their impact on educator professional growth and student achievement. Vendors must demonstrate experience with projects that align to social studies concepts and skills, particularly those that align with the concepts and skills outlined in Rhode Island's *Social Studies Standards*, *Social Studies Curriculum Framework*, and *Civic Learning Guidebook* (as applicable)
- Vendors must demonstrate sufficient personnel and organizational capacity to manage the scope of work, including the ability to support multiple projects simultaneously and to deliver all required materials and services within the contract period
- Vendors must demonstrate that they have experience working with LEA's or comparable public and/or private educational agencies
- Vendors must demonstrate experience working with all populations of students including students living in poverty, English learners, and students with disabilities



- Vendors were asked to provide resumes or CVs of key staff involved in developing curriculum materials and/or delivering professional learning and describe their qualifications and experience. Vendors must demonstrate some key staff have a background in social studies
- Vendors were asked to provide up to four references
- Vendors were required to include their organization’s philosophy regarding social studies instruction and how the curriculum and/or professional development aligns with the content and practices of the *Social Studies Standards*, *Social Studies Curriculum Framework*, and the *Civic Learning Guidebook* and supports the implementation of High-Quality Curriculum Materials.
- Vendors were required to outline their approach for supporting multilingual learners, differently-abled students, and attending to student-centered learning

Requirements for vendors of social studies core curricular materials:

- Vendors must already appear on RIDE’s Core Curriculum Review list. RIDE conducted a review process of core curriculum materials in 2023-2024 with teams of educators serving as reviewers. Materials that were determined to meet the minimum requirements for consideration by districts are listed on [RIDE’s website](#) (See section “Social Studies Core Curriculum Reviews.”)

Requirements for vendors of social studies supplemental curricular materials:

- **Conceptual Framework, Instructional Vision, and Pedagogy:**
Vendors are asked to outline their conceptual framework, instructional vision, and pedagogical approach for each set of supplemental curricular materials submitted
- **Assessments:**
Vendors are asked to describe how formative and summative assessments are incorporated into the curriculum
- **Embedded Supports:**
Vendors are asked to describe supports for multilingual learners, differently-abled students, and students performing below grade level

- **Student-Centered Learning:**
Vendors are asked to describe how their materials and teaching approach prioritize student-centered learning
- **Student Inquiry and Engagement:**
Vendors are asked to describe the ways the curriculum supports student inquiry and engagement
- **Civic Skills and Dispositions:**
Vendors are asked to describe the ways the curriculum develops students' civic skills and dispositions.
- **Rhode Island Social Studies Standards:**
Vendors are required to provide a crosswalk between RIDE's anchor and grade/course specific content standards and the curriculum to demonstrate which standards the curriculum meets.

Requirements for vendors of Professional Learning Services in Social Studies:

- **Professional Learning Offerings:**
Vendors are asked to provide an overview of their professional learning offerings, including the objectives, expected outcomes, types of learning structures, frequency of sessions, a tiered cost model, maximum number of participants per session, and examples of professional learning materials used.
This ensures alignment with RIDE's definitions and expectations for high-quality professional learning
- **Topics and Skills Covered in Professional Learning Offerings:**
Vendors are asked to describe how their professional learning offerings support new content knowledge, disciplinary instructional skills, and/or the assessment of content/disciplinary skills as outlined in the [Social Studies Standards](#), [Social Studies Curriculum Framework](#), and/or the [Civic Learning Guidebook](#). They are also asked to list specific *Standards* if relevant
- **Connections to High-Quality Curriculum:**
Vendors are asked to describe how their professional learning offerings support the implementation of specific high-quality core curriculum materials as identified through RIDE's [social studies core curriculum review](#) process and/or supplemental materials, if relevant.
- **Instructional Vision and Pedagogy:**
Vendors are asked to describe their instructional vision for professional learning and their pedagogical approach to delivery.

- Alignment with RIDE's High-Quality Professional Learning Standards:**
Vendors are required to demonstrate how their professional learning services align with the characteristics RIDE has outlined as necessary for [high-quality professional learning](#).
- Competency Alignment with HQCM:**
Vendors are asked to outline how their approach supports the three key competencies related to the effective use of HQCM in professional learning experiences.
- Collaborative Approach to Customized Professional Learning:**
Vendors are asked to explain their methods for working with educational institutions to develop tailored and customized professional learning opportunities that meet their specific needs and challenges. They are asked to include how they have connected learning to adopted HQCM rather than directing teachers to create their own materials.
- Instructional Supports for Diverse Students:**
Vendors are asked to describe how their professional learning supports the integration of effective Tier 1 instructional strategies that address the learning needs of all students including multilingual learners, differently-abled students, and students who are performing below grade level
- Student-Centered Learning:**
Vendors are asked to describe how their professional learning supports educators in prioritizing student-centered learning
- Feedback Methods:**
Vendors are asked to provide an overview of the types of data used to gather feedback from teachers, school leaders, and district administrators, and how the feedback is analyzed and used to strengthen and refine professional learning programs.

RIDE evaluates bids based on the following criteria: Background and past projects; capability, capacity, and qualifications; approach/methodology; and vendor information on curriculum and/or professional learning services.

Guide to Asking Vendors the Right Questions

Choosing the right vendor is critical to meeting the needs of your educators and, ultimately, your students. To ensure a strong match, we recommend using the guiding questions below during your conversations with potential vendors. These questions are designed to help you assess alignment with your school- or district's specific needs and goals.

Questions to Assess Curricular Materials

RIDE has developed tools to assist educators in making decisions about their high-quality curricular materials. The [*Rhode Island Social Studies Review Tool for Selecting High Quality Curriculum Materials \(HQCMs\)*](#) is designed to be used when assessing core and supplemental instructional materials for selection and adoption at the school or LEA level or to review existing social studies instructional materials. ([A fillable version is available here](#)).

The tool can be used to assess both core and supplemental social studies curriculum. For core instructional materials, the *Review Tool* should be used with a review protocol as outlined by RIDE in [*the Rhode Island Guide for Assessing Curriculum Materials in Social Studies for High Quality*](#). The review protocol outlines steps for reviewers to take when using the review tool to assess core social studies curriculum materials for high quality.

The *Review Tool* can also be used to assess supplemental instructional materials. Supplemental materials can be specifically reviewed to assess whether they will adequately fill specific gaps in core materials or assessed on their own merit. In this case, it is expected that supplemental materials will not meet all the criteria or indicators of quality on the *Review Tool*, but rather, the *Review Tool* can be used to highlight which indicators, and which of the *Social Studies Standards*, the supplement provides instructional support for.

In addition to your team's analysis of curricular materials, it is important to ask vendors direct questions to further assess the quality and fit of their programs.

Implementation & Support

- What support do you provide district leaders and educators during the onboarding process for the new curriculum?
- What ongoing technical and instructional supports do you provide after implementation (first year, second year, and beyond)?

Alignment with Standards

- With which *Rhode Island Social Studies Standards* do your curriculum align?
- How does your curriculum connect to the concepts and skills outlined in Rhode Island's *Social Studies Curriculum Framework* and *Civic Learning Guidebook*?
- For supplemental materials, what gaps in the Rhode Island standards do your supplemental curriculum address?

Support for Diverse Student Populations

- How does your curriculum support all learners, including multilingual learners (MLLs), differently-abled students (DAS), and those performing below grade level?
- Can you provide specific examples of how your materials promote access for all students?

Instructional Approach

- How do your materials support student-centered learning?
- How do your materials foster student inquiry and engagement?
- How do your materials help students build civic skills and dispositions?

Impact & Outcomes

- What evidence or data can you share to demonstrate the impact of your materials on student achievement?

Questions to Assess Professional Learning

RIDE reviewed vendors' professional learning processes but did not review the content itself. LEAs are responsible for evaluating professional learning content before selecting any vendor.

Differentiation to Local Context

Every school and district have unique strengths, challenges, and community dynamics. Asking questions about a vendor's ability to differentiate and customize professional learning ensures the content is relevant and engaging for educators, leading to more meaningful and effective implementation.

- How will you learn about our needs, priorities, and goals to tailor a program and design professional learning sessions?
- Can you provide examples of how you've adapted your sessions to meet the specific needs of different districts or schools?
- How do you incorporate local data, student performance, and community context into your professional learning planning?
- How do you differentiate learning experiences for educators with varying levels of expertise and roles (e.g., new teachers vs. veteran teachers, general education vs. specialists)?

Balance of Content and Pedagogy

Effective professional learning must go beyond simply using materials. It should address both 'what to teach' and 'how to teach it.' Vendors should provide a balanced focus on content knowledge and instructional strategies, supporting educators to confidently and effectively apply new learning in their classrooms.

- How do you support educators in using HQCMs with integrity rather than fidelity and how is this reflected in your professional learning design?
- How do you ensure that your sessions balance content knowledge with effective instructional strategies (pedagogy)? How do you incorporate best practices such as modeling, guided practice, and feedback cycles?

- Can you provide a sample session agenda that demonstrates how you integrate content expertise with pedagogy?
- How do you support educators in translating new content knowledge into actionable classroom practice?

Alignment with Standards

Providers of high-quality professional learning in social studies must be familiar with and incorporate Rhode Island’s Social Studies Standards, Social Studies Curriculum Framework, and Civic Learning Guidebook.

- How are your professional learning services aligned to Rhode Island’s anchor and grade/course-specific social studies standards?
- How do your professional learning services support the concepts and skills outlined in Rhode Island’s *Social Studies Curriculum Framework* and *Civic Learning Guidebook*?
- How do your professional learning services help educators incorporate rigor and inquiry required by RIDE’s social studies guidance?

Support for Diverse Student Populations

High-quality professional learning must prepare educators to meet the needs of all students, especially those who have been historically underserved. It’s important to ask vendors how they intentionally integrate best practices to support multilingual learners, differently-abled students, and students performing below grade level.

- How does your professional learning intentionally address the needs of all students, specifically multilingual learners (MLLs), differently-abled students (DAS), and students performing below grade level?
- Can you share examples of instructional strategies or frameworks you include to support inclusive practices?
- How do your sessions prepare educators to implement culturally and linguistically responsive teaching practices?
- What research or evidence informs your approach to supporting diverse learners?

Use of Adult Learning Theory

Professional learning grounded in adult learning theory is more likely to engage participants, honor their experience, and lead to sustained growth. This ensures the learning is practical, reflective, and collaborative.

- What adult learning theories inform the design of your professional learning sessions?
- How do you ensure your sessions are interactive, relevant, and inclusive of adult learners’ prior knowledge and experiences?
- In what ways do you promote reflection, collaboration, problem-solving, and feedback during your sessions?

- How do you adapt your sessions in real time to meet the needs and questions of participants?

Sustained Support Beyond One-Time Workshops

One-time workshops rarely result in lasting change. To truly improve practice, educators need ongoing, job-embedded support that helps them implement new strategies with integrity and adapt them over time. This sustained approach leads to deeper impact and meaningful classroom transformation.

- What ongoing supports do you offer beyond initial professional learning sessions (e.g., coaching, PLC facilitation, modeling, feedback cycles)?
- How do you build capacity within the district/school so the work can continue after your formal engagement ends?
- Can you describe your model for job-embedded professional learning?
- How do you measure the long-term impact of your professional learning on instructional practice and student outcomes?
- How do you work collaboratively with school/district leaders to ensure follow-through and accountability?

Impact & Outcomes

- What evidence or data can you share to demonstrate the impact of your professional learning on educator growth?



RIDE Rhode Island
Department
of Education

Profiles of Approved Vendors

American Institutes for Research (AIR)

Vendor Website	https://www.air.org/		
Vendor Contact	Rachel Forbes AIRProposals@air.org 202-403-6308		
Services Offered	<input type="checkbox"/> Core Curriculum	<input type="checkbox"/> Supplemental Curriculum	<input checked="" type="checkbox"/> Professional Learning
Grades Served	K-12		
Title(s) of Applicable Core Curriculum	N/A		
Title(s) and Description(s) of Applicable Supplemental Curriculum	N/A		
Components of Supplemental Curricula	-		
Title(s) and Description(s) of Applicable Professional Learning	<ul style="list-style-type: none"> • RIDE Social Studies Standards 101 - This session provides a basic overview of the RIDE social studies standards. It helps teachers understand the purpose of the standards and architecture of the standards. • Unpacking the Content and Skills in the Standards - Although standards might seem simple on the surface, when you look “beneath the surface,” there’s a lot more to unpack. This session helps unpack the standards to think about the content and skills within each standard and how to best use the standards in practice. • Instructional Shifts in the New Standards - Implementing new standards often requires making instructional shifts - some might be small, while others might be more substantial. This session describes the instructional shifts necessary to best implement the new standards. • Culturally and Linguistically Responsive Teaching and Learning- The new standards embrace culturally and linguistically responsive teaching and learning. This session introduces culturally and linguistically responsive teaching and learning as it relates to the new social studies standards and makes connections to why understanding these tenets is so important for effective implementation of the standards • Best Practices in Integrating Social Studies and ELA in Elementary Classrooms - It is difficult to implement new social studies standards in elementary without understanding how to integrate with the ELA 		

standards and practices. This session provides a basic overview of effective practices on how to connect social studies and ELA instruction.

- **Planning for and Making Sense of Inquiry** - Inquiry is a key element of social studies instruction. Historians, geographers, political scientists, and economists all inquire. The new social studies standards demand a more inquiry-based approach to model the approach within the disciplines of social studies. This session explains inquiry, provides an overview of how inquiry is embedded within the standards and provides an overview of the inquiry arc.
- **Scaffolding Inquiry and Learning Through Questioning** - Effective questioning can be a powerful equalizer in the classroom. Inquiry is engaging to students and has been shown to increase student learning when done well. This session helps demonstrate how to scaffold inquiry and use social studies practices, such as the use of primary sources, while doing so.
- **Best Practices in Social Studies** - It is difficult to implement new social studies standards without understanding best practices in the discipline of social studies. This session provides a basic overview of effective practices in social studies.
- **Utilizing Best Practices in Discourse to Discuss Difficult Topics** - Oftentimes, social studies standards and curriculum include topics that some might find difficult to discuss. This session provides an overview of how to create safe spaces in your classroom in order to discuss these topics and summarize what components of high-quality conversations on these topics look like.
- **Creating Collaborative Civic Spaces** - Creating collaborative civic spaces is all about intellectual safety in the classroom. In this session participants will explore why creating civic spaces is sometimes challenging and explore tools and resources to create intellectual safety.
- **Designing Meaningful Action (Parts I and II)** - A critical element of democracy is helping our youngest citizens see how they can make change. These two sessions will help teachers better understand the purpose of taking informed action and give practical strategies for helping students K-12 see how they can engage in issues they care about.
- **Performance-Based Assessment in Social Studies** - Performance-based assessment in social studies has the power to engage students in authentic and meaningful ways. This session will identify examples and non-examples of high-quality performance assessments, engage participants in evaluating and creating performance assessments, and expose participants to the use of rubrics to evaluate these assessments.
- **Identifying High-Quality Instructional Materials (HQIMs)** - This session provides an overview of components of high-quality instructional

	materials (HQIMs) in social studies and how to identify these components of HQIMs when reviewing resources.
Delivery Method(s)	<ul style="list-style-type: none"> • In-person • Virtual • Online Asynchronous • Digital Dashboard
Professional Learning Structures Utilized	<ul style="list-style-type: none"> • Workshops • Communities of Practice • Coaching • Collaborative Planning Support • Peer-to-peer Feedback

*** Please note that RIDE reviewed the vendor’s professional learning processes but did not review the content itself. LEAs are responsible for evaluating the content before selecting any vendor.**

Center for Leadership and Educational Equity (CLEE)

Vendor Website	https://www.clee.org/		
Vendor Contact	Donna Braun donnabraun@clee.org 401-400-2407		
Services Offered	<input type="checkbox"/> Core Curriculum	<input type="checkbox"/> Supplemental Curriculum	<input checked="" type="checkbox"/> Professional Learning
Grades Served	K-12		
Title(s) of Applicable Core Curriculum	N/A		
Title(s) and Description(s) of Applicable Supplemental Curriculum	N/A		
Components of Supplemental Curricula	-		
Title(s) and Description(s) of Applicable Professional Learning	<ul style="list-style-type: none"> • Foundations of Using Protocols to develop disciplinary-based instructional skills - Participants examine an upcoming task or unit from their adopted social studies curriculum that centers civic participation or deliberation, and co-plan routines—such as discussion norms, peer feedback structures, and student-led forums—that create inclusive and collaborative civic learning spaces. • Social Studies Instructional Rounds - Schools co-develop a shared observation tool to monitor and support the implementation of HQCM-based lessons aligned with the social studies standards. • Community of Practice for Implementing Social Studies HQCM - The session helps educators connect HQCM features—such as embedded scaffolds, inquiry-based questions, and source sets—to specific student learning needs, reinforcing the importance of implementing the curriculum as intended to close opportunity gaps and ensure equitable outcomes. • 1:1 Coaching for Social Studies Instructional Leaders and/or Educators - Coaching sessions are tailored to support educators and/or leaders in strengthening implementation of their district’s adopted HQCM. Coaching focuses on using data to monitor instruction, identify areas for educator support, and build systems for sustained professional learning. Leaders are guided to anchor feedback, planning, and walkthrough tools in the specific features and instructional expectations embedded in the HQCM—such as 		

	<p>inquiry design models, formative assessment routines, and disciplinary literacy tasks. This ensures that schoolwide support systems are not only coherent and standards-aligned but also directly reinforce fidelity to the curriculum and equitable access for all students.</p> <ul style="list-style-type: none"> • Cycles of Improvement for Implementing Social Studies HQCM - This session helps educators examine how the design and delivery of HQCM-based tasks align with culturally responsive practices and the cognitive demands outlined in Rhode Island’s Social Studies Standards. By unpacking tasks and classroom practices through the lens of the instructional core, educators gain insight into how HQCM can support high expectations and rigorous engagement for all students.
<p>Delivery Method(s)</p>	<ul style="list-style-type: none"> • In-person • Virtual • Blended • Online asynchronous
<p>Professional Learning Structures Utilized</p>	<ul style="list-style-type: none"> • Collaborative Planning Support • Instructional Coaching • Instructional Rounds / Learning Walk Support • Communities of Practice • Self-paced Learning

* Please note that RIDE reviewed the vendor’s professional learning processes but did not review the content itself. LEAs are responsible for evaluating the content before selecting any vendor.

Generation Citizen, Inc. (GC)

Vendor Website	https://www.generationcitizen.org/		
Vendor Contact	Kristina Pires kpaires@generationcitizen.org 508-838-7914		
Services Offered	<input type="checkbox"/> Core Curriculum	<input checked="" type="checkbox"/> Supplemental Curriculum	<input checked="" type="checkbox"/> Professional Learning
Grades Served	6-12		
Title(s) of Applicable Core Curriculum	N/A		
Title(s) and Description(s) of Applicable Supplemental Curriculum	<p>Generation Citizen Civics for Youth Changemakers</p> <p>Generation Citizen (GC) provides schools with a 25+ lesson, 50-minute, standards-aligned Community-based civics curriculum with multi-language learner adaptations, student handbooks, an assessment portfolio, community engagement toolkits, and a localized online resource portal. Generation Citizen’s curriculum builds students civic knowledge, civic skills, and civic motivation through working on a real-world civics project with their classmates, reflecting on their process, and finally presenting their project in a science-fair style Civics Day forum that takes place at the state and local level at the end of the year.</p>		
Components of Supplemental Curricula	<p>All materials are teacher-facing through their LMS platform “GC Connect!” Teachers may print to distribute to students.</p> <ul style="list-style-type: none"> • Teacher Manual • 25+ Lessons • Student Handbook • Assessment Portfolios and Rubrics • Facilitation Guides • Lesson Presentation Templates • Online Resource Bank • Community Engagement Toolkits 		
Title(s) and Description(s) of Applicable Professional Learning	<ul style="list-style-type: none"> • Generation Citizen Community-based Civics Institute -The Community-based Civics 2-day professional development institute is designed to bring teachers together in person to learn how to implement Community-Based Civics in their classrooms coordinated with the scope and sequence of their existing curriculum. Our 2-day, 16-hour Professional development Institute introduces teachers to GC’s curriculum and trains teachers on pedagogical approaches to creating a democratic classroom, including how to facilitate courageous conversations across differences and how to support project-based learning as students identify, design, and 		

	<p>implement real-life projects in their community on issues important to them.</p> <ul style="list-style-type: none"> ○ The Community-based Civics Process - Teachers will identify and make connections between Community-based Civics frameworks and lessons in the curriculum. ○ Equity Centered Civics - Teachers will engage in self-reflection around their own practice of social justice education as an educator. ○ Participatory Action Research - Teachers will engage in the practice of Participatory Action Research (PAR) and explain the role it plays in an Community-based Civics project and how to effectively facilitate it in order to support student autonomy. ○ Culturally Responsive Civics Classroom and Leading Courageous Conversations - Reflect on the roles played by teacher and student identity within Community-based classrooms and develop greater understanding of student communities; discuss and develop different methods for facilitating courageous conversations in the classroom and use courageous conversation techniques to facilitate a consensus-building process. ○ Strategies for Project-Based Learning (PBL) - Explain how to utilize PBL best practices and resources to support and manage student-directed Community-based Civics learning experiences, including how to utilize research in identifying and choosing action based goals that encourage student learning.
<p>Delivery Method(s)</p>	<ul style="list-style-type: none"> ● In-person ● Virtual ● Blended
<p>Professional Learning Structures Utilized</p>	<ul style="list-style-type: none"> ● Workshops ● Coaching ● Collaborative Planning Support

* Please note that RIDE reviewed the vendor’s curricular and professional learning processes but did not review the content itself. LEAs are responsible for evaluating the content before selecting any vendor.

iCivics, Inc.

Vendor Website	https://ed.icivics.org/		
Vendor Contact	Patricia Leslie patricia.lesliebrown@icivics.org 617-356-8311		
Services Offered	<input type="checkbox"/> Core Curriculum	<input checked="" type="checkbox"/> Supplemental Curriculum	<input checked="" type="checkbox"/> Professional Learning
Grades Served	K-12		
Title(s) of Applicable Core Curriculum	N/A		
Title(s) and Description(s) of Applicable Supplemental Curriculum	<p>iCivics Education</p> <p>iCivics' instructional materials aim to move beyond rote memorization of facts by actively engaging students in the learning process, making civics relevant, and empowering them to become informed and active participants in their communities and the nation. iCivics provides a range of supplemental instructional materials designed to be used as individual experiences or strung together for a full unit experience. Secondary materials range from games, to videos, to online simulations and interactives, to print-ready lesson plans with student readings and activities. Elementary materials include games, videos, and Private i mysteries, a primary source driven inquiry curriculum. Lesson plans can be downloaded and customized by individual teachers to meet local classroom needs.</p> <p>NOTE: Most iCivics Education materials are available for free and do not require a contract.</p>		
Components of Supplemental Curricula	<p>All iCivics resources are freely available for teachers on the Civics platform, accessed at ed.icivics.org.</p> <p>Once registered teachers can set up classes, preview resources, and make assignments using the iCivics LMS. iCivics integrates with both Clever and Google Classroom. Teachers can sync their class rosters and assign iCivics resources directly through Google Classroom or Clever, making it easy for students to find and access the materials within their familiar learning environment. iCivics resources include:</p> <ul style="list-style-type: none"> • Private i (Elementary) offers a guided inquiry approach to investigating sources and making connections using a whole-class presentation model. • Games allow students to take on different roles within the civic sphere (e.g., lawyer, legislator, judge, presidential candidate). This gamified approach makes learning about often complex topics more accessible, enjoyable, and memorable for students. Games are designed for 		

	<p>individual student play, but can also be used in small groups or projected for whole-class play. They are supported by extension packs that expand the instruction with whole class starter activities, mini-lessons, and post-game activities and assessments.</p> <ul style="list-style-type: none"> • Videos introduce students to the people and processes they need to know. iCivics video series, including the Constitution Explained, Changemakers, and Well Versed grab and hold students’ attention and can be integrated into lesson plans at any point. Use them to introduce a topic, start a discussion, or create a launchpad for research. • DBQuest is a 1:1 digital experience with both a scaffolded and freeform setting, that develops in-depth primary source analysis and inquiry skills using document-based questions to guide students through the sources. • WebQuest is built around the principles of inquiry-based learning and aims to develop students' critical thinking, information literacy, and civic understanding through structured online research using pre-selected and vetted online resources. • Simulations, such as Supreme Decision, are centered around experiential learning through role play. Taking on roles of the court deepens students' understanding of Supreme Court decision-making and constitutional principles. Students work collaboratively and use analysis skills to understand the facts of the case and practice their argumentation and persuasive speaking skills. • Lessons encourage student-centered learning, incorporating activities that encourage students to wonder, predict, consider different perspectives, and collaborate, fostering a sense of agency and active participation. Readings are designed to improve comprehension, decoding, and vocabulary skills while students learn about civics content.
<p>Title(s) and Description(s) of Applicable Professional Learning</p>	<ul style="list-style-type: none"> • Fostering an Inquiry-based Classroom (K-12 teachers of all subjects) -This pathway focuses on building a culture of inquiry in a civically minded classroom and equipping educators to plan, create, and teach with an inquiry lens and is aligned with the C3 Framework. Educators will embrace the role of facilitator, valuing student curiosity and agency in the learning process within a civically-minded classroom. They will be able to design questions, sources, and tasks to implement their own localized lessons. • Introducing Civics 101 & 102 (K-12 teachers of all subjects) - This pathway offers an introduction to civic education and how it can be applied within any classroom and subject. Educators will recognize the importance and relevance of civic education for all students and be motivated to integrate it into their teaching. They will be able to identify and adapt foundational civic education concepts and resources for their specific grade level and subject area.

	<ul style="list-style-type: none"> • Teaching Media and Information Literacy in the Digital Age (K-12 teachers of all subjects and media specialists) - This pathway supports educators in equipping students to develop skills to question, find, evaluate, and communicate information responsibly in order to become informed, engaged citizens. Educators will understand core concepts of media literacy, information literacy, and digital citizenship, including how to identify and address misinformation and disinformation. • Enhancing Elementary Civics and Social Studies (K-5 teachers and leaders) - This pathway guides educators through Private i History Detectives, our K-5 social studies and civics curriculum, and supports the implementation of the inquiry-based curriculum. Educators will embrace an inquiry-based approach to elementary social studies and civics, valuing student-led historical investigation. • Integrating Civics and Literacy (K-12 teachers of all subjects) - This pathway helps educators to deepen their understanding and application of content and disciplinary literacy practices, ultimately preparing their students to be informed, engaged citizens. Teachers will be able to integrate content and disciplinary literacy practices into their instruction to deepen students' understanding of civic concepts and their ability to engage with civic information. • Connecting Social Studies Coordinators (District social studies and civic leaders) - This pathway builds a virtual community of practice and leverages that community to explore problems of practice, including aligning work to district priorities, accessing resources, and engaging stakeholders to create systemic shifts in social studies instruction. Leaders will be able to leverage a virtual community of practice to identify, analyze, and develop solutions for common problems of practice in social studies instruction and implementation.
<p>Delivery Method(s)</p>	<ul style="list-style-type: none"> • In-person • Virtual • Blended • Online Asynchronous
<p>Professional Learning Structures Utilized</p>	<ul style="list-style-type: none"> • Self-paced Learning • Collaborative Planning • Learning Walks • Workshops • Instructional Coaching

* Please note that RIDE reviewed the vendor’s curricular and professional learning processes but did not review the content itself. LEAs are responsible for evaluating the content before selecting any vendor.

Lyndsay Lyons, LLC

Vendor Website	https://www.lindsaybethlyons.com/		
Vendor Contact	Lindsay Lyons hello@lindsaybethlyons.com 518-321-1695		
Services Offered	<input type="checkbox"/> Core Curriculum	<input type="checkbox"/> Supplemental Curriculum	<input checked="" type="checkbox"/> Professional Learning
Grades Served	K-12		
Title(s) of Applicable Core Curriculum	N/A		
Title(s) and Description(s) of Applicable Supplemental Curriculum	N/A		
Components of Supplemental Curricula	-		
Title(s) and Description(s) of Applicable Professional Learning	<ul style="list-style-type: none"> • Comprehensive Implementation Package - <ul style="list-style-type: none"> ○ A Topic-Focused “Launch” workshop on a focus routine or practice (up to 6 hours) - Sample topics include improving student question generation, critical analysis of sources, or student-led discussion. An example objective is that teachers will plan for their first student-led discussion by designing an activity to build a cultural foundation for discussion in the class and choosing an effective discussion protocol based on the context. ○ Two, Topic-Focused Virtual Workshops (up to 2 hours per workshop) – Topics will be based on teacher, student, and leader feedback regarding identified needs around growing the chosen routine or practice. Teachers will implement a new or fine-tune an existing practice to deepen student understanding or enable all students to access the material. ○ Collaborative Planning Support (8 Sessions in PLCs or CPTs) - The team engages in a cycle of collaboratively planning instruction and gathering evidence of student learning to analyze and identify next instructional steps, with a focus on strategies, scaffolds, and/or goals established in the workshop(s). The focus may lean slightly more towards planning or student work analysis based on whether the team 		

	<p>is part of a PLC or CPT and how far along the team is with instructional planning.</p> <ul style="list-style-type: none"> ○ Virtual Coaching (8 sessions for one leader) - An instructional leader engages in monthly or bi-weekly coaching which could be used to: help coaches to coach teachers with the specific struggles their teachers are experiencing; co-design needs-based topical workshops for the leader to facilitate with staff (e.g., macro vs. micro scaffolding for MLLs) or families (e.g., how to engage with values when discussing a current event); or co-create a student interest-driven, inquiry-based pacing guide for an HQCM. ○ Personalization options for the package includes: <ul style="list-style-type: none"> ▪ Additional virtual workshops or substituting a virtual workshop with Self-Paced Learning course access (i.e., “A Pedagogy of Student Voice” course, which includes 15 video lessons and 11 reusable templates.) ▪ Add a Learning Walk ▪ Substitute live virtual coaching sessions for 1 leader for year-round access to asynchronous coaching on Slack for 2 leaders <p><i>Note: Although it will lessen the likelihood of effectiveness, vendor can lessen the frequency of workshops or coaching and PLC sessions to accommodate budget restrictions to enable access for schools or districts with limited funding</i></p>
<p>Delivery Method(s)</p>	<ul style="list-style-type: none"> ● In-person ● Virtual ● Blended
<p>Professional Learning Structures Utilized</p>	<ul style="list-style-type: none"> ● Workshops ● Coaching ● Collaborative Planning Support ● Self-paced Learning ● Learning Walk

*** Please note that RIDE reviewed the vendor’s professional learning processes but did not review the content itself. LEAs are responsible for evaluating the content before selecting any vendor.**

McGraw Hill Education, Inc.

Vendor Website	https://www.mheducation.com/		
Vendor Contact	Kimberly Harvey SEG_RFP@mheducation.com 800-338-3987		
Services Offered	<input checked="" type="checkbox"/> Core Curriculum	<input type="checkbox"/> Supplemental Curriculum	<input checked="" type="checkbox"/> Professional Learning
Grades Served	K-12		
Title(s) of Applicable Core Curriculum	<ul style="list-style-type: none"> • Custom RI IMPACT Social Studies Grades K-5 <ul style="list-style-type: none"> ○ Kindergarten: Learning and Working Together, Rhode Island Edition ○ Grade 1: Our Place in this World, Rhode Island Edition ○ Grade 2: Exploring Who We Are, Rhode Island Edition ○ Grade 3: Regions of the United States, Rhode Island Edition ○ Grade 4: Our Communities, Rhode Island Edition ○ Grade 5: U.S. History Making a New Nation, Rhode Island Edition • Custom RI McGraw Hill Social Studies, Grades 6-12 <ul style="list-style-type: none"> ○ World History, Voices and Perspectives, Early Ages, Rhode Island Edition ○ Exploring World History and Geography for Rhode Island ○ Exploring Government and Civic Life in the United States and Rhode Island ○ United States Government and Civics, Rhode Island Edition ○ World History, Rhode Island Edition ○ World History modern Times, Rhode Island Edition <p>Full review reports for the above titles are available on RIDE's website. See "Social Studies Core Curriculum Reviews"</p>		
Title(s) and Description(s) of Applicable Supplemental Curriculum	N/A		
Components of Supplemental Curricula	-		
Title(s) and Description(s) of Applicable Professional Learning	<p>McGraw Hill Custom Rhode Island Professional Learning for Social Studies All Professional Learning provided to support McGraw Hill resources will be customized to take into consideration the local cultural and linguistic needs of students and professional staff. These customizations will be determined in an Executive Professional Learning Planning meeting with district and McGraw Hill</p>		

staff, to take place prior to implementation of the curriculum. Examples of professional development courses include:

- **Executive Planning Meeting** - Beginning with an Executive Planning Meeting, the McGraw Hill team will meet with district curriculum leaders to plan and address specific instructional objectives. This meeting will help bring the right specialists to work with district teachers for implementation success.
- **Project Management** - Project Management provides a dedicated service model to complement your purchased Professional Development Sessions. Much more than product training, your dedicated Implementation Coordinator ensures a level of partnership, from district-level leadership to site-level administrators and teachers, that provides consistent, targeted support that fuses district initiatives with your suite of instructional resources. A critical component of success is the four-tiered approach that includes support for resource implementation, instructional guidance that embraces best practices, leadership cadres designed to sharpen skills, and data analysis.

K-5 Professional Development Modules:

- **Digital Deep Dive** – In this session, participants with the basics of IMPACT will spend time exploring all that the IMPACT online platform offers.
- **Developing Student Inquiry Skills through Project Based Learning** – In this session, participants familiar with the basics of IMPACT will spend time exploring all the Inquiry Projects within IMPACT.
- **Assessment in the Impact Social Studies Classroom** -In this session, participants familiar with the basics of IMPACT will spend time exploring all options that IMPACT has for assessment, including the online platform for assessment.
- **Impact Social Studies from the Student Perspective** – In this session, participants familiar with the basics of IMPACT will spend time exploring all that the student experience offers and emulate what students see and do.
- **Adapting Impact Social Studies for Your Classroom** – In this session, participants familiar with the basics of IMPACT will spend time exploring lesson design within IMPACT and various components that compose a lesson flow.

Middle and High School Offerings:

- **Making Primary Sources Available for All** – In this session, participants take on student roles as they analyze primary sources. We'll look at a specific lesson, targeting the inquiry activity lesson, providing strategies to aid in students' understanding.

	<ul style="list-style-type: none"> • Project-based Learning in MH Social Studies – In this session, participants will spend time exploring the projects at their grade level, then choose one to do collaboratively with others. • Using McGraw Hill Social Studies to Move Towards Student Centered and Blended Learning – In this session, participants will gain ideas to create a student-centered learning experience incorporating blended learning techniques. • Using the Inquiry Design Model in McGraw Hill Social Studies – This series gives educators first-hand experience with, and confidence in using, the McGraw Hill Social Studies curriculum. Participants will delve into the inquiry design model with a lens of various learners to make sure all students are included and engaged in inquiry. • Effective Assessment in McGraw Hill Social Studies – In this session, participants will examine the various assessment types, both print and digital, to strategically gain student data.
Delivery Method(s)	<ul style="list-style-type: none"> • In-person • Virtual • Online asynchronous
Professional Learning Structures Utilized	<ul style="list-style-type: none"> • Workshops • Coaching • Learning Walks • Self-paced Learning • Project Management

* Please note that RIDE reviewed the vendor’s professional learning processes but did not review the content itself. Core curriculum materials were reviewed separately as part of [RIDE’s Social Studies Core Curriculum Review](#). LEAs are responsible for evaluating the content before selecting any vendor.

Primary Source, Inc.

Vendor Website	https://primarysource.org/		
Vendor Contact	Jennifer Nigro jennifer@primarysource.org 617-804-2329		
Services Offered	<input type="checkbox"/> Core Curriculum	<input checked="" type="checkbox"/> Supplemental Curriculum	<input checked="" type="checkbox"/> Professional Learning
Grades Served	K-12		
Title(s) of Applicable Core Curriculum	N/A		
Title(s) and Description(s) of Applicable Supplemental Curriculum	<ul style="list-style-type: none"> • Cornerstones for Civic Engagement (Grades 3-5) - The <i>Cornerstones for Civic Engagement</i> curriculum is built on a conceptual framework that emphasizes student centered learning through critical thinking, engagement with and analysis of primary and secondary sources and connections to civic discourse and action through activities and performance tasks that connect the past with the present. The curriculum aims to build learners’ civic identities by focusing on core civic questions and on topics in the study of early U.S. history and North American history and geography that allow for their exploration. • Making Freedom: African Americans in U.S. History (Grades 5-12) - The traditional conceptual framework of United States history content for secondary students often relegates the study of African American history to units focused primarily on slavery or civil rights. The <i>Making Freedom</i> curriculum counters this focus by offering teachers and students exposure to exciting and informed scholarship on over 400 years of history, thus strengthening the content across time and adjusting the lens through which African American history is viewed and understood to include rich cultural memories, key figures and achievements as well as stories of dignity and joy. The Making Freedom curriculum is built on a conceptual framework that emphasizes student centered learning through critical thinking, engagement with and analysis of primary and secondary sources and connections to civic discourse and action through activities and performance tasks that connect the past with the present. • Straight from the Source: Close Readings for Elementary Social Studies (Grades 2-5) - Straight from the Source (SFS) is a combined social studies and literacy curriculum that deepens elementary learners’ comprehension and analysis skills through close reading of nonfiction texts. Examining primary sources adapted for grade level, students answer text-dependent questions relating to the source. Students complete three readings to 		

	<p>respond to questions about key ideas and details, craft and structure, and the integration of knowledge and ideas. Teacher guidance and a scholar-reviewed historical context essay about the source is provided.</p>
<p>Components of Supplemental Curricula</p>	<p>Teacher-facing materials through a digital platform. Teachers may send students links to assigned materials without requiring student sign-in.</p> <ul style="list-style-type: none"> • Teacher Manual • Units of study • Lessons and Activities • Assessment Materials
<p>Title(s) and Description(s) of Applicable Professional Learning</p>	<p>Primary Source offers a comprehensive suite of professional learning (PL) programs designed to support educators in delivering high-quality, inquiry-driven, and culturally responsive social studies. Some example offerings include:</p> <ul style="list-style-type: none"> • Teaching Hard History with Confidence: Strategies for Centering Black Agency, Resistance, and Voice - Educators explore a sample unit from Making Freedom (e.g., "Building Black Communities during Reconstruction") Workshop includes hands-on engagement with primary sources, teacher context essays, and discussion protocols such as "Text-to-Text-to-Self" and "4 R's Reflection Framework" (Resonance, Resistance, Relevance, Responsibility) • From Knowledge to Action: Embedding Civic Skills into Elementary Instruction - Session focuses on a sample lesson such as "Religious Diversity in Colonial America" or "How Do 351 Communities Become One?" Teachers participate in lesson simulations using student-facing materials. Emphasis on aligning to RI Civic Learning Practices: inquiry, dialogue, real-world relevance. • Audit and Adapt: Aligning Existing Curriculum with RI Social Studies Standards & HQCM Practices - Primary Source facilitators work with district leaders and teachers to evaluate existing core or supplemental programs. Teams identify gaps and leverage Primary Source protocols to align to RI Standards, the <i>Civic Learning Guidebook</i>, and HQCM competencies.
<p>Delivery Method(s)</p>	<ul style="list-style-type: none"> • In-person • Virtual • Blended • Online Asynchronous
<p>Professional Learning Structures Utilized</p>	<ul style="list-style-type: none"> • Workshops • Regional and District-Level Institutes • Professional Learning Communities • Train-the Trainer Models • On Demand Support Tools • Alignment Audit • Hybrid Coaching Models



RIDE Rhode Island
Department
of Education

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TNTP, Inc.

Vendor Website	https://tntp.org/		
Vendor Contact	Courtney Smith courtney.smith@tntp.org 203-257-0162		
Services Offered	<input type="checkbox"/> Core Curriculum	<input type="checkbox"/> Supplemental Curriculum	<input checked="" type="checkbox"/> Professional Learning
Grades Served	K-12		
Title(s) of Applicable Core Curriculum	N/A		
Title(s) and Description(s) of Applicable Supplemental Curriculum	N/A		
Components of Supplemental Curricula	-		
Title(s) and Description(s) of Applicable Professional Learning	<p>TNTP will tailor professional learning topics and skills to the needs of the district in alignment with high-quality instructional materials, <i>Rhode Island Social Studies Standards</i>, the <i>Civic Learning Guidebook</i>, and the <i>RI Social Studies Curriculum Framework</i>. Example professional learning topics include:</p> <ul style="list-style-type: none"> • Exploring the Pedagogy of HQCM for Social Studies - Understand the design principles undergirding the high-quality Social Studies curriculum and how they align to evidence-based best practices. Explore how the curriculum routines in the inquiry arcs support evidence-based best practices. • Intellectual Preparation Routines: Unit and Lesson Preparation - Understand the case for deep intellectual preparation for Social Studies instruction to meet the diverse needs of students. Practice unit and lesson internalization to understand what mastery of the standard/s and daily objective look like, identify the prior knowledge needed to access the materials, anticipate student thinking, and plan for where students will struggle. • Supporting Access to Primary and Secondary Sources through Strategies to Increase Access to Complex Texts - Explore key research that supports the need for all students to interact with complex texts, and how working with primary and secondary sources supports access and opportunity for 		

all students. Understand how a given SS curriculum is designed to support student engagement in inquiry- and text centered instruction.

- **Identifying the Language Demands of a Lesson** - Understand the process of identifying the language demands of a Social Studies lesson. Identify where honing students' interpretive, meaning-making skills are the focus. Identify where honing students expressive, synthesizing skills are the focus. Identify the vocabulary, grammar, and sentence structures students will need to understand and use. Consider the non-academic words or contexts that students may not be familiar with.
- **Building Student Affirming History Classrooms** - Understand instructional shifts and moves rooted in student affirming pedagogy and Social Studies lessons that support academic achievement and civic awareness. Understand the importance of ensuring history/social studies classrooms are humanizing and student affirming. Explore challenges that arise when teaching about issues of power, access, and justice in the past and present.
- **Instructional Routines to Create a Classroom Rooted in Inquiry** - Understand how to structure lessons that incorporate project-based learning, student-led civics projects, and collaborative, inquiry-driven classrooms.
- **Planning Strategic Opportunities to Practice Academic Language During a Lesson** - Practice planning opportunities for students to use historical thinking / inquiry language to learn and demonstrate learning of concepts in an upcoming lesson. Design lessons that support academic discourse, debate, and inquiry.
- **Formative and Summative Assessments in Social Studies** - Differentiate between formative and summative assessments in a Social Studies classroom. Identify the gaps between goals for student achievement and student performance. Utilize strategies to measure the level of student performance.
- **Multi-tier System of Supports** - Articulate the importance of Response to Intervention (RTI) for creating a culture of achievement for all students. Understand your responsibility in the RTI/MTSS process and supporting students with learning and thinking differences. Create an action plan for implementing MTSS in your specific grade/ classroom, rooted in strong Tier 1 Social Studies instruction.
- **Strategically Group Your Students & Leverage Linguistic Scaffolds** - Spend time understanding their learners (ACCESS Scores; L1 Content/Language proficiency; Previous Schooling; Previous Assessments; Funds of Knowledge; Motivation). Practice preparing strong scaffolds that are tailored, specific, and responsive for BOTH instructional input and student output in upcoming Social Studies lessons.



	<ul style="list-style-type: none"> • Analyzing Student Work - Use a protocol to analyze tasks to ensure alignment to grade-level Social Studies standard(s) and expectations. Understand the teacher’s role in ensuring access to grade-level work and the implications for student opportunities. Analyze student performance, root cause, and possible next steps to support student learning and success. • Differentiating Instruction - Align on an approach and framework to effectively differentiate Social Studies instruction to meet the needs of all learners. Understand learning acceleration versus remediation and the importance of ‘just-in-time’ supports. Practice intellectually preparing a Social Studies lesson and differentiating to meet the needs of all students. • Engagement Strategies - Explain the importance of engagement and the link between engagement and student achievement. Identify research-backed Social Studies engagement strategies that can be used in classrooms, including civics and current event topics. Understand how these strategies shift based on content area and grade-level. Plan and practice executing engagement strategies. • Providing High-quality Academic Feedback - Describe the value effective academic feedback as on student work and achievement. Identify key characteristics of effective academic feedback with a focus on Social Studies standards.
Delivery Method(s)	<ul style="list-style-type: none"> • In-person • Virtual • Blended
Professional Learning Structures Utilized	<ul style="list-style-type: none"> • Workshops • Coaching • Classroom Observations and Walkthroughs

*** Please note that RIDE reviewed the vendor’s professional learning processes but did not review the content itself. LEAs are responsible for evaluating the content before selecting any vendor.**