

REQUEST FOR PROPOSALS

Social Studies Curriculum Resources

Grades 7-8 and 9-12



A World-Class Community of Learners

Independent School District No. 14 (Fridley Public Schools)

6000 West Moore Lake Drive

Fridley, Minnesota 55432

Request for Proposals Issued: May 22, 2026

Written Proposals Due: Jun 5, 2026

Sample Materials Due: Jun 12, 2026

Request for Proposal (RFP)

**Social Studies Curriculum Resources
Grades 7-8 and 9-12**

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Request for Proposal (RFP) for Social Studies Curriculum Resources

I. Introduction

Fridley Public Schools is seeking to adopt high quality and Minnesota standards-aligned social studies curriculum materials for middle school students in grades 7-8 and high school students in grades 9-12. The goal is to provide research-based, culturally relevant, and highly engaging materials that will effectively support teaching and learning practices in secondary social studies classrooms. We seek vendors who may be able to meet all of these grade levels and courses, and are also open to hear from vendors that may specialize in only a portion of this continuum.

Fridley Public Schools (FPS) is an urban school district located just north of Minneapolis. We are a PreK-12 district with approximately 2,900 students. FPS has a total of 6 schools including two elementary schools, one middle school, one high school, a K-12 Federal Setting IV school, and the Fridley Community Center that houses our PreK and ECCE programs. Our student population consists of approximately 150 in PreK, 900 in Elementary, 800 in Middle School, and 950 in High School. We provide International Baccalaureate programming to all of our students, PreK through grade 12.

FPS currently has 70% of students receiving free or reduced lunch. Student demographics based on race and ethnicity are 38% Black, 22% White, 20% Hispanic/Latino, 8% Asian, 5% Native American, and 7% Two or More Races. Additionally, 17% of students are served by an IEP in Special Education and 19% are served in our EL programming. Lastly, approximately 40% of our students open enroll to FPS.

As we evaluate our current social studies curriculum and instruction, we recognize significant academic achievement gaps that are confirmed by our statewide assessments (MCAs). This includes substantial disparities between different racial and groups, socioeconomic groups, multilingual learners, and students served on an IEP. We seek resources that will help us interrupt these trends so that all students have a solid foundation in social studies practices.

The District intends to select one or more organizations to provide the necessary secondary social studies curriculum as well as teacher and student materials, assessment, intervention, language support materials and professional development.

RFP Primary Objective 1: Gain a thorough understanding of the product's capability in order to select and implement high quality secondary social studies resources that will sustain our social studies programming for the next 10 years or more.

RFP Primary Objective 2: Gain a thorough understanding of the total proposed costs. Including but not limited to:

- Pricing for primary/core resources
- Pricing for supplemental resources
- Pricing for consumable resources
- Pricing for technology licensing
- Pricing for professional development (district-wide implementation for chosen vendor)
- Pricing for any additional materials or resources necessary for effective implementation

II. Requirements of Proposal Response

Vendors interested in providing a bid to this request for proposal should consider including the items in the table below. This list is intended to provide interested parties with sufficient basic information to submit proposals meeting our district's selection criteria.

Requirements of Proposal Response		Included in Bid?	
		Yes	No
A	Vendor Qualifications and Experience		
A.1	A brief introduction of the vendor, highlighting relevant experience and expertise in developing high quality instructional materials for social studies instruction.		
A.2	Vendors can provide a clear and documented research and evidence base by an outside evaluator(s).		
A.3	Vendors can provide references from at least three schools that use their curriculum resources. (preferably located in the state of Minnesota, preferably including data, and preferable from schools with similar demographic)		
B	Curriculum Design		
B.1	Minnesota Social Studies Standards Alignment: Curriculum resources demonstrate substantial alignment to the 2021 MN State Social Studies Standards.		
B.2	Inquiry-Based Instruction: Curriculum resources center instruction around compelling questions. Scholars develop their own questions, plan inquiries, and use evidence to construct deep understandings of the world. Lesson design ensures students do the heavy lifting of the cognitive work.		
B.3	Disciplinary Literacy: Students engage in grade-level disciplinary literacy (thinking, reading, writing, speaking, and analyzing) like scholars in social sciences.		
B.4	Primary and Secondary Sources: Materials Include high quality and grade appropriate texts that show diverse perspectives. Includes primary and secondary resources.		
B.5	Equity and Cultural Relevance: The curriculum addresses multiple viewpoints in its content, instructional approaches, and practices.		

Requirements of Proposal Response		Included in Bid?	
		Yes	No
	Materials provide a balance of images or information about people, representing various demographic and physical characteristics to positively portray individuals from all communities and enable students to see themselves in materials. The curriculum includes contributions of traditionally underrepresented groups.		
B.6	<p>Assessment: The curriculum includes a balanced system of assessments (formative and summative) including multiple modalities of assessment. Formative assessments are used to inform instruction and provide meaningful feedback. Summative assessments prioritize deep thinking over recall.</p> <p>Assessment experiences align with the IB MYP criterion for social studies as listed below:</p> <ul style="list-style-type: none"> • Criterion A: Knowing and understanding: Assesses knowledge of subject-specific terminology, facts, and concepts, and the ability to explain complex ideas and use knowledge in context. • Criterion B: Investigating: Evaluates the ability to formulate research questions, design and follow action plans, collect and record varied information, and evaluate the investigation process. • Criterion C: Thinking critically: Measures skills in analyzing and interpreting sources, evaluating different perspectives and their implications, and synthesizing information to construct well-supported arguments. • Criterion D: Communicating: Focuses on organizing information logically, communicating effectively using appropriate formats and conventions, and documenting sources correctly. 		
B.7	<p>Student Supports: Materials are thoughtfully designed to support all students, including special populations.</p> <ul style="list-style-type: none"> • Multilingual Learners: Materials provide strategies and supports for students who read, write, and/or speak in a language other than English to regularly participate in grade-level learning. • Materials regularly provide extensions and/or opportunities for advanced students to engage with grade-level social studies at greater depth. 		

Requirements of Proposal Response		Included in Bid?	
		Yes	No
	<ul style="list-style-type: none"> Lessons and assessments offer accommodations that allow students to demonstrate their knowledge and skills without changing the content of the lesson or assessment. Materials provide support for different reading levels to ensure accessibility for students. 		
B.8	<p>Teacher Supports: The curriculum includes background knowledge and descriptions that provide teachers with guidance, recommendations, or annotations for how to facilitate the effective use of instructional materials.</p> <ul style="list-style-type: none"> Curriculum materials are easy for teachers to navigate and understand. Materials contain adult level explanations and examples of the more complex grade-level or course-level concepts and concepts beyond the current course so that teachers can improve their own knowledge of the subject. Materials explain the program's instructional approaches and identify research-based strategies. Materials include a year-long scope and sequence with standards correlation information. 		
B.9	<p>Fridley's grade level courses in social studies will be sequenced as listed below. Curriculum materials can be organized in a modular way or in an integrated way.</p> <ul style="list-style-type: none"> Grade 7: US History Grade 8: Global Studies Grade 9: World History Grade 10: Semester of Human Geography Grade 11: US History Grade 12: Semester of Economics, Semester of Electives: Ethnic Studies, Law, and Psychology 		
C	Digital Resources		
C.1	Digital resources are device agnostic.		
C.2	<p>User friendly access (e.g., Single Sign On) and navigation for all users.</p> <ul style="list-style-type: none"> Clever and Google Classroom integration preferred 		
C.3	All digital / electronic / online resources and tools meet federal and state student data privacy requirements. Vendors can provide terms of service and privacy policy.		

Requirements of Proposal Response		Included in Bid?	
		Yes	No
D	Training, Service, and Support		
D.1	Teacher support materials are easy to use.		
D.2	There is comprehensive support for teacher implementation, including initial and ongoing training.		
D.3	Vendor has knowledgeable and capable implementation specialists who will guide teachers through the implementation process and who attend to best practices around adult learning.		
D.4	Vendors have knowledgeable support staff who are available to provide timely assistance as needed.		
E	Financial Proposal		
E.1	<p>The vendor will provide clear and detailed pricing information, including all costs associated with initial and ongoing implementation.</p> <ul style="list-style-type: none"> • Pricing for primary/core resources • Pricing for supplemental resources • Pricing for consumable resources • Pricing for technology licensing • Pricing for professional development (district-wide implementation for chosen vendor) • Pricing for any additional materials or resources necessary for effective implementation 		
F	Sample Materials		
F.1	Vendors must provide samples of materials for review, including teacher guides, student materials, assessments, and other ancillary materials. Access to digital components, if applicable, should also be included.		

III. Proposal Submission Deadlines

Written proposals must be received by Friday, June 5, 2026 and any sample materials must be received by Friday, June 12, 2026. Proposals and materials should be sent to the following address:

Independent School District No. 14
Attention: Dr. Amy Cochran, Senior Officer of Academics and Innovation
6000 West Moore Lake Drive
Fridley, Minnesota 55432

Proposal documentation should also be sent by email to cochran@isd14.org

IV. Contact Information

All inquiries and proposals should be directed to:

Dr. Amy Cochran
Senior Office of Academics and Innovation
Fridley Public Schools
cochran@isd14.org
763-502-5005

Independent School District No. 14 (Fridley Public Schools)
6000 West Moore Lake Drive
Fridley, Minnesota 55432

V. Additional Information

All proposals in response to this RFP are to be the sole property of the District. Proposers are encouraged not to include in their proposals any information that is proprietary. All materials associated with this procurement process are subject to the terms of State laws defining freedom of information and privacy and all rules, regulations and interpretations resulting from those laws.

Timing and sequence of events resulting from this RFP will ultimately be determined by the District.

The District may amend or cancel this RFP, prior to the due date and time, if the District deems it to be necessary, appropriate or otherwise in the best interests of the District. Failure to acknowledge receipt of amendments, in accordance with the instructions contained in the amendments, may result in a proposal not being considered

The District reserves the right to accept or reject any or all proposals received as a result of this request. The district also reserves the right to negotiate with the selected vendor to modify the scope of work, pricing, or any other terms of the proposal.

Thank you for considering our request. We look forward to receiving your proposals.

Sincerely,

Dr. Amy Cochran
Senior Office of Academics and Innovation
Fridley Public Schools