



Kentucky Academic Standards for Social Studies

Kentucky Board of Education
August 2026

Statute and Regulation

KRS 158.6453(2)

- Requires the Kentucky Department of Education to implement a process for reviewing Kentucky's academic standards every six years.

704 KAR 8:060, Required academic standards for social studies

- This amended administrative regulation will adopt into law the revised “Kentucky Academic Standards for Social Studies.”

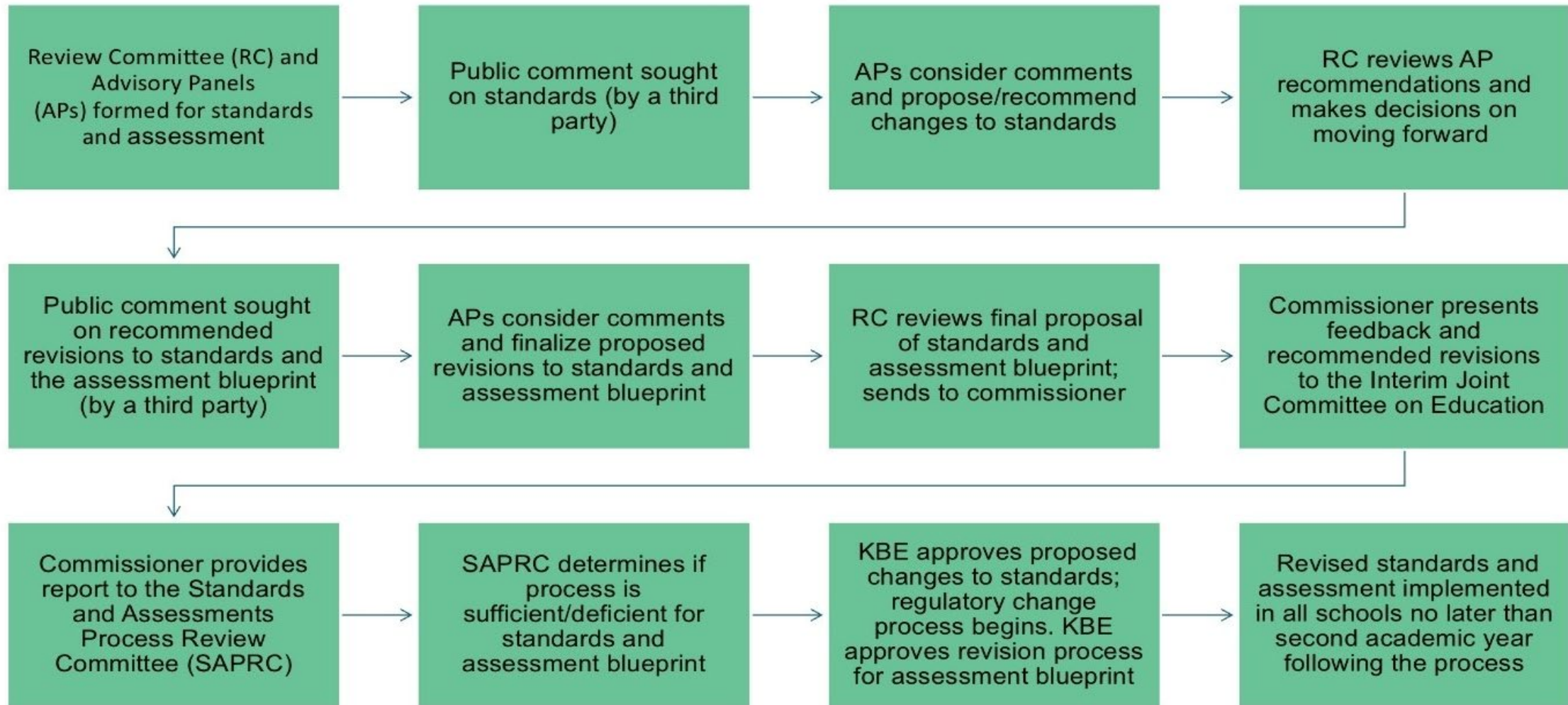
KRS 158.6453(2)(b)

Review of Academic Standards

“The revision to the content standards shall:

1. Focus on critical knowledge, skills and capacities needed for success in the global economy;
2. Result in fewer but more in-depth standards to facilitate mastery learning;
3. Communicate expectations more clearly and concisely to teachers, parents, students and citizens;
4. Be based on evidence-based research;
5. Consider international benchmarks; and
6. Ensure that the standards are aligned from elementary to high school to postsecondary education so that students can be successful at each education level.”

Standards and Assessment Review Process



Standards Process Review Timeline

- **February 2025:** Call for participation on standards committee opened
- **March 2025 - April 2025:** Current social studies standards opened for initial public comment/feedback
- **April 2025:** Advisory Panels (APs) and Review Committee (RC) met to review public feedback and recommend potential changes to be released for public comment
- **June 2025 - July 2025:** Recommended changes to social studies standards and Social Studies Assessment Blueprint released for second round of public comment/feedback
- **September 2025:** APs and RC review public feedback and finalize recommendations to draft standards
- **February 2026:** APs and RC reconvene to review public feedback and finalize recommendations
- **June 2026:** Recommendations and public feedback presented to the Interim Joint Committee on Education

Writers' Vision

- The writing team strives to develop vertically aligned standards that provide students with the opportunity to question, create and collaborate for a better future.
- Students engage with the social studies' disciplinary concepts and practices of civics, economics, geography and history.
- In kindergarten through high school, students interact with multiple perspectives and ask thoughtful questions that promote critical thinking and informed decision making.
- The standards emphasize evaluation of sources, respectful civil discourse and logical, effective communication as essential civic skills that support informed civic engagement.

Initial Public Comment Period

- Initial public comment period allowed respondents to provide feedback on the current *Kentucky Academic Standards (KAS) for Social Studies*.
- Nearly 400 total responses received during the initial public comment period from a variety of stakeholder groups, including:
 - Teachers and administrators;
 - Parents and guardians;
 - Business and community partners; and
 - Postsecondary education representatives.
- For each standard, respondents were asked to select “keep as-is” or “revise”:
 - 86% of K-5 standards approved “as-is”;
 - 97% of grades 6-8 standards approved “as-is”;
 - 93% of high school standards approved “as-is”.
- For each standard respondents selected to “revise,” they were prompted to give their reasoning, suggestions and/or comments.
- After receiving initial public feedback, standards flagged for review were considered for revision by the APs and RC.

Draft *KAS for Social Studies*

Revision Highlights

- Updated **standards writers' vision statement**
- Improved **document design colors, logos and fonts** for consistency with other disciplines and improved usability
- **Links to the Table of Contents** were added above the Specific Overview sections for each grade level for ease of document navigation.
- The **Inquiry Practice Definition for Questioning (Q)** was updated to clarify the meaning, intent and purpose of questioning referenced in the standards when engaging with each of the social studies disciplines
- **Grade Band Overview** for high school was updated to highlight the organization of the standards around the disciplines of civics, economics, geography and history
- Emphasis placed on the importance of **teaching the social studies disciplinary strands in unison** rather than in isolation

Second Public Comment Period

- The second public comment period allowed respondents to provide feedback on the revised *Kentucky Academic Standards (KAS) for Social Studies*.
- Over 175 respondents commented during the second public comment period from a variety of stakeholder groups, including:
 - Teachers and administrators;
 - Parents and guardians;
 - Business and community partners; and
 - Postsecondary education representatives.
- 94% of the standards were approved “as is.”
- The APs and RC reconvened to consider the remaining 6% of standards flagged for review and provided revisions, as needed, to complete the current draft *KAS for Social Studies*.

Standards and Clarification Statements

Civics Disciplinary Strand (example)

C: Civic and Political Institutions

HS.C.CP.1

Explain how the Constitution of the United States embodies the principles of rule of law, popular sovereignty, republicanism, federalism, separation of powers and checks and balances to promote general welfare.

The foundation of government in the United States is rooted in a variety of historical and philosophical ideas, including popular sovereignty and limited government. The negotiation, collaboration and compromise achieved at the Constitutional Convention led to the creation of a new constitution with more centralized authority. The Constitution of the United States enacted federalism, which designates shared powers between the federal government and the states. The Constitution of the United States designed separate, co-equal branches of government constrained through checks and balances, which helps limit the powers among the three branches of government.

Prepared Kentucky graduates in social studies use the tools, thinking and practices of civics, economics, geography and history to:



Civics

Understand fundamental values and principles of America's democratic republic.

Use civic mindedness to act as informed, engaged life-long participants.



Economics

Understand market interactions, the national economic and the global marketplace.

Use economic reasoning to make sound decisions and maximize well-being.



Geography

Understand how human activity and physical environments shape cultural, economic and social life.

Use geographic literacy to evaluate what happens in places, sustain resources and improve quality of life.



History

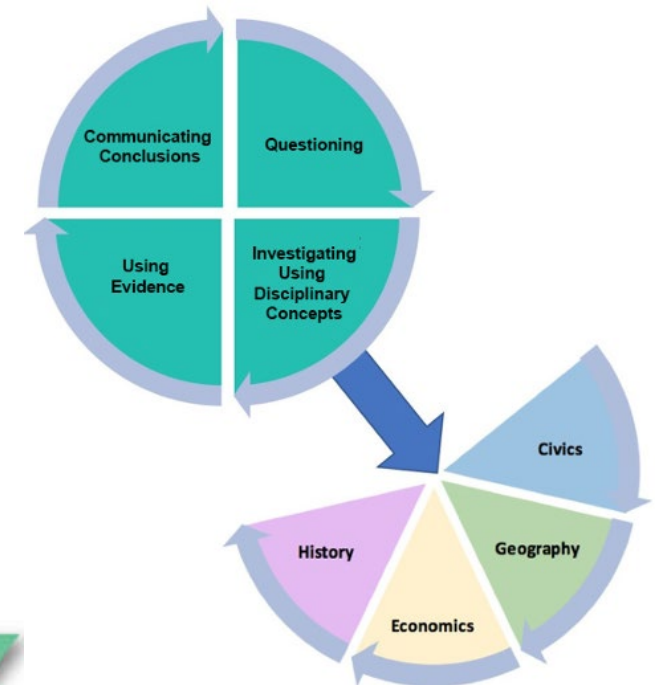
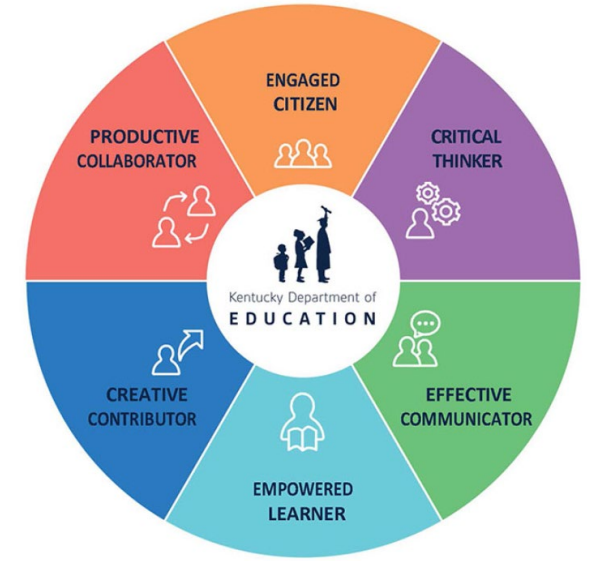
Understand America's past and what decisions of the past account for present circumstances.

Use historical thinking to analyze issues, be informed and interpret the world around them.



The *KAS* for Social Studies and the Portrait of a Learner

- **Engaged Citizen:** Students use disciplinary knowledge and evidence to engage in civil discourse, evaluate multiple perspectives and take action to improve their communities.
- **Critical Thinker:** Students analyze sources, evaluate perspectives and use evidence to construct and revise claims, making informed decisions and developing new understanding.
- **Effective Communicator:** Students communicate evidence-based ideas through speaking, writing and multimedia, engaging various audiences respectfully and using disciplinary language clearly.
- **Empowered Learner:** Students generate questions, apply knowledge and evidence to real-world issues and refine their thinking over time, building independence and persistence as learners.
- **Creative Contributor:** Students use disciplinary knowledge and evidence to design and communicate innovative, meaningful solutions to real-world issues.
- **Productive Collaborator:** Students collaborate to investigate questions, analyze perspectives and use evidence to build shared understanding while actively listening and contributing to their communities.



Questions?

Micki Marinelli

Chief Academic Officer

Office of Teaching and Learning

Micki.Ray@education.ky.gov

Chrystal Rowland

Director, Division of Academic Program Standards

Office of Teaching and Learning

Chrystal.Rowland@education.ky.gov



Kentucky Academic Standards for Technology 2026

Standards and Regulation

704 KAR 8:090

Kentucky Academic Standards for Technology

(Administrative Regulation)

Timeline

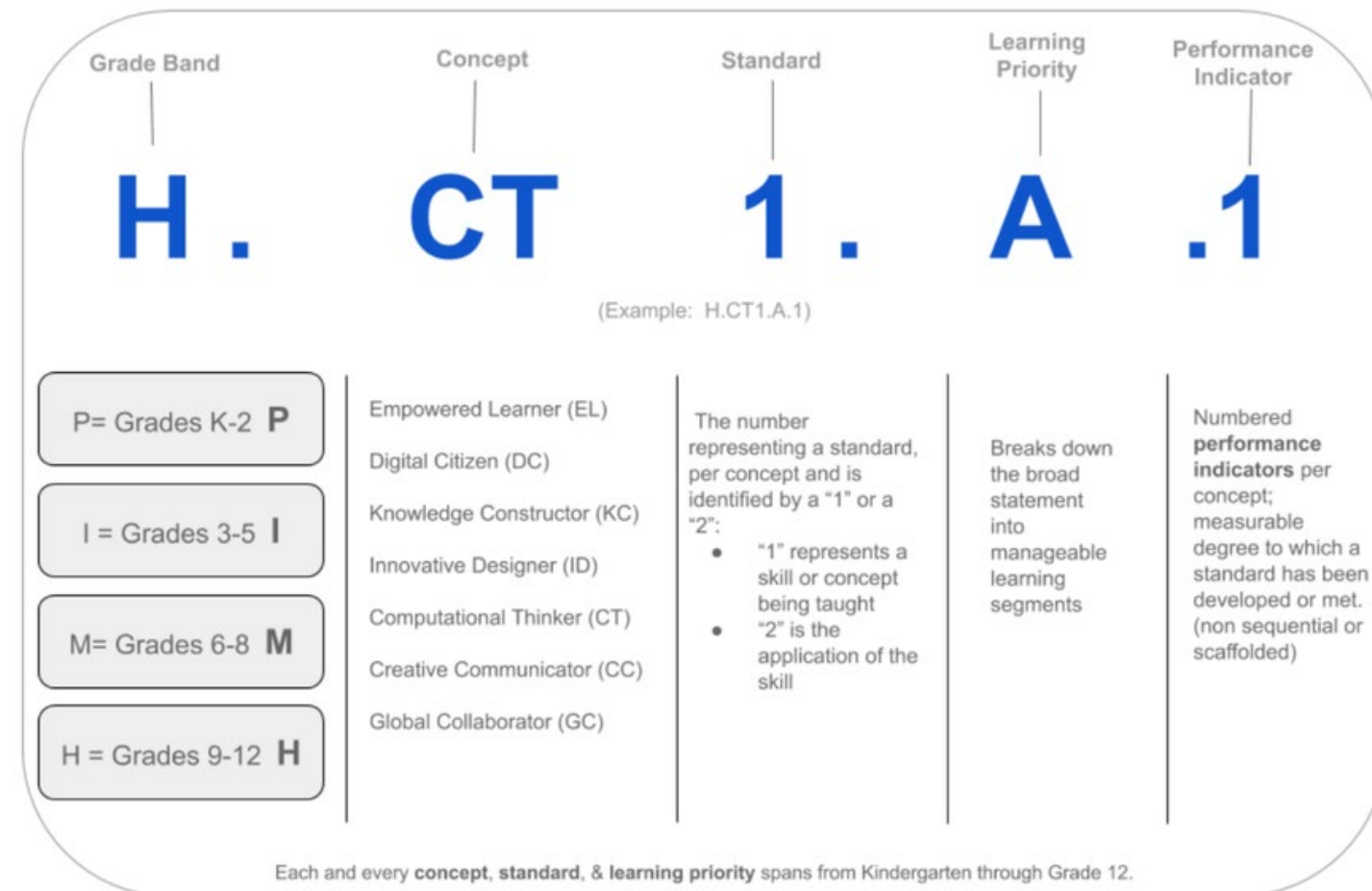
- **Sept. 2025**
 - Open standards for public comment/feedback
 - Call for applications for advisory panel and review committee
- **Nov. 2025**
 - Standards Team chosen
 - Confirmation of K - 12 Tech Standards Team (teacher members are cleared to participate)
- **Nov. 10, 11, and 12, 2025**
 - Virtual writing team meetings with grade levels and standards concepts
- **Nov. 13, 2025**
 - Virtual review team meeting
- **Nov. 17 and 18, 2025**
 - Virtual writing team meetings with grade levels and standards concepts
- **Dec. 3, 2025**
 - virtual meeting with oversight team with recommendations for writing team
- **Jan. 14, 2026**
 - virtual meetings for committees completed from public comment/feedback
- **Feb. 1, 2026**
 - Draft ready
- **Feb. 15, 2026**
 - Open draft standards for public comment/feedback
- **March 11, 2026**
 - Joint meeting of Advisory Panel and Review Committee to address public comment/feedback

Writers' Vision

The writing team envisioned standards that would afford students the opportunity to engage in critical thinking, computational thinking and problem -solving through computer science. The writing team wanted standards that would:

- initiate cross -curricular connections to enhance the understanding of learning through digital technology skills and concepts;
- establish a continuum of technology competencies K - 12 for (to be demonstrated);
- provide opportunities for all students to engage in learning through technology experiences and promote advanced demonstration of technology competencies (and digital skills) to prepare them for future success; and
- prepare students to address a critical workforce need related to technology knowledge, skills and application.

The Architecture



- Organized into five components:

- Grade Band
- Concept
- Standard
- Learning Priority
- Performance Indicator

Grade Band Overview ...found at the beginning of each grade band

PRIMARY (K-2)

The technology standards at the primary level provide an entry -point into necessary knowledge, skills, and competencies that equip students for a successful future. This goal requires the understanding of content that helps: empower learners, create responsible digital citizens, facilitate knowledge construction, design and innovate for learning, think computationally, communicate creatively, and collaborate with a global mindset.

Application of the technology standards at the primary level should focus on active learning and integrating the identified skills into other disciplines. These standards provide a clear progression of skills, and students develop a broad conceptual understanding of technology. All content teachers should provide opportunities for students to apply the skills and knowledge identified.

INTERMEDIATE (3-5)

The technology standards at the intermediate level continue to lay the foundation of necessary knowledge, skills, and competencies that equip students for a successful future. This goal requires the understanding of content that helps: empower learners, create responsible digital citizens, facilitate knowledge construction, design and innovate for learning, think computationally, communicate creatively, and collaborate with a global mindset.

Application of the technology standards at the intermediate level should focus on active learning and integrating the identified skills into other disciplines. These standards provide a clear progression of skills, and students develop a broad conceptual understanding of technology. All content teachers should provide opportunities for students to apply the skills and knowledge identified.

MIDDLE (6-8)

The technology standards at the middle school level expand upon the framework of necessary knowledge, skills, and competencies that equip students for a successful future. This goal requires the understanding of content that helps: empower learners, create responsible digital citizens, facilitate knowledge construction, design and innovate for learning, think computationally, communicate creatively and collaborate with a global mindset.

Application of the technology standards at the middle school level should focus on active learning and integrating the identified skills into other disciplines. These standards provide a clear progression of skills, and students develop a broad conceptual understanding of technology. All content teachers should provide opportunities for students to apply the skills and knowledge identified.

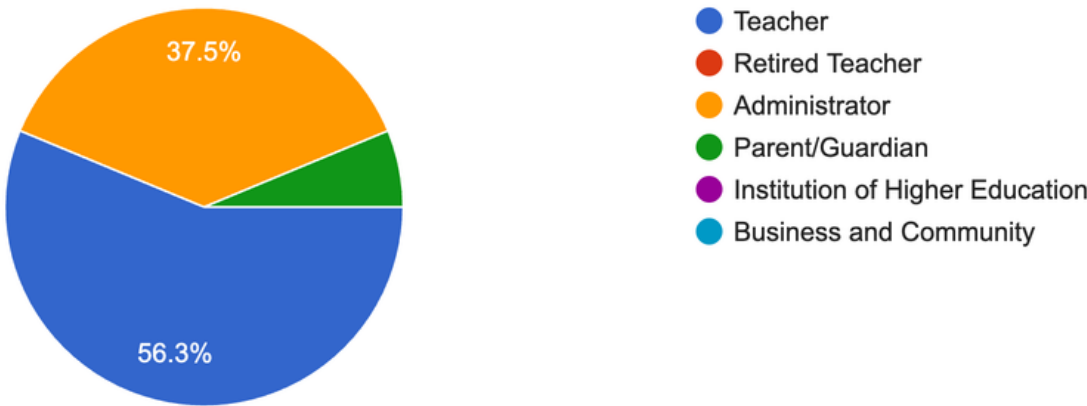
HIGH (9-12)

The technology standards at the high school level serve as a culmination of the necessary knowledge, skills, and competencies that equip students for a successful future. This goal requires the understanding of content that helps: empower learners, create responsible digital citizens, facilitate knowledge construction, design and innovate for learning, think computationally, communicate creatively and collaborate with a global mindset.

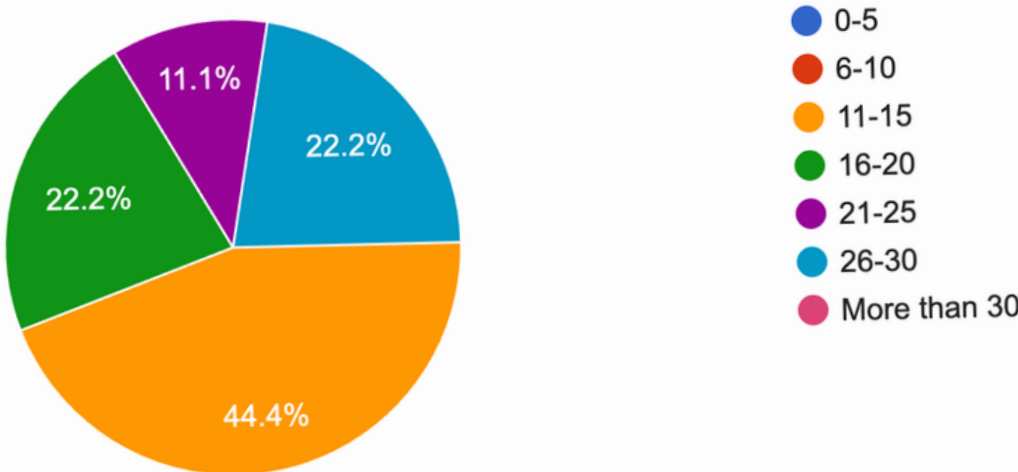
Application of the technology standards at the high school level should focus on active learning and integrating the identified skills into other disciplines. These standards provide a clear progression of skills, and students develop a broad conceptual understanding of technology. All content teachers should provide opportunities for students to apply the skills and knowledge identified.

Public Comment Results

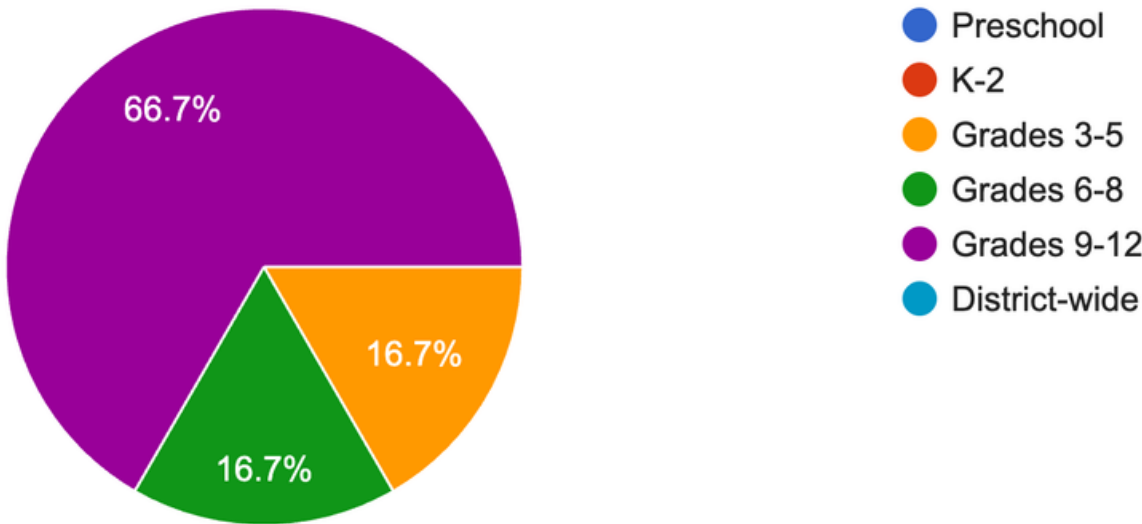
Which role best describes your affiliation with Kentucky public schools?



How many years teaching experience do you have?



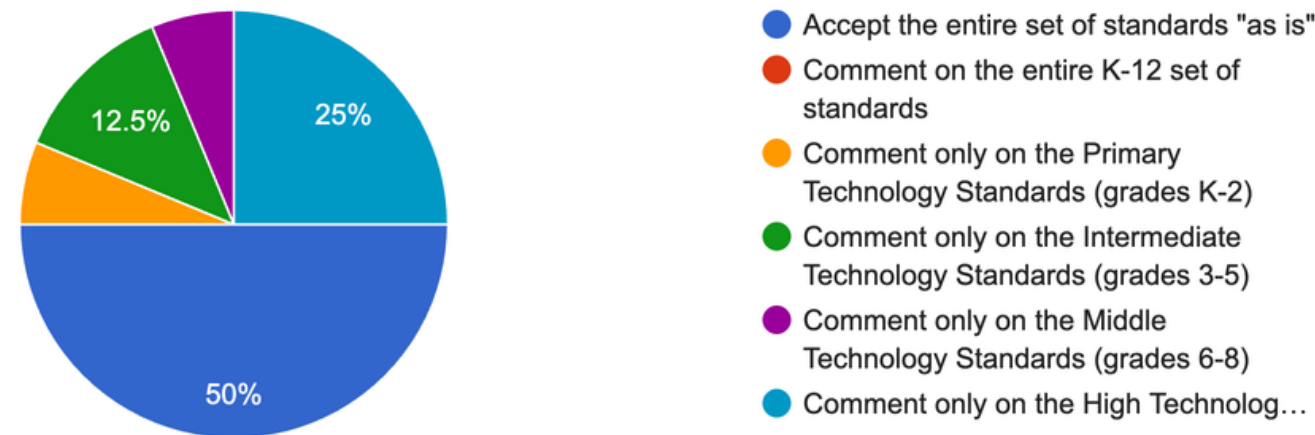
For what area are you currently an administrator?



- 99% approval of the KY Academic Standards for Technology
- Feedback resulted in minor adjustments to grammar, punctuation, the addition of Artificial Intelligence (AI) and alignment with other standards

Public Comment Results

How would you like to provide feedback to the technology standards?



Codified Responses:

- Overall Accept As Is: 50%
- Primary Accept As Is: 6.3%
- Intermediate Accept As Is: 12.5%
- Middle Accept As Is: 6.3%
- High Accept As Is: 25%
- Comments: add AI to all grade bands

Some feedback comments:

- I feel it is important for our students to have standards in the area of technology. The only thing my students have known, in their lifetime, is the use of technology. Therefore, they should be taught how to use technology quickly and efficiently.
- Technology is the backbone for the school I lead.
- It affects my district and students.
- I was on the initial committee that developed the Technology Standards before moving to an administrative role. I greatly appreciate the AI considerations in the standards in both Middle and High School standards. It is imperative that AI be integrated into our instruction and strengthen appropriate usage and knowledge of this resource. Thank you for the invaluable work on the presented standards!

The background of the slide is a composite image. The top left portion shows two yellow school buses, with the one in front labeled 'SCHOOL BUS' and the number '32'. The bottom left portion shows a classroom with blue walls, decorated with colorful balloons and framed pictures. Several desks and chairs are visible in the foreground.

Proposed Amendments to 703 KAR 5:270, Kentucky's Accountability System

**Jennifer Stafford, Ed. D, Associate Commissioner
Jennifer Larkins, Policy Advisor
Office of Assessment and Accountability**

House Bill 257 Changes to Kentucky's Assessment and Accountability Systems

Assessment

- Removal of On Demand Writing and Editing & Mechanics

Accountability

- Removal of Status and Change language for evaluating state indicators
- Removal of Quality of School Climate and Safety indicator
- Addition of Individual Student Growth in Reading and Mathematics and Chronic Absenteeism as new state indicators

Summary of Proposed Changes Informed by KBE and Advisory Group Input

- Definitions
 - Added new definitions, clarified others
- Added new components, updated or deleted others (e.g., removal of Status and Change)
- Added growth value table for individual student growth in reading and mathematics
- New overall accountability weights
- Impact of changes by House Bill 562
- Technical and clarifying amendments



Legislation

Tasks for the Board

- Provide feedback on recommended amendments:
 - Individual Student Growth in Reading and Mathematics Growth Value Table
 - Subdivision of performance levels
 - Awarded points
 - Overall Accountability Weights
- Share thoughts, questions, or recommendations regarding all other proposed changes included in the regulation.

Growth Value Table for Individual Student Growth in Reading and Mathematics

Growth Value Table Individual Student Growth in Reading and Mathematics (Points for student performance in Year 2, given performance in Year 1)								
Prior Year	Novice Low	Novice High	Apprentice Low	Apprentice High	Proficient Low	Proficient High	Distinguished Low	Distinguished High
Distinguished High	0	0	0	0	0	0	50	125
Distinguished Low	0	0	0	0	0	50	100	125
Proficient High	0	0	0	0	50	100	100	125
Proficient Low	0	0	0	50	100	100	125	125
Apprentice High	0	0	50	100	100	125	125	125
Apprentice Low	0	0	100	100	125	125	125	125
Novice High	0	50	100	125	125	125	125	125
Novice Low	0	100	125	125	125	125	125	125



Growth Value Table for Individual Student Growth in Reading and Mathematics **Updated after SCAAC**

Growth Value Table
Individual Student Growth in Reading and Mathematics
(Points for student performance in Year 2, given performance in Year 1)

Prior Year	Novice Low	Novice High	Apprentice Low	Apprentice High	Proficient Low	Proficient High	Distinguished Low	Distinguished High
Distinguished High	0	0	0	0	0	0	50	125
Distinguished Low	0	0	0	0	0	50	100	125
Proficient High	0	0	0	0	50	100	110	125
Proficient Low	0	0	0	50	100	110	125	125
Apprentice High	0	0	50	100	110	125	125	125
Apprentice Low	0	0	100	110	125	125	125	125
Novice High	0	50	110	125	125	125	125	125
Novice Low	0	110	125	125	125	125	125	125

Current Overall Accountability Weights

	State Assessment Results in Reading and Mathematics	State Assessment Results in Science , Social Studies and Writing	English Learner Progress	Quality of School Climate and Safety	Postsecondary Readiness	Graduation Rate
Elementary Schools	51	40	5	4	N/A	N/A
Middle Schools	46	45	5	4	N/A	N/A
High Schools	45	20	5	4	20	6



Legislation

Proposed Overall Accountability Weights

	State Assessment Results in Reading and Mathematics	Individual Student Growth in Reading and Mathematics	State Assessment Results in Science and Social Studies	English Learner Progress	Chronic Absenteeism	Postsecondary Readiness	Graduation Rate
Elementary Schools	35	25	30	5	5	N/A	N/A
Middle Schools	35	25	30	5	5	N/A	N/A
High Schools	45	N/A	20	5	5	20	5

The combined weight of academic indicators (Reading/Math, Growth, Graduation Rate, and English Language Proficiency) must be substantially higher than the School Quality and Student Success (SQSS) indicator(s).



Legislation



Kentucky Department of
EDUCATION

Next Steps for 703 KAR 5:270, Kentucky's Accountability System



Date	Advisory Group
July 21	School Curriculum, Assessment and Accountability Council
July 28	Local Superintendents Advisory Council
Aug. 5-6	Kentucky Board of Education
Aug. 19	Kentucky Technical Advisory Committee

Date	Advisory Group
Sept. 15	School Curriculum, Assessment and Accountability Council
Sept. 29	Local Superintendents Advisory Council
Oct. 7-8	Kentucky Board of Education

KRS 158.6455(1)(g): Prior to promulgating administrative regulations to revise the accountability system, the board shall seek advice from the School Curriculum, Assessment, and Accountability Council; the Office of Education Accountability; the Education Assessment and Accountability Review Subcommittee; and the department's technical advisory committee.

Additional groups will be consulted in August and September.