



Kentucky Department of

**E D U C A T I O N**

## **Inquiry Practices of the *KAS for Social Studies* Module Overview**

### **Design of Module**

The Inquiry Practices of the *Kentucky Academic Standards (KAS) for Social Studies* module provides support for understanding and implementing the inquiry practices of Questioning, Investigating, Using Evidence and Communicating Conclusions.

### **Module Goals**

The goals of the Inquiry Practices of the *KAS for Social Studies* module are for districts and schools to:

- Understand the inquiry practices as outlined in the *KAS for Social Studies*.
- Define inquiry as outlined in the *KAS for Social Studies*.
- Understand the characteristics of compelling and supporting questions.
- Acquire ways to get students to engage with and create compelling and supporting questions when required.
- Understand the skills and progressions found within the Using Evidence standards.
- Understand the four components of the Communicating Conclusions standards and find examples and strategies to implement these components.

### **Section A: Introduction: What is Inquiry?**

- Essential objective: To explain inquiry as defined in the *KAS for Social Studies*.
- Key features: Introduces the key elements of inquiry, highlights the inquiry practices found within the *KAS for Social Studies* and discusses creating a culture of inquiry.

### **Section B: What are Compelling Questions and how do students ask them?**

- Essential objective: To build an understanding of compelling questions.
- Key features: Provides an in depth look at compelling questions, including their design and a discovery task for identifying them. Strategies for asking compelling questions and questioning caveats are also discussed.

### **Section C: What are Supporting Questions and how do students ask them?**

- Essential objective: To build an understanding of supporting questions.
- Key features: Provides an in depth look at supporting questions, including characteristics and design and a discovery task for identifying them. Strategies for asking supporting questions are also discussed.

### **Section D: How do students investigate through the disciplinary strand standards?**

- Essential objective: To build an understanding of the how inquiry and the disciplinary strand standards interact.
- Key features: Explains the role of investigation within the inquiry practices and includes an overview of each of the four disciplines found within the *KAS for Social Studies*. Additionally, videos and a variety of sources are provided that explain inquiry in each of the four disciplines.



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**Section E: How do students use the Using Evidence standards to analyze sources and apply relevant information to make evidence-based claims?**

- Essential objective: To build an understanding of the Using Evidence standards.
- Key feature: Explains the purpose and value of using evidence and shows how the Using Evidence standards progress. Additionally, a deeper dive for elementary, middle and high school is provided and each section contains an application activity.

**Section F: How do the Communicating Conclusion standards support students in synthesizing knowledge to support civic engagement?**

- Essential objective: To build an understanding of the Communicating Conclusions standards.
- Key features: Explains the purpose and function of the Communicating Conclusions standards. This section explains how constructing explanations and arguments help prepare students for civic life. Additionally, a deeper dive into civic action and examples of taking action are provided.

**Section G: Reflection**

- Essential objective: To reflect on the information, resources and activities participants engaged with in this module.
- Key feature: Participants will complete a graphic organizer as a reflection, participate in a gallery walk and examine the impact of the important components of this work on their current practice.