



Kentucky Department of
E D U C A T I O N

Kentucky Academic Standards for Social Studies (2022)
At a Glance

Overview

Section 4(3)(a) of Senate Bill 1 (2022) created [KRS 158.196](#), which requires the Kentucky Department of Education (KDE) to incorporate fundamental American documents and speeches into the grade-level appropriate middle and high school social studies academic standards and align corresponding assessments. KDE brought together educators from across the state who serve on the social studies Advisory Panels and Review Committee to incorporate the fundamental documents into the *KAS for Social Studies (2022)*.

The *KAS for Social Studies* was revised in two ways to meet the requirements of KRS 158.196. Firstly, the APs and RC added two new standards, one for middle school and one for high school. Secondly, the APs and RC revised the Disciplinary Clarifications to support teachers when implementing the fundamental documents outlined in KRS 158.196.

Two new standards

The APs and RC added two new standards, one for Grade 8 and one for High School US. History, to address KRS 158.196 and to align with the Grade 5 standard 5.H.CH.1:

- **8.H.CH.6** Analyze the impact of fundamental documents and speeches on the development of the United States from 1600 to 1877 that shall include but are not limited to the following:
 - The Mayflower Compact
 - The Declaration of Independence
 - The Constitution of the United States
 - The Federalist No. 1 (Alexander Hamilton)
 - The Federalist Nos. 10 and 51 (James Madison)
 - The June 8, 1789, speech on amendments to the Constitution of the United States by James Madison
 - The first ten (10) amendments to the Constitution of the United States, also known as the Bill of Rights
 - The 1796 Farewell Address by George Washington
 - The United States Supreme Court opinion in *Marbury v. Madison*, 5 U.S. 137 (1803)
 - The Monroe Doctrine by James Monroe
 - What to the Slave is the Fourth of July? speech by Frederick Douglass
 - The United States Supreme Court opinion in *Dred Scott v. Sanford*, 60 U.S. 393 (1857)
 - Final Emancipation Proclamation by Abraham Lincoln
 - The Gettysburg Address by Abraham Lincoln
 - Declaration of Rights of the Women of the United States by Susan B. Anthony, Matilda Joslyn Gage, and Elizabeth Cady Stanton
- **HS.UH.CH.7** Evaluate the impact of fundamental documents and speeches on the development of the United States from 1877 to present that shall include but are not limited to the following:
 - The September 18, 1895 Atlanta Exposition Address by Booker T. Washington
 - Of Booker T. Washington and Others by W.E.B. Du Bois
 - The United States Supreme Court opinion in *Plessy v. Ferguson*, 163 U.S. 537 (1896)
 - The August 31, 1910, New Nationalism speech by Theodore Roosevelt
 - The January 11, 1944, State of the Union Address by Franklin D. Roosevelt
 - The United States Supreme Court opinions in *Brown v. Board of Education of Topeka*, 347 U.S. 483 (1954) and *Brown v. Board of Education of Topeka*, 349 U.S. 294 (1955)
 - Letter from Birmingham Jail by Martin Luther King, Jr.
 - The August 28, 1963, I Have a Dream speech by Martin Luther King, Jr.
 - *A Time for Choosing* by Ronald Reagan

Disciplinary Clarifications and Instructional Support

Following the standards for **each grade K-12**, disciplinary clarifications are provided. The disciplinary clarifications include sample ideas of content and concepts to help teachers better understand the expectations of the standards. The APs and RC included the fundamental documents throughout the Disciplinary Clarification statements from elementary to high school to support teachers and students when contextualizing the fundamental documents outlined in KRS 158.196. The identified disciplinary clarifications are possible suggestions; however, they are not the only pathways and are not comprehensive to obtain mastery of the standards. Disciplinary clarifications and instructional support begin on page 27 for kindergarten, 129 for Grade 8 and 167 for High School US History. Additional examples of the disciplinary clarifications and instructional support are identified in the hyperlinked Table of Contents.

Focused highlights of the *KAS for Social Studies (2022)*

- The **Writers Vision** is stated on page 7 of the *KAS for Social Studies*.
- **Design Considerations** are detailed on page 8 of the document.
- **Architecture** provides grade level view (beginning on page 18) and K-12 progressions organized by grade level, inquiry practice, discipline, and concepts and practices (beginning on page 193).
- **Organization of the Standards:** Within the architecture, the standards place an equal importance on both the mastery of important social studies concepts and disciplinary practices. Throughout a child's social studies education, students engage in the inquiry practices – questioning, investigating, using evidence and communicating conclusions. Students use these practices to acquire, refine and extend knowledge and understanding of key social studies concepts within the four disciplinary lenses of civics, economics, geography and history. Page 10 provides an infographic detailing how the four disciplines are used within the Inquiry Practices.
- The **Inquiry Practices:** The *KAS for Social Studies* is organized around the inquiry practices of questioning, investigating, using evidence and communicating conclusions. Students consider or pose questions and then investigate those questions through the disciplinary lenses of civics, economics, geography and history. Students complete the inquiry process by communicating evidence-based conclusions. (See pages 10 and 11.) Grade level inquiry standards are included K-12.
- The **Concepts and Practices:** Within the disciplinary strands, students engage with disciplinary concepts and practices. Disciplinary concepts are the broad ideas that enable a student to understand the language of each discipline and are designed to remain with students long after they are transition ready. The disciplinary practices refer to the skills students are expected to learn and apply when engaging with the disciplinary concepts. (See pages 13-16.)
- **Social Studies as both knowledge and skill:** Teacher writers from across Kentucky were committed to striking a balance between the content and skills students are required to know and be able to do as both are required to successfully engage in “doing” social studies. They believe educators must impart meaningful content to students and teach them how to think critically about the world and their place in it relative to past events. Neither development of the inquiry practices nor development of the knowledge and understanding within the disciplinary lenses of civics, economics, geography or history is sufficient on its own to equip young people with the knowledge and skills necessary to carry on the ideals of the founders.
- **K-8 Grade-Level Overviews:** Grade-level overviews were added in kindergarten through grade 8 that include an expanded grade-level introduction, suggested key vocabulary, connections to the previous and following grade, an explanation of what inquiry looks like in practice and opportunities for cross disciplinary connections. The grade-level theme presented for K-8 drives the standards within the concepts and practices through the four disciplines of civics, economics, geography and history.
- **Grade-level introductions:** The expanded introduction provides additional information on the grade-level theme and explains how the goal of social studies education connects with students as they progress through their social studies education. The expanded introduction provides examples of how learners engage with each of the four disciplines.
- **Suggested key vocabulary:** The writing committee identified terms that they felt were essential to understanding the content and skills in the standards. The identified key vocabulary terms listed are possible suggestions; they are not the only terms that may be used during instruction.
- **Looking Back, Looking Ahead: progression snapshots:** The progression snapshots are short summaries of the previous and following grades that provide information on the focus of a student's social studies learning experience in the previous and following grade. This snapshot provides a short narrative on how the current grade's theme progresses.
- **What this would look like in practice:** This section provides guidance on how to combine the standards into a learning experience for students and how the standards work together to ensure students are engaged in the inquiry practices throughout K-8. The identified sample evidence of learning is a possible suggestion of how the disciplinary strand standards interact with the inquiry practices; however, it is not the only pathway and is not comprehensive to obtain mastery of the standards.

- **Opportunities for cross disciplinary connections:** In this section, connections are made between the *KAS for Social Studies* and the *Kentucky Academic Standards (KAS) for Reading and Writing* to provide support on how cross disciplinary connections may be made between the content areas.
 - See pages 22-24 for the kindergarten grade-level overview, pages 81-83 for grade 5, and pages 121-123 for grade 8. Additional examples of the specific grade-level overviews are identified in the hyperlinked Table of Contents.
- **Grade band overviews:** Grade band overviews for K-5 (page 21), 6-8 (page 93) and high school (pages 139-140) are included to provide guidance on what effective social studies education looks like in each grade band. In K-8, short introductions are included with the architecture to provide a brief overview of the theme. In high school, each discipline includes an introductory paragraph that provides an overview of the standards within the concepts and practices that will be mastered prior to high school graduation.
- **Appendix A- Kindergarten through High School Progressions:** The *KAS for Social Studies* have been organized in progressions from K-12 by grade level, inquiry practice, discipline, and concepts and practices to aid districts in curriculum development. (See pages 193-75.)
- **Support for Educators when implementing the revised *KAS for Social Studies (2022)***
- *Glossary of Terms for the Kentucky Academic Standards (KAS) for Social Studies (2022)* was revised by the APs and RC to provide the definition of fundamental documents:
 - **Fundamental documents:** Documents that provide significant insight into key actions, movements or moments or help establish a precedent or core principles.