

**My school is trying to figure out the best way to approach standards implementation. What should we consider first?**

[Professional Learning Communities in the \*Model Curriculum Framework\*](#)

This section of the *Model Curriculum Framework* is designed to provide guidance on creating a culture of continuous improvement through the implementation of Professional Learning Communities (PLCs). It takes a closer look at the rationale for the need for PLCs as well as providing clarity on the ongoing work of the PLC process. In addition, this section provides guidance to school and district leaders on implementation and to teachers in being effective members of a highly effective PLC. **Appendix B and C contain a toolkit of resources to support this work.**

**I am new to the KAS for Social Studies. Where do I start?**

The following are recommended in order:

[Social Studies Standards At a Glance](#)

This document provides a quick two page overview of the *KAS for Social Studies*.

[KAS for Social Studies document](#)

It is important to spend time becoming familiar with the standards document itself, as this is the foundation for all social studies work in Kentucky. Additionally, the *KAS for Social Studies* contains several sections that are designed to support educators when implementing the standards.

[Glossary of Terms](#)

After you have read the *KAS for Social Studies*, you may refer to the Glossary of Terms to clarify vocabulary from the document. 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. Additionally, it is important to note that merely knowing the definitions of these terms is not enough to obtain mastery of the standards.

[Getting to Know the KAS for Social Studies](#)

This module provides foundational knowledge of the *KAS for Social Studies*. The goals of this module are to:

- Build a shared understanding of the *KAS for Social Studies* document.
- Strengthen the connection between the components of the *KAS for Social Studies* and the way those components can support teachers in the process of designing standards-aligned instruction.
- Experience how the changes in the *KAS for Social Studies* can and will be reflected in student experiences within Kentucky classrooms.
- Identify and prioritize areas where future professional learning opportunities will be needed in the implementation process with the *KAS for Social Studies* and discuss plans to address those areas.

The [Facilitator's Guide](#) that provides suggestions for structuring each section, recommended activities to prompt meaningful investigation of the *KAS for Social Studies* and guidance on talking points to use with the provided slideshows.

[Inquiry Practices of the KAS for Social Studies](#)

This module provides support for understanding and implementing the inquiry practices of the *KAS for Social Studies*. The goals of this module are 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.

**I have a good understanding of the *KAS for Social Studies* document. What next?**

**The following are recommended in order:**

[Minding the Gap Module](#)

This module supports districts, local schools and professional learning communities (PLCs) in building knowledge and capacity around the *KAS for Social Studies* by supporting educators in building a common understanding of the standards while identifying and addressing gaps and overlaps in current practice and curricula throughout implementation. The goals of this module are to:

- Build a shared understanding of the *KAS for Social Studies* progressions and grade level expectations.
- Map the expectations of the *KAS for Social Studies* to current practice and curricula.
- Identify gaps and overlaps between the *KAS for Social Studies* and current practice and curricula.
- Identify and prioritize gaps that exist and consider available curriculum resources, time allocation for each content area, and any additional solutions to eliminate gaps.
- Create a proposed plan of action to successfully implement the *KAS for Social Studies* and close gaps

[Social Studies Instructional Resources Alignment Rubric](#)

This document guides districts in assessing existing or purchasing new instructional resources to determine what revisions may be needed to ensure alignment to the *KAS for Social Studies*.

[Social Studies Assignment Review Protocol](#)

This rubric helps teachers, leaders and other stakeholders answer the question, “Does this assignment give students the opportunity to meaningfully engage in worthwhile grade-level content?”

[Social Studies Student Assignment Library](#)

The Social Studies Student Assignment Library provides examples of student assignments that are weakly, partially and strongly aligned to standards. The assignments can be used with the [Assignment Review Protocol](#) to develop a better understanding of the tool and how it can be applied to a teacher’s own work. Additionally, the Social Studies Student Assignment Library contains guidance entitled Teacher Notes, which are designed to support educators in implementing assignments that are strongly aligned to the *KAS for Social Studies*. Teacher Notes, which are available for kindergarten – high school, are a series of instructional tasks that support students in investigating a compelling question. These documents also contain authentic student work samples from Kentucky classrooms.

[Social Studies Student Work Review Protocol](#)

The Student Work Review Protocol helps teachers answer the question, “Are students demonstrating the expectations of the content and skills of the *KAS for Social Studies*?”

[Performance Assessments in Social Studies Module](#)

This module explains the value of creating and implementing effective performance assessments in social studies. The goals of this module are to:

- Learn about different types of assessments in social studies.
- Begin to learn how to use standards to build assessments to identify if students are reaching the standards.
- Identify strategies to build performance assessments in social studies.
- Build an understanding of the inquiry practices in the *KAS for Social Studies*.
- Build an understanding of the qualities of high-quality rubrics in social studies.
- Plan how to review and revise assessments using student work.

[Creating Collaborative Civic Spaces Module](#)

This module explains the value of creating collaborative civic spaces in classrooms to enable effective communication and discourse among students. Collaborative civics spaces are safe places where students can

collaborate on civic issues and action plans through civil discussion and democratic discourse while proposing solutions and developing action plans. The goals of this module are to:

- Review how the instructional shifts of the *KAS for Social Studies* require the cultivation and nurturing of collaborative civic spaces.
- Examine data that highlights some of the challenges to creating collaborative civic spaces.
- Examine the role of teachers and students in building a collaborative civic space.
- Explore tools and resources to engage student voice in building a collaborative civic space.
- Examine the proven practice of current and controversial issue discussions.
- Analyze strategies that can be used to support current and controversial issue discussions through inquiry.

□ [Including Diverse Groups of the \*KAS for Social Studies\* Module](#)

This module is designed to support educators in designing a high-quality, standards-aligned local curriculum that encourages intercultural understanding. The *KAS for Social Studies* require including the perspectives of diverse groups in Kentucky classrooms and local curriculum. This task is critically important not only for students to master the *KAS for Social Studies*, but also to promote an inclusive and culturally responsive learning environment. However, including diverse groups effectively can be a challenging task. The goals of this module are to:

- Review how the instructional shifts of the *KAS for Social Studies* require students to be culturally literate, socially responsible, civically engaged and able to analyze issues from multiple perspectives.
- Learn ways to include diverse groups in Kentucky classrooms and local curriculum.
- Explore tools and resources to support the inclusion of diverse groups in Kentucky classrooms and local curriculum.
- Analyze strategies that can be used when evaluating the local curriculum to include diverse groups.

□ [Supporting Students in Using Evidence Module Series](#)

This module series supports teachers in supporting students' comprehension of complex, text-based sources. The following modules are included within this series:

- [Module One: Using Evidence and the \*KAS for Social Studies\*](#) focuses on the requirements and skill demands of the Using Evidence standards.
- [Module Two: Supporting Teachers When Selecting Sources](#) discusses the need to create source sets that use a variety of source types to encourage investigations of compelling and supporting questions.
- [Module Three: Supporting Teachers When Engaging with Complex Sources](#) provides guidance for teachers on how to support students when engaging with complex, text-based sources.
- [Module Four: What Should Students Do Before Engaging with a Source?](#) explains what teachers and students do prior to reading a source to support comprehension.
- [Module Five: What Should Students Do While Engaging with a Source?](#) provides strategies teachers can use to support a student's independent, active reading of a text-based source.
- [Module Six: What Should Students Do After Engaging with a Source?](#) explains how students should regularly reflect on what they read to engage in more complex social studies skills. Additionally, this module supports teachers in developing coherent periods of learning that encourages students' mastery Using Evidence standards of the *KAS for Social Studies*.

**I am ready to take it to the next level. What are my next steps for implementing the *KAS for Social Studies*?**

□ [Elementary Social Studies Focus: Healthy Integration of the \*Kentucky Academic Standards \(KAS\) for Social Studies\* and the \*Kentucky Academic Standards \(KAS\) for Reading and Writing Professional Learning Module\*](#)

This module explains the value of social studies experiences for students in elementary school, and the benefits of content knowledge for reading comprehension and writing skills. Additionally, this module focuses on building teacher capacity to effectively integrate the *KAS for Social Studies* and the *KAS for Reading & Writing*. Participants will discover the connections between the two sets of standards and be empowered to teach social studies as a compelling context for growing proficient readers and writers. Those goals of this module are:

- Engage with the *KAS for Social Studies* and the *KAS for Reading and Writing*.
- Answer the question, "Why teach social studies?"

- Learn how to incorporate healthy integration between the *KAS for Social Studies* and the *KAS for Reading and Writing* while maintaining discipline integrity.
- Explore examples of healthy integration between the *KAS for Social Studies* and the *KAS for Reading and Writing*.

### What resources provide best practices in education with a focus on social studies?

#### Evidence-based Instructional Practice (EBIPS)

Research consistently indicates the importance of students having access to quality, standards-aligned grade-level instruction. All of the work to create a written guaranteed and viable curriculum, to break down the standards and create aligned assessments is necessary, but the quality of the day-to-day classroom instruction students receive has a significant impact on their overall achievement. As teachers implement their local standards-aligned curriculum, it is important that they strategically and intentionally use evidence-based instructional practices that support students in reaching the intended learning outcomes. There are six evidence based practices and each practice contains an overview document and specific content area resources:

#### EBIP 1: Establishing the Learning Environment

- [EBIP 1 Overview](#)
- [EBIP 1: Social Studies](#)

#### EBIP 2: Clarifying and Sharing Clear Learning Goals

- [EBIP 2 Overview](#)
- [EBIP 2: Social Studies](#)

#### EBIP 3: Explicit Teaching and Modeling

- [EBIP 3 Overview](#)
- [EBIP 3: Social Studies](#)

#### EBIP 4: Discussion

- [EBIP 4 Overview](#)
- [EBIP 4: Social Studies](#)

#### EBIP 5: Questioning

- [EBIP 5 Overview](#)
- [EBIP 5: Social Studies](#)

#### EBIP 6: Meaningful Feedback

- [EBIP 6: Social Studies](#)

#### [Writing Across Disciplines](#)

*Writing Across Disciplines Foundational Document* was developed by an interdisciplinary team of consultants and contains sample discipline-specific writing tasks in reading and writing, mathematics, social studies, science and visual/performing arts.

#### [Writing to Learn in Social Studies](#)

Teachers utilize Writing to Learn to help deepen students' understanding of the subjects they are studying, to engage students in thinking, to provide opportunities for applying, extending and developing skills, and to help students reflect on their learning. Sample tasks with student examples are provided for Second Grade, Fifth Grade, Eighth Grade and High School World History.

### What resources are available to support implementation of a comprehensive balanced system of assessment in my school or district?

#### [Balanced Assessment Professional Learning Series Modules](#)

This professional learning series, developed in partnership with WestEd, is designed to support educators in leveraging quality assessment practices in order to effectively implement the standards and support all students in achieving their learning goals. Each module contains social studies specific examples and a PowerPoint and Facilitator's Guide for a one-hour professional learning session and a one-hour teacher collaboration activity.

- ❑ [Comprehensive Balanced System of Assessment](#)  
In this module, participants learn about the essential components of a comprehensive, balanced assessment system and how different assessments can work together to support student learning.
- ❑ [Understanding Formative Assessment](#)  
In this module, participants build a common understanding of the assessment cycle in the formative assessment process.
- ❑ [Clarifying and Sharing Learning Goals and Success Criteria](#)  
In this module, participants will focus on how to elicit meaningful evidence of student learning through clarification of learning progressions, learning goals and success criteria.
- ❑ [Eliciting Evidence of Student Learning](#)  
In this two-part module, participants learn about designing and eliciting evidence of student learning aligned to the standards and valid assessment practices.
- ❑ [Interpreting Evidence of Student Learning](#)  
In these content-specific modules, participants learn about strategies for interpreting student evidence, engaging students in the interpretation and analysis of their own evidence and identifying patterns in student responses to inform teacher and student learning.
- ❑ [Acting on Evidence of Student Learning](#)  
In these content-specific modules, participants learn about strategies to adjust instruction in the moment as well as to improve teacher practice over time.

#### What other resources are available?

- ❑ Social Studies Course Standards documents
  - Course Standards documents are available on the [Social Studies Course Standards Documents webpage](#) for all social studies courses at the elementary, middle, and high school levels for courses that are either required or can be used to fulfill minimum high school graduation requirements.
  - Districts and schools can arrange the essential high school social studies content within the three-credit minimum high school graduation requirement to best meet the needs of their students. A local board of education may substitute an integrated, applied, interdisciplinary or higher-level course for a required course if the alternative course provides rigorous content and addresses the same academic expectations. Visit the [Kentucky Uniform Course Codes](#) webpage for more information.
  - The Kentucky Department of Education (KDE) has created a three-course social studies series as an additional option for schools and districts to meet the minimum high school graduation requirements for social studies: [Social Studies 1](#), [2](#) and [3](#). The social studies courses are intended to:
    - Offer schools an additional, integrated way to meet minimum high school graduation requirements for social studies; and
    - Offer a pathway to ensure that students receive instruction in all of the *KAS for Social Studies* during the course sequence.

For more information, including course descriptions, visit the [Searchable State Course Codes Database \(SSCD\)](#).

#### What resources are available to support parents and caregivers?

- ❑ [Standards Family Guides](#)  
The *Kentucky Academic Standards (KAS)* Family Guides have been developed to help families familiarize themselves with the content of each grade level's standards. Each guide contains a standards overview for Reading & Writing, Mathematics, Science and Social Studies.