



Proposed *Kentucky Academic Standards for Social Studies, 2019*

Focused highlights:

1. The **Writers Vision** is stated on page 10 of the draft *Kentucky Academic Standards (KAS) for Social Studies*.
 - a. Aligns with SB 1 requirements and public feedback.
2. **Design Considerations** are detailed on page 11 of the document.
3. **Architecture** provides grade level view (beginning on page 22) and K-12 progressions organized by grade level, inquiry practice, discipline, and concepts and practices (beginning on page 155).
 - a. Viewed 17 state models.
 - b. Aligns with SB1 requirements and public feedback.
4. **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.
 - a. Throughout a child’s social studies education, students engage in the inquiry practices – questioning, investigating, using evidence and communicating conclusions.
 - b. 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 13 provides an infographic detailing how the four disciplines are used within the Inquiry Practices.
5. The **Inquiry Practices:** The *KAS for Social Studies* are organized around the inquiry practices of questioning, investigating, using evidence and communicating conclusions. Students will 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 13 and 14.)
 - a. Inquiry instruction requires teachers and students to ask questions that drive student investigation of the subject matter.
 - b. Students will engage in inquiry using the tools, conceptual understandings and the language of political scientists, economists, geographers and historians at a developmentally appropriate level.
 - c. Students will craft arguments, apply reasoning, make comparisons, corroborate their sources and interpret and synthesize evidence as political scientists, economists, geographers and historians.
 - d. Grade level inquiry standards are included K-12.
6. 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 refers to the skills students are expected to learn and apply when engaging with the disciplinary concepts. (See pages 16-19.)
7. **Social Studies as both knowledge and skill:** In developing the architecture of the revised *KAS for Social Studies*, 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.

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 in the introduction 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. Additionally, the expanded introduction provides examples of how learners engage with each of the four disciplines during the year.
 - 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 teachers 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 26-28 for the kindergarten grade-level overview, pages 84-86 for grade 5, and pages 124-126 for grade 8. Additional examples of the specific grade-level overviews are identified in the Table of Contents.

9. **Disciplinary Clarifications and Instructional Support:** Following the grade-level standards for each grade (K-8), 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 identified disciplinary clarifications are possible suggestions; however, they are not the only pathways and are not comprehensive to obtain mastery of the standards.

See pages 31-35 for the kindergarten disciplinary clarifications and instructional support. Additional examples of the disciplinary clarifications and instructional support are identified in the Table of Contents.

10. Significant changes

- Grade level content standards K-3:** In order to promote foundational learning in kindergarten through grade 3, the *KAS for Social Studies* have grade-level standards K-3 (beginning on page 29).
- Grade level theme shifts within K-8:** The grade-level theme presented K-8 in the introduction drives the standards within the concepts and practices through the four disciplines of civics, economics, geography and history. While all grades are impacted by theme revisions, Grades 4, 6 and 7 have the largest theme shifts.
- Kentucky Studies:** Discipline specific Kentucky studies are included, where appropriate, throughout a child’s social studies education K-12.

11. Additional highlights:

- Grade band overviews:** Grade band overviews for K-5 (page 25), 6-8 (page 96) and high school (pages 139-140) are included to provide guidance 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 155-227.)