



Evidence-Based Instructional Practices

Explicit Teaching and Modeling and the Kentucky Academic Standards for Social Studies

The [Explicit Teaching and Modeling Overview](#) provides the research base associated with this evidence-based instructional practice.

What are connections between the Evidenced-Based Instructional Practice #3: Explicit Teaching and Modeling and the *Kentucky Academic Standards (KAS) for Social Studies*?

The *KAS for Social Studies* sets the foundation for student exploration of the relationships and interactions among individuals and groups at local, state, national and international levels through the disciplines of civics, economics, geography and history and the inquiry practices of questioning, investigating, using evidence and communicating conclusions. To achieve this aim, educators must use explicit teaching and modeling when/in presenting concepts to students with a balance of conceptual and procedural knowledge through supervision, encouragement and the building on of initial instruction.

In a social studies classroom, discovery and explicit learning can co-exist as students need support with understanding new or complex information when engaging with the inquiry practices and the disciplinary strand standards of the *KAS for Social Studies*. For example, teachers must:

- Scaffold students' understanding of and skill in asking compelling and supporting questions to empower them in generating questions on their own.
- Provide clear, detailed instructions and explanations and chunk content to support students in synthesizing their knowledge of the disciplinary strand standards to answer the tasks aligned to the supporting and compelling questions.
- Prompt students when helping them access and apply prior learning as a bridge to new learning since the *KAS for Social Studies* is built on progressions of disciplinary concepts and practices.
- Model a range of deliberative and democratic procedures within instruction so that students may be empowered to use these skills to identify strategies to address an issue.

Social studies classrooms are the ideal locations to foster civic virtue, apply inquiry practices, consider current issues, engage in civil discourse and build a civic identity and an awareness of international issues. These skills, habits and qualities of character will prepare students to think critically, reason and problem solve. However, supporting students in developing these habits and qualities of character require support from their teachers. Therefore, explicit

teaching is necessary to ensure that students engage with a system of step-by-step instructional approaches in which teachers examine the individual elements they are planning to teach and continually check for student understanding.

What are planning considerations for the successful implementation of the Evidenced-Based Instructional Practice #3: Explicit Teaching and Modeling to ensure that all students have equitable access and opportunity to learn the standards contained in the *KAS for Social Studies*?

- Engage with the implementation supports found within the *KAS for Social Studies* and on kystandards.org to make certain that teachers understand the depth and complexity of the standards and the content therein. The implementation supports include, but are not limited to, the grade-level overviews, the Disciplinary Clarifications and the *Glossary of Terms for the KAS for Social Studies*.
- Ensure that teachers receive high-quality professional learning and possess adequate knowledge of the inquiry practices and the disciplinary strand standards to support students demonstrating their understanding to the depth and complexity of the demands of the *KAS for Social Studies*.
- Use proactive classroom management practices that enable teachers to support students as they are engaging with new or complex disciplinary concepts and practices.
- Demonstrate clarity in communicating learning goals, success criteria and delivery of content and including student voice when appropriate.
- Chunk content through investigations to support students in synthesizing the disciplinary strand standards to answer supporting and compelling questions.
- Teach to mastery of the *KAS of Social Studies* by providing adequate review and feedback.
- Provide examples, models, strategies and agreed expectations for behavior to students when creating and maintaining a safe classroom where students frequently engage in meaningful discussions and democratic discourse.

What strategies and resources can support the implementation of Evidence-Based Instructional Practice #3: Explicit Teaching and Modeling within the *KAS for Social Studies*?

The [KAS for Social Studies](#)

There are many implementation supports found within the *KAS for Social Studies*. Grade-level overviews are provided Kindergarten through Grade 8 that include a grade-level introduction, suggested key vocabulary, Looking Back, Looking Ahead: progression snapshots, What this would look like in practice chart, and Opportunities for cross disciplinary connections between the *Kentucky Academic Standards (KAS) for Reading and Writing* and the *KAS for Social Studies*. Additionally, the Disciplinary Clarifications are provided for Kindergarten through Grade 8.

[High School: Disciplinary Clarifications and Instructional Support](#)

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. The High School: Disciplinary Clarifications and Instructional Support document is a supplemental resource and should not be used in place of the *KAS for Social Studies*.

The [Glossary of Terms for the KAS for Social Studies](#)

Terms are used throughout the *KAS for Social Studies*. This document provides an alphabetical list of definitions and descriptions of these terms. 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.

KDE's Getting to Know the *KAS for Social Studies* Module

This module provides foundational knowledge of the *KAS for Social Studies*, including the revision process, architecture, implementation supports found within the document and a deeper dive into the inquiry practices and concepts and practices of the disciplines. This module includes a [Facilitator's Guide](#) that provides suggestions for structuring each section of Module 1, recommended activities to prompt meaningful investigation of the new KAS for Social Studies and guidance on talking points to use with the provided slideshows. Additional resources needed to engage with this module are the accompanying [PowerPoint](#) and [Module at a Glance document](#).

KDE's [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. Within the Student Assignment Library, Teacher Notes, which are available for kindergarten – high school, contain guidance on how to scaffold student understanding of the inquiry practices and the disciplinary strands referenced in the strongly aligned assignments to the *KAS for Social Studies*.

Within these assignments, examples of using strategies to chunk content and process content are provided. Some of these strategies include collaborative processing, jigsaw cooperative learning and think pair shares. Throughout the investigations that address each standard and help answer the supporting and compelling questions, students experience the various phases of teacher scaffolding. These include modeling and direct instruction from the teacher, whole group instruction, small group or partner investigation and guided practice, and eventually independent practice where students demonstrate their mastery of the standard and the supporting question. Some specific examples include, but are not limited to the following:

- Within the [Kindergarten Teacher Notes](#), educators can examine the gradual transfer of responsibility from teacher to student as students become familiar with concepts, skills or behaviors being demonstrated.

- Within the [Grade 1](#), [Grade 6](#) and [High School Assignment 2](#) Teacher Notes, educators can examine sequencing examples such as: reviews of previous learning briefly at the beginning of the lesson, presentation of new material in small steps with student practice, and checking for student understanding.

KDE's [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*. Section 3B: What are Compelling Questions, and how do students ask them? and Section 3C: What are Supporting Questions, and how do students ask them? provides models of two educators collaborating to develop a compelling and supporting question.

KDE's [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. Section 7e: Strategies to Support Collaborative Civic Spaces provides strategies that use modeling to support students in engaging in discussions/democratic discourse and respecting diverse opinions relevant to compelling and/or supporting questions in the *KAS for Social Studies*.

KDE's [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. The three integration collections included within the module provide examples of modeling and scaffolding that enable students to examine sources and text to investigate supporting and compelling questions, while effectively addressing standards within both disciplines.

KDE's [Performance Assessment Module](#)

This module supports the phase of scaffolding with the highest level of cognitive load for students, the “independent practice”, by explaining the value of creating and implementing effective performance assessments to assess student mastery of the *KAS for Social Studies*.

KDE's [Balanced Assessment Professional Learning Series Modules](#)

This professional learning series supports educators in leveraging quality assessment practices in order to effectively implement the standards and support all students in achieving their learning goals. Within this series, Module 2 and 5 are recommended to support a teacher with explicit teaching and modeling.

- [Module 2: Understanding Formative Assessment](#) This module builds a common understanding of formative assessment practice. Understanding formative assessment in the social studies classroom is essential to ensuring that teachers are using explicit teaching when presenting new concepts or providing the appropriate level of scaffolding to support students in demonstration mastery of grade level standards. The module defines formative assessment and takes a closer look at the assessment cycle

in the formative assessment process. In addition, the module focuses on taking a closer look at developing student ownership through building a culture of formative assessment practices in the classroom. A [Facilitator's Guide](#) is provided to assist in the facilitation of this module.

- [Module 5: Social Studies Interpreting Evidence of Student Learning](#) This module focuses on interpreting evidence of student learning throughout a lesson and developing specific strategies to engage students in interpreting their own progress toward Learning Goals and Success Criteria. Interpreting evidence of student learning is essential when implementing explicit teaching and modeling. Being able to interpret evidence of student learning ensures students will engage with a system of step-by-step instructional approaches in which teachers examine the individual elements they are planning to teach and continually check for student understanding. A [Facilitator's Guide](#) is provided to assist in the facilitation of this module.