

Module 2: *Minding the Gap*

Accessible Facilitator Notes

Below are the accessible facilitator's notes for Module 2. The slide number is listed, along with the provided notes to guide the facilitation of this module.

Module 2: *Minding the Gap*

Slide 1:

Module Overview:

The Minding the Gap Module contains the materials to be used in work sessions at the district, school, department, Professional Learning Community (PLC) or grade level to address gaps in the participants' social studies programs. A gap occurs when content and skills described by the standards are underrepresented in the curriculum. The sessions outlined in this module are intended to support the successful implementation of the *Kentucky Academic Standards (KAS) for Social Studies* in classrooms across the state. The duration, scope and sequence of the module sections may be customized to accommodate local needs and conditions. The sections are designed to provide flexibility for districts and schools and, as such, can be viewed as stand-alone lessons or within the progression of the module as written.

Materials:

The following materials are part of this module:

- Minding the Gap Facilitator's Guide
- Minding the Gap Participant Handouts (Links embedded in the Facilitator's Guide and within the PowerPoint)
- Minding the Gap slide presentation.

All materials are available on the KDE website at kystandards.org

Goals:

The goals of the Minding the Gap Module are for districts and schools 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 2019 KAS for Social Studies and close gaps.

Intended Audiences:

Participants Module participants may include, but are not limited to, district leadership, school administrators, instructional specialists/coaches, intervention specialists, department chairs, special educators and classroom teachers. In addition, districts may choose to have anyone planning to conduct observations or walkthroughs participate in this session in order to develop an understanding of the document that should be guiding the instruction witnessed in the classroom.

Facilitators:

Module session facilitators may include, but are not limited to, district leaders, school administrators, instructional specialists/coaches, intervention specialists, department chairs, special educators and classroom teachers. This facilitator's guide provides suggestions for structuring each section of Module 2, recommended activities to prompt meaningful investigation of the *KAS for Social Studies* and guidance on talking points to use with the provided slideshows. As you work through Module 2, there will be activities provided to aid in developing participant knowledge and familiarity with the *KAS for Social Studies*. Facilitators may need to revise specific tasks in order to meet the needs of the participants or to be respectful of the time planned within the work session.

Helpful Hint:

The implementation of the *KAS for Social Studies* will cause Kentucky educators to face changes in instructional practices. It is important to realize that while you are the facilitator of these work sessions, you may not have all the answers to the questions asked by participants, and that is okay. Throughout the module, participants may have questions that will be addressed in future work sessions. When that happens, reflect on this quote from Graham Fletcher, "Every teachable moment doesn't need to be a teachable moment in that moment." Use these moments to encourage participants to attend future work sessions where those

questions will be addressed. If participants ask questions you are not prepared to answer, offer to follow up on that during the next work session. Additionally, questions may be sent to standards@education.ky.gov or KDEsocialstudies@education.ky.gov.

Planning Ahead:

- Determine which stakeholders to invite as participants. In the invitation, describe how the work sessions will benefit them.
- A few days before the meeting, you may want to remind participants to bring their documents to the meeting. (See below for Participant Documents Needed)
- Reserve adequate space and equipment. Tables or desks should be set up to support small-group discussion. If conducting this session virtually, practice with the virtual platform and ensure participants can access and work in breakout rooms.
- Access to the Internet for participants
- Consider how you might handle participants who may not be in attendance at all work sessions. It might be worthwhile to consider how those participants might access missed sections of the module between work sessions in order to feel as prepared as the other participants.

Preparation Participant Documents Needed:

- Ask participants to plan ahead regarding how they will feel most comfortable engaging with the *KAS for Social Studies*, either:
 - A device with access to the *KAS for Social Studies*
 - A hard copy of the *KAS for Social Studies*
- Participant handouts needed for session (See links in the Facilitator's Guide and links within the PowerPoint session)

Facilitator Work Session Supplies Needed:

- Computer with Minding the Gap slide presentation
- Technology with projection capability
- Copies of the participant handouts needed for the session (See links in the Facilitator's Guide). If conducting this session virtually, have a participant folder that everyone can access that has the materials needed.
- Parking Lot for questions - This may be a poster on which participants can write or post questions, or you may prefer to have a digital parking lot where participants can access a Google document, for example, to post questions and that you can modify as the participants work through the sections of the module.
- Self-Sticking Notes (optional)
- Poster paper (optional)
- Highlighters and/or colored pens/markers (optional)

Leadership Considerations to support teachers in this work:

- How might you protect time for teachers to work through Minding the Gap in Social Studies?
- How might you utilize teacher workdays or professional development hours to assist in completion of this work?
- How will you communicate with teachers regarding the resources needed to complete this work and how to access them?
- Will grade-level teams complete this work virtually or face-to-face?
 - If virtually, is there a specific platform (e.g. Zoom, Microsoft Teams) teachers should utilize?
 - If face-to-face, in what location will teachers complete the work?
- How will you structure time for this work based on teacher course load?
- Who might you identify as team leads to guide the grade-level or course content work in your school or district?

Work Session Suggestion: Building a Community

Building a community is important for any group that will work together, especially if participants have not worked together before. The concept is the same as building a safe, respectful, productive classroom climate. Incorporating community-building into each session builds trust, shows participants that they are valuable as individuals and engages them in the learning process. It is also useful for creating a professional learning network where participants can be supported in their work. Community-building can be as simple as allowing participants to introduce themselves and their role in the school/district, developing or refining group norms, allowing for questions, and/or the sharing of answers to reflection questions or individual discovery task items that are included in the Module 2 sections. Again, time allotted for community-building will allow participants to have a voice and be engaged as active contributors and learners in the sessions.

Slide 2:

Explain: Module 2 is intended to provide guidance on how to consistently evaluate your social studies program to ensure its alignment with the *KAS for Social Studies*.

Explain: "I realize you may not want to pose every question to the whole group, or we may not have time in the session to get to every question. Therefore, I want us to have a place for those questions." Point out the location of the parking lot for questions. This may be a poster on which participants write or post questions, or you may prefer to have a digital parking lot where participants can access a Google document, for example, to post questions and that you can modify as the participants work through the sections of the module. The purpose of the parking lot is to provide participants with a safe way of asking questions. Remember that you may not know all of the answers to the questions, and that is okay. Some may be answered in future sections of the modules or in the regular webinars for facilitators.

If the question is pressing and doesn't appear to be addressed in the sections of Module 2, talk to your district team and determine who would be the best person to contact at the KDE. You may also email questions or feedback to standards@education.ky.gov or KDEsocialstudies@education.ky.gov.

Slide 3:

These are the Group Norms for the entire module and they repeat with each with each section. Participants have the option to modify this list of norms as they progress through the module; however, ensure that participants adhere to these norms as they engage in this work.

Slide 4:

Explain: The goals for Module 2 are on this slide. Each section of this module is connected to a goal. At the end of each section, you should be able to demonstrate the goal identified at the beginning of each section.

Slide 5:

Explain: These are the set of essential questions that Sections 2A, 2B, 2C, 2D, and 2E will help teachers answer. Read the questions on the slide.

Slide 6:

Explain:

Review the visual: Explain that this visual outlines the sections in this Module and explains the significance of this work. Highlight that this visual also outlines the processes and steps that should be used in a continuous process while going through the stages of implementation of the *KAS for Social Studies*. Emphasize that this module takes them through the process for reviewing and analyzing the standards. The processes and tools used throughout this module should be continuously used throughout the implementation process. The overview of this module will always be shown in a circle to emphasize the ongoing process of this work.

Slide 7:

This module outlines the processes to implement the standards. It outlines a process that can and should continuously be revisited regularly when implementing the *KAS for Social Studies*. The processes outlined in this module should be utilized in the first year of implementation, and the fifth, etc.

Slide 8:

The work of the Minding the Gap module requires that participants apply their knowledge of the *KAS for Social Studies* to evaluate their local social studies program. In order for participants to engage in the work of Minding the Gap, participant PLCs must have a common understanding of the content and skill demands of the standards. This means that participants must have an understanding of the architecture of the *KAS for Social Studies* and of the inquiry practices, disciplinary strands, and the concepts and practices of these disciplines. To support educators in this work, we recommend that participants engage with the Getting to Know the *KAS Social Studies* module and the Inquiry Practices Module to ensure that participants have foundational knowledge of the *KAS for Social Studies*. To formatively assess participants to see if they are ready to engage with this work, consider having participants complete the [Pre-Assessment: Where are you in understanding the KAS for Social Studies?](#)

If participants have not engaged with either of these modules prior to engaging in this work, they can proceed through this professional learning as there are supports built into this work. However, it may be difficult for participants if they do not have prior knowledge of the standards. As an example, participants are asked to unpack an inquiry standards within this module. If a participant finds that they cannot complete this work because they do not understand the Inquiry Practices, then they should pause this work and engage with the Inquiry Practices module.

Slide 9:

Why is this work important?

Play the [video](#) to hear the answer to this question.

Transcript of video:

When the 2019 *Kentucky Academic Standards (KAS) for Social Studies* were adopted into law, the KDE knew that implementing these standards was going to pose challenges for educators. First, educators in Kentucky hadn't implemented new social studies standards since 2006; therefore, many educators had little to no experience in implementing new social studies standards. This led the KDE to pose several questions, one being "Would educators have the systems in place to evaluate the alignment of their curriculum to the new standards?" since they hadn't needed to do anything like this for thirteen years. This module was commissioned to support educators in addressing this question because this module provides tools, such as the Breaking Down a Standard tool, and procedures for conducting conversations within grade level teams and between educators in different grade levels to ensure that educators know how to systematically align their curriculum to the *2019 KAS for Social Studies*.

Second, the KDE knew that implementing the 2019 *KAS for Social Studies* would cause educators to face gaps in their social studies program. A "gap" occurs when content and skills described by the standards are *underrepresented* in the curriculum. The 2019 *KAS for Social Studies* were written by Kentucky teachers and built on progressions. This means that while the Kentucky teacher writers ensured that the grade level standards focused on critical knowledge, skills, and capacities needed for success that were more in-depth to facilitate mastery learning, the Kentucky teacher writers also had to ensure that the standards are aligned from elementary to high school to post-secondary education so that students can be successful at each education level. This meant that a Grade 6 student would encounter standards that articulated increased understanding on social studies concepts and practices from Kindergarten to Grade 6. Yet, a Grade 6 student would not have had the opportunity to engage with the *KAS for Social Studies* since Kindergarten. Thus, students were missing 6 years of progressions. Therefore, educators would need support to evaluate their social studies program to ensure that students had the skills and capacities to engage with the grade level standards as demanded by the *KAS for Social Studies*. In recognizing this challenge, this module was designed to support educators in evaluating their program by first asking them to unpack the standard to ensure that all members of the grade level team or professional learning community (PLC) understand the knowledge, concepts, skills and level of proficiency demanded of the standards.

Third, the KDE is also aware of the marginalization of social studies and the profound effect the pandemic has had on instructional time devoted to social studies. As stated in the Council of Chief State School Officers's (CCSSO) [Addressing Disrupted Instruction in the Social Studies: Recommendations on a Matter of Equity and National Importance](#), "research indicates that, among the core content areas, social studies is the least prioritized in the school day, with students in some grades receiving 20 minutes or less of instruction per day." Additionally, the KDE is aware that this marginalization increased due to the pandemic and that additional instructional time and learning have been lost in social studies. As a result, the gaps in social studies education have only become wider since March of 2020. Educators, at all grade levels, are having to evaluate their social studies program to determine where students are and how they can support them in where they need to go. This module supports educators in determining where the standards are currently happening in their social studies program, and what to do if they are not taught at the correct grade level/course. Participants complete this module by developing an action plan to address their short and long term goals when addressing the gaps in their social studies program.

Therefore, engaging in this work is critical if we are to prepare young people for participation in America's democratic republic society. The progress of communities and the state, nation and world rests upon the preparation of young people to collaboratively balance personal interest with the public good. The KDE cannot wait to support you in this important work.

Resource:

Council of Chief State School Officers (2021). *Addressing Disrupted Instruction in the Social Studies: Recommendations on a Matter of Equity and National Importance*. <https://learning.ccsso.org/addressing-disrupted-instruction-in-the-social-studies>

- The quote selected is based on information found here: <http://www.joci.ecu.edu/index.php/JoCI/article/viewFile/v8n2p7/pdf> An Analysis of Time Prioritization for Social Studies in Elementary School Classrooms Paul G. Fitchett Tina L. Heafner University of North Carolina at Charlotte Phillip VanFossen Purdue University).

Slide 10:

This slide contains a more in depth and detailed explanation of why engaging in this work is important. Read through the points on the slide – emphasize the following points below:

- (Bullet one) These standards **represent the intended student learning**, emphasizing what students are supposed to know and do at the conclusion of the grade-level or course.
- (Bullet two) Since the standards were required to be “fewer and more in-depth,” the standards may need to be taught more than once during a grade-level or course.
- (Bullet three) The Kentucky teacher writers of the *KAS for Social Studies* vision was that the standards be taught in unison. Students recall and understand themes and topics better if the social studies strands are integrated and not taught in isolation.

Highlight the concept that these standards are built on learning progressions and it is important to unpack and understand the standards in an individual grade level but also important to understand how the ideas, concepts and skills progress from grade to grade in order to continuously prepare students.

Slide 11:

Engage participants in a warm- up activity: Ask participants to access their grade level of standards here:

https://education.ky.gov/districts/legal/Documents/KAS_Social_Studies_2019.pdf

Have them skim the standards – ask them to make a chart on a separate piece of paper or Google doc and make a three column chart (strengths, gaps, questions). As they skim, have them jot down notes in each column focusing on identifying the current strengths, gaps and questions based on their initial scan of the standards. Ask participants to share out one of each.

Slide 12:

End Slides for Intro to Module 2. Bring the group back together.

Explain: Review the visual on slide and highlight the next section of the module will focus on understanding the progressions *KAS for Social Studies*.

Slide 13:

Follow the slide.

Write each question on a separate piece of chart paper. Split the participants into two groups. Have them start at one of the questions and jot down their reflections. Ask the groups to move to the next question...read what is already there and jot down additional thoughts. Participants could also do this individually on a piece of paper or in an online document.

Slide 14:

Explain: Section 2a of Module 2 provides a review of the components of the *KAS for Social Studies* and the function and purpose of the progressions. Understanding the function and purpose of progressions is essential to consistently evaluating your social studies program to ensure its alignment with the *KAS for Social Studies*.

Slide 15:

Explain: The goals for Module 2 are on this slide. The star highlights the goal of section 2a.

In this section, participants will review the components of the *KAS for Social Studies*. While some components of this section are new, this section is intended to be a review of information learned in the *Getting to Know the KAS for Social Studies* module. Therefore, if participants need more support, additional resources are provided. Remember, participants should have engaged with the *Getting to Know the KAS for Social Studies* and the *Inquiry Practices of the KAS for Social Studies* module prior to engaging with this work.

Slide 16:

Explain: These are the set of essential questions for Module 2: Read the questions on the slide.

Slide 17:

Have participants complete this pre-assessment on learning progressions. This pre-assessment is designed to better understand participants’ thinking about learning progressions.

Participants may complete this warm-up individually in a variety of ways. If in person, they can write it out on a piece of paper, a Post-It or on a Google document and share out in a whole group discussion. If virtually, participants can finish this sentence in the chat using the waterfall technique to share answers all at the same time.

Have participants refer to their response to this warm-up as they progress through the next four slides.

Slide 18:

Review the visual: Explain that this visual outlines the sections in this Module. The highlighted box is where section 2a fits in the process: Understanding Progressions. Prior to Unpacking the Standards, participants should understand the function of the progressions of the *KAS for Social Studies* to understand where students were in their learning and where they should be going. Remind participants that this visual also outlines the processes and steps that should be used in a continuous process while going through the stages of implementation of the *KAS for Social Studies*. Emphasize that all sections of Module 2 takes them through the process for an initial review and analysis of the standards but that the same processes and tools can be continuously used throughout the implementation process.

For the purposes of the work of this module, it is important that participants have access to the entire 229 pages of the *KAS for Social Studies*. Participants are required to access multiple components of the *KAS for Social Studies* document to complete the work of this module.

Slide 19:

Explain the *KAS for Social Studies* are built on learning progressions. A learning progression is a road or pathway that students travel as they progress toward mastery of the content and skills in the standards. Progressions can be used to support students to successfully engage with the standards.

A learning progression provides the infrastructure for instruction and formative assessment.

Use the following slides to help explain the definition and function of a learning progression.

Have participants refer to their response to the warm-up as they read this quote.

Slide 20:

Have participants refer to their response to the warm-up as they read this quote.

As participants read this quote, emphasize the text in bold and use the following example to illustrate this point.

In Grade 3 in the *KAS for Social Studies*, students are required to describe examples of economic interdependence (3.E.ST.1). While the term “economic interdependence” doesn’t appear in the high school Economics standards, understanding economic interdependence is essential for student understanding when they are required to draw conclusions regarding the effect of specialization and trade on production, distribution and consumption of goods and services for individuals, businesses and societies (HS.E.ST.1).

Quote from: https://docs.wixstatic.com/ugd/5e86bd_069c6cbfd76d4d97810fc2a129991214.pdf

Slide 21:

Have participants refer to their response to the warm-up as they read this quote. The economics example provided in the previous slide applies here as well.

Quotes from: https://docs.wixstatic.com/ugd/5e86bd_069c6cbfd76d4d97810fc2a129991214.pdf

Slide 22:

First, have participants reflect on their original statement and provide time for participants to revise their statements based on the quotes they just read.

Second, facilitate a whole group discussion on how their original statements changed based on what they learned.

Consider maintaining a Google document to capture any information shared by participants or questions they may have.

Slide 23:

Ask participants, individually, in partners, or in small groups, to answer this question. If in person, have participants work with individuals at their table. If virtually, place participants in break out rooms.

Participants should capture some, if not all, of the following:

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. As indicated by the graphic on this slide, concept knowledge cannot be achieved effectively without the practice of inquiry. Neither development of the practices nor development of the knowledge and understanding within the lenses is sufficient on its own to equip young people with the knowledge and skills necessary to carry on the ideals of the founders.

For more information, participants may access page 13 of the *KAS for Social Studies*.

Slide 24:

Have participants identify the Concepts and Practices of the *KAS for Social Studies* by completing this [Jamboard](#). Note: clicking this link will provide you with a copy of this Jamboard file.

For the facilitator's reference, the Concepts and Practices are:

- Civics
 - Civic and Political Institutions
 - Roles and Responsibilities of a Citizen
 - Civic Virtues and Democratic Principles
 - Processes, Rules and Laws
 - Kentucky Government
- Economics
 - Microeconomics
 - Macroeconomics
 - Specialization, Trade and Interdependence
 - Incentives, Choices and Decision-making
 - Kentucky Economics
- Geography
 - Migration and Movement
 - Human Interactions and Interconnections
 - Human Environment Interaction
 - Geographic Reasoning
 - Kentucky Geography
- History
 - Change and Continuity
 - Cause and Effect
 - Conflict and Compromise
 - Kentucky History

For more information, have participants access pages 16-19 in the *KAS for Social Studies*.

1. Next, have participants organize the Concepts and Practices into the Disciplinary Strand standards.

If in person, participants would work with the individuals at their table and identify the concepts and practices on Post-Its. Next, they can organize the Post-It notes within the categories of the Disciplinary Strand standards. If completing this work virtually, conduct these steps using a Jamboard.

Once participants have completed this activity, conduct a whole group discussion where participants share their experiences in this activity. Discuss this list is a way to build learning progressions for students. This list represents the big ideas of social studies and are the building blocks that students should revisit year after year, at deeper levels.

Slide 25:

Read the following: The *KAS for Social Studies* has been organized in progressions from K-12 by grade level, inquiry practice, discipline and concepts and practices to aid districts in curriculum development.

If additional information is needed, have participants access the *Getting to Know the KAS for Social Studies* module, Section C, to review the key components of the standards.

Slide 26:

Read the slide. These are the guiding principles behind the development of the disciplinary strands, inquiry practices and disciplinary concepts and practices.

For a *KAS for Social Studies* specific example of the information on this slide, consider the term “community” and the grade-level themes Kindergarten through Grade 3. As a reminder, the themes are as follows:

- The focus of kindergarten is to provide students with rich explorations of topics that affect them and their personal environment. They engage in learning about themselves, their school, city and local communities. Students also have opportunities to compare how life in the past is different from today, with respect to their own experiences.
- The focus of grade 1 is the continuation of developing students’ citizenship skills by expanding their studies from a personal to a local level, to include the state. They explore the interplay between people of the past and modern communities. Students also engage in thinking and conversing about how their community impacts them.
- The focus of grade 2 continues to be the development of students’ understandings of the concept of community by extending their studies from their local and state community to communities found in North America (Canada, Mexico and the U.S.). They engage in learning the motivations of diverse groups in the past and today. Students also study the influence of settlement on people and places.
- The focus of grade 3 is the extension of students’ understandings of the concept of community to include global communities. Students explore interactions between groups of people in Africa, the Americas, Asia, Europe and Oceania (Australasia, Melanesia, Micronesia and Polynesia). Students also investigate how cultures work together, while acknowledging the different perspectives of diverse groups.

When exploring these themes, students’ understanding of community starts at their school, city and local communities in Kindergarten and grows to global communities in Grade 3. Therefore, in just this one word, students gain a deeper understanding of “community” as they progress through their social studies education.

Quote from: https://docs.wixstatic.com/ugd/5e86bd_069c6cbfd76d4d97810fc2a129991214.pdf

Slide 27:

On this slide, explain that the Inquiry Practices are written in progressions. It is essential that students engage with the Inquiry Practices at each grade level to ensure that they have the concepts and skills required to be successful as they progress through their social studies education. Here is an example of a progression in the Inquiry Practice of Questioning:

What role does a student take in asking compelling questions?

The requirement as to whether or not a student is required to generate their own compelling question varies depending on the student’s grade level in the *KAS for Social Studies*. For example:

- In Kindergarten through Grade 5, students are not required to ask compelling questions without teacher support as it is not the expectation of the standard that students develop the compelling questions on their own.
- In Grades 6 through 8, teachers should provide opportunities for students to develop their own compelling questions, with teacher support, to address the grade level theme.
- In high school, teachers should provide opportunities for students to generate their own compelling questions to frame thinking, inquiry and/or understanding of key concepts in civics, economics, geography, U.S. history and world history.

It is important to note that standards are the floor, not the ceiling. A Grade 5 teacher can have their students generate their own compelling questions, but it is not a requirement of the standards at Grade 5.

For more information, access the *Inquiry Practices of the KAS for Social Studies* module.

Slide 28:

Read the slide.

Slide 29:

On this slide, explain that the Concepts and Practices of the Disciplinary Strands are written in progressions. It is essential that students engage with the Concepts and Practices at each grade level to ensure that they have the concepts and skills required to be successful as they progress through their social studies education. As an example, here is an example of a progression in the Civic and Political Institutions Concept and Practice of Civics:

- Kindergarten

- K.C.CP.1 Explain the purpose of local government.
- Grade 1
 - 1.C.CP.1 Describe the purpose of Kentucky government.
- Grade 2
 - 2.C.CP.1 Explain the need for civic and political structures in North America.
 - 2.C.CP.2 Explain that the functions of effective government are to create order, establish justice and meet the needs of their citizens.
- Grade 3
 - 3.C.CP.1 Explain the basic purposes and functions of differing governing bodies in the world.
 - 3.C.CP.2 Compare how diverse societies govern themselves.

It is important to note that when students are engaging with the *KAS for Social Studies*, it is important that they use the language of the standards. This includes using discipline specific vocabulary.

Slide 30:

On this slide, explain that the Concepts and Practices of the Disciplinary Strands are written in progressions. This includes the Kentucky studies concepts and practices through the *KAS for Social Studies*. It is essential that students engage with the Kentucky studies Concepts and Practices at each grade level to ensure that they have the concepts and skills required to be successful as they progress through their social studies education. As an example, here is an example of a progression in the Kentucky Geography concept and practice:

- Kindergarten
 - K.G.KGE.1 Identify physical and environmental characteristics of communities.
- Grade 1
 - 1.G.KGE.1 Compare the physical and human characteristics of communities in Kentucky.
- Grade 2
 - 2.G.KGE.1 Analyze reasons for similarities and differences in the settlement patterns of North America and Kentucky.
- Grade 3
 - 3.G.KGE.1 Describe the impact of cultural diffusion and blending on Kentucky in the past and today

If conducting this training virtually, have participants discuss these questions in break out rooms. If participants are in person, have them discuss these questions at their table. Some possible answers include, but are not limited to, the following:

1. Students will have a greater understanding of where they are living. Before, students only studied Kentucky in Grade 4. If students were not living in Kentucky in Grade 4, they may have never studied the state in which they live. Having K-12 Kentucky studies standards enables students to learn more about where they live, no matter what grade they are in.
2. In focus groups, students have shared that a more sophisticated understanding of Kentucky can help students appreciate where they live and prevent “brain-drain” from students leaving Kentucky after graduation.

Slide 31:

Ask participants to share their thoughts on the structure of the *KAS for Social Studies* and how it supports K-12 learning progressions. Have participants initially discuss these questions in breakout rooms (if virtual) or at their table (if in person). Have participants from each break out room or table share their response to each question. Ensure that each group participates and consider maintaining a Google document to capture participant responses.

Slide 32:

Ask them to work individually or with a small team to analyze how these progressions impact and support learning in their grade or course. These conversations may happen at their table (if in person) or in breakout rooms (if virtual).

It is important to emphasize to participants that understanding the purpose and function of progressions is essential in unpacking a standard, which occurs in the next section of this module. There may be times where a secondary teacher may engage students in a lesson about a specific concept or skill in their grade level standards as if the student has never encountered this information before. However, their students would have engaged with the concept or skill in elementary school as the concept or skill was introduced in elementary school.

Slide 33:

Facilitate a whole group discussion using the [What Makes You Say That](#) thinking strategy to encourage participants making connections between what they learned and what their colleagues have shared.

Slide 34:

Remind participants that this is a cyclical process that should be ongoing. Prior to moving forward in this work, participants must understand the purpose and function of the progressions and why understanding the progressions support an educator's understanding of how to unpack the standards.

Review the visual on slide and highlight the next section of the module will focus on Unpacking the KAS for Social Studies.

Slide 35:

Explain: This section, 2b, Unpacking the Standards, will focus on understanding the knowledge and skill expectations in the *KAS for Social Studies*.

Supporting teachers in this work may require that teachers need additional support. Below are some additional leadership considerations:

- Who might provide content support to teachers as they work through the analysis?
 - Are there curriculum coaches/specialists in the district or school to support grade-level teams?
 - How might you partner with your regional cooperative or professional organizations to support teachers in this work?

Slide 36:

Explain: The goals for Module 2 are on this slide. The one with the star is the focus of 2b.

Note: In this section of this module, participants will learn how to unpack the *KAS for Social Studies* for their grade level and course. **It is important to note that the expectation is that participants will unpack every grade level standard to support effective implementation of the *KAS for Social Studies*.** It is important that facilitators meet their educator's needs when determining how to implement this section of the module. Some questions to consider are:

- Will participants unpack each standard in their grade level team or PLC during this professional learning session?
- Or, will participants learn how to unpack a standard and then complete unpacking each standard outside of this professional learning session?

Slide 37:

Go through each question individually (slide is animated to show one question at a time). Ask participants to jot down their ideas. Ask a couple of participants to share out. Repeat with the next question.

Slide 38:

Review the content of the slide – Explain that it is important to clearly understand and unpack each piece of a standard in order to be able to implement it with fidelity.

Slide 39:

Read the slide, emphasizing why it is important to unpack a standard.

Slide 40:

Explain: Unpacking a standards means to break a standard into smaller, more explicit chunks for the purposes of curriculum development and/or unit and lesson planning. Explain that even determining the meaning of understand here, does not necessarily mean this specific definition of understand can be transferred to other grade levels. (ie: As students move up in grades, it must be determined at what level students need an understanding of, say, the causes and effects of the Civil War). Give teachers time to discuss grade alignment - what does understand look like at the grade level above and below?

Slide 41:

Review the questions that are necessary for educators to ask in order to unpack the standards. Ask participants to reflect on the questions.

Slide 42:

Explain why unpacking the standards should be done together – the ideas on the slide highlights why it is important to do this work as a team.

Slide 43:

If you are having trouble accessing the Tool to Unpack Standards, please copy and paste this url into your browser and press the enter key to download.

[https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Tool to Unpack Standards and Identify Gaps.xlsx](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Tool%20to%20Unpack%20Standards%20and%20Identify%20Gaps.xlsx)

NOTE: Distribute (or make available on a shared drive) the Tool To Unpack Standards. Participants can use this tool online to begin to unpack the standards.

Explain: In this section of this module, participants will use the Tool to Unpack Standards to begin to unpack their standards. The tool is a step by step process to begin to unpack a specific set of standards. Section 2b focuses on the first four steps of the tool: S

Step 1: Identifying the standards you want to unpack

Step 2: What Knowledge/Concepts/ Vocabulary do students need to know to reach this standard?

Step 3: What skills do students need to be able to do to reach this standard? S

Step 4: What level of proficiency do students need to be at in order to reach this standard?

Explain you will be going through each of these steps individually and sharing an example of how to unpack a standard.

Slide 44:

Explain the first step is to list the standards. Tell participants they can cut and paste the standards they want to work with in the far left column. Make sure they include the inquiry practices.

Optional - Think about building these with the grade level standards in them prior to the training – you can make tabs in one excel document for each grade or you can make separate documents. This will allow your participants to devote more time to the intellectual work involved in using this tool. It will also ensure that your participants know to include **BOTH** the Inquiry Practices and the Disciplinary Strand standards in this work.

Slide 45:

Explain the second step is to look at each individual standard and determine what knowledge, concepts and vocabulary students will need to understand in order to master the standards. Review the example on the slide.

Slide 46:

Explain one resource for K-8 teachers to identify the knowledge, concepts and vocabulary are the disciplinary clarifications for each grade. The disciplinary clarifications offer suggestions teachers can use to more clearly determine the knowledge, concepts and vocabulary. Review the example in the slide.

Slide 47:

Review the example in the slide. Explain that the red text comes from the disciplinary clarification.

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. Participants may add more to this column beyond what is listed in the Disciplinary Clarification provided.

Additionally, it is important to note that there are not Disciplinary Clarifications provided for the Inquiry Practices. Therefore, it is critical that participants complete this work with a partner, in their grade level teams or PLC when unpacking an Inquiry Practice standard. These collegial conversations will support educators in identifying all of the knowledge/concepts/vocabulary students will need to know in order to reach this standard.

Slide 48:

Explain that the third step is to look at each individual standard and determine what skills students will need to engage in in order to master the standards. Review the example in the slide. Explain this usually starts and is determined by the verb at the start of

the standards statement. However, do not limit the identification of the skills required to demonstrate mastery of the standard to just the verb as some standards, such as 2.G.GR.1, requires that students examine and use a variety of data. Using a variety of data is an additional skill students need to be able to do in order to demonstrate mastery of the standards.

Standard used in this example:

2.G.GR.1 Examine geographic features of places in North America, using a variety of geographic data, including maps, photos and other geographic tools.

Slide 49:

Explain the fourth step is to determine the level of proficiency students are required to be at for a particular grade. Most often this can be identified using Bloom's taxonomy and/or Webb's Depth of Knowledge.

https://www.stancoe.org/sites/default/files/instructional-support-services/resources/california-state-standards/CSS_descrip_social_studies.pdf

(This document could be placed into a common folder prior to meeting for participants to access.)

It is important to note that when determining the DOK of a standard, the verb, such as analyze, should not be separated from the rest of the standard as the content and skills outlined in the standard impact the level of rigor students need to engage in order to demonstrate mastery of the standards. For example, in the DOK handout provided, "analyze similarities and differences in issues and problems" is a DOK 3 while "analyzing and synthesizing information from multiple sources" is a DOK 4.

Slide 50:

Explain that participants will work in their grade-level teams to learn how to unpack two standards from their grade-level. Participants will unpack one disciplinary strand standard and one inquiry practice standard in this section. Participants will follow the steps they just learned when interacting with the Grade 1 standard to complete the right side of the Breaking Down a Standard tool.

To access their grade-level slides, participants will click on the grade-level link provided in the chart. This link will take them to the slides that apply to their grade-level. Once participants have unpacking the disciplinary strand standard and the inquiry practices standard, they will skip any additional slides and return to module work on slide 90.

Slide 51:

Read the slide.

In this section, participants will break down two standards, one disciplinary strand standard and one inquiry practice standard, in the slides that follow. Participants should only engage with the slides that correspond to their grade-level or course, unless they teach more than one grade-level or course. Once participants read the slides that pertain to another grade-level or course, they should proceed to slide 90 to continue with this section of the module.

In this section, several documents may be helpful for participants when unpacking the standards:

- [Glossary of Terms for the Kentucky Academic Standards \(KAS\) 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.
- Disciplinary Clarifications for the *KAS for Social Studies*:
 - The Disciplinary Clarifications and Instructional Support for Kindergarten are found within the *KAS for Social Studies* on page 31.
- Student Assignment Library
 - The Student Assignment Library provides examples of student assignments that are weakly, partially and strongly aligned to standards. To understand what a strongly aligned assignment looks like for Kindergarten, access the [Strongly Aligned with Teacher Notes](#) example from Kindergarten. Teacher Notes are designed to support educators in implementing assignments and contain guidance on how to scaffold student understanding of the inquiry practices and the disciplinary strands referenced.
- [Social Studies Depth of Knowledge](#) document that was shared on slide 49.

It is important to note that as participants are unpacking the standard, they may identify gaps in their own understanding of the *KAS for Social Studies* or the Inquiry Practices found within. If this happens, direct participants back to the [Getting to Know the KAS for Social Studies](#) module and/or the [Inquiry Practices of the KAS for Social Studies](#) module to support them in their professional learning needs.

Slide 52:

Begin by reading the standard, and then ask participants what knowledge/concepts/vocabulary students will need to know in order to reach this standard. Participants should note that understanding maps and having knowledge of their classroom, school and community are essential to reaching this standard. These should be added to the second column.

Then, access the disciplinary clarification in the *KAS for Social Studies* for this standard: “Maps represent characteristics of familiar areas. Students may begin to use the properties of maps which may include, but are not limited to, title, legend, cardinal directions, scale (like classroom versus whole school) and symbols (like using triangles to represent mountains). To create these maps, students should differentiate between absolute and relative location using vocabulary such as above, next to, below, behind and between.”

Remind participants that the disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards. Ask participants to read the disciplinary clarification and consider other knowledge/concepts/vocabulary that students might need to know, and add those to the chart in the second column. Responses may include: title, legend, cardinal directions, and understanding scale, absolute and relative location on a Kindergarten-appropriate level. Participants should also consider information students will need to know to demonstrate mastery of this standard outside of the Disciplinary Clarification statement and put any additional knowledge/concepts/vocabulary in this column as well.

Next, ask participants what skills students need to be able to do to reach this standard. Remind them that this is usually the verb found within the standard. Participants should identify “create” as the skill, and list it in the third column of the chart.

Finally, ask participants what level of proficiency is required in order to reach this standard. It is important to note that when determining the DOK of a standard, the verb should not be separated from the rest of the standard as the content and skills outlined in the standard impact the level of rigor students need to engage in order to demonstrate mastery of the standard. Participants may access the Depth of Knowledge (DOK) materials provided earlier. Participants may determine that this standard is considered a DOK 4, so add this to the chart in the fourth column.

Slide 53:

Begin by reading the standard, and then ask participants what knowledge/concepts/vocabulary students will need to know in order to reach this standard. Participants should note that understanding sources, characteristics and community are essential to reaching this standard. These should be added to the second column.

It is important to note that there are not Disciplinary Clarifications provided for the Inquiry Practices. Therefore, it is critical that participants complete this work with a partner, in their grade level teams or PLC as those collegial conversations will support educators in identifying all of the knowledge/concepts/vocabulary students will need to know in order to reach this standard.

Next, ask participants what skills students need to be able to do to reach this standard. Remind them that this is usually the verb found within the standard. Participants should identify “identify” as the skill, and list it in the third column of the chart.

Finally, ask participants what level of proficiency is required in order to reach this standard. It is important to note that when determining the DOK of a standard, the verb should not be separated from the rest of the standard as the content and skills outlined in the standard impact the level of rigor students need to engage in order to demonstrate mastery of the standard. Participants may access the Depth of Knowledge (DOK) materials provided earlier. Participants may determine that this standard is considered a DOK 1, so add this to the chart in the fourth column.

Slide 54:

Read the slide.

In this section, participants will break down two standards, one disciplinary strand standard and one inquiry practice standard, in the slides that follow. Participants should only engage with the slides that correspond to their grade-level or course, unless they teach more than one grade-level or course. Once participants read the slides that pertain to another grade-level or course, they should proceed to slide 90 to continue with this section of the module.

In this section, several documents may be helpful for participants when unpacking the standards:

- [Glossary of Terms for the Kentucky Academic Standards \(KAS\) 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.
- Disciplinary Clarifications for the *KAS for Social Studies*:
 - The Disciplinary Clarifications and Instructional Support for Grade 1 are found within the *KAS for Social Studies* on page 42.
- Student Assignment Library
 - The Student Assignment Library provides examples of student assignments that are weakly, partially and strongly aligned to standards. To understand what a strongly aligned assignment looks like for Grade 1, access the [Strongly Aligned with Teacher Notes](#) example from Grade 1. Teacher Notes are designed to support educators in implementing assignments and contain guidance on how to scaffold student understanding of the inquiry practices and the disciplinary strands referenced.
- [Social Studies Depth of Knowledge](#) document that was shared on slide 49.

It is important to note that as participants are unpacking the standard, they may identify gaps in their own understanding of the *KAS for Social Studies* or the Inquiry Practices found within. If this happens, direct participants back to the [Getting to Know the KAS for Social Studies](#) module and/or the [Inquiry Practices of the KAS for Social Studies](#) module to support them in their professional learning needs.

Slide 55:

Begin by reading the standard, and then ask participants what knowledge/concepts/vocabulary students will need to know in order to reach this standard. Participants should note that understanding rules, laws, Kentucky and the meaning of “purpose” are essential to reaching this standard. These should be added to the second column.

Then, access the disciplinary clarification in the *KAS for Social Studies* for this standard: “Rules and laws are created to establish order, benefit citizens and keep people safe. They may include, but are not limited to, obeying traffic signs or attending school. These have the purpose of maintaining safety and providing educational opportunities.”

Remind participants that the disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards. Ask participants to read the disciplinary clarification and consider other knowledge/concepts/vocabulary that students might need to know, and add those to the chart in the second column. Responses may include: establish order, benefits to citizens, safety and educational opportunities. Participants should also consider information students will need to know to demonstrate mastery of this standard outside of the Disciplinary Clarification statement and put any additional knowledge/concepts/vocabulary in this column as well.

Next, ask participants what skills students need to be able to do to reach this standard. Remind them that this is usually the verb found within the standard. Participants should identify “investigate” as the skill, and list it in the third column of the chart.

Slide 56:

Begin by reading the standard, and then ask participants what knowledge/concepts/vocabulary students will need to know in order to reach this standard. Participants should note that understanding compelling questions, communities and Kentucky are essential to reaching this standard. These should be added to the second column.

It is important to note that there are not Disciplinary Clarifications provided for the Inquiry Practices. Therefore, it is critical that participants complete this work with a partner, in their grade level teams or PLC as those collegial conversations will support educators in identifying all of the knowledge/concepts/vocabulary students will need to know in order to reach this standard.

Next, ask participants what skills students need to be able to do to reach this standard. Remind them that this is usually the verb found within the standard. Participants should identify “ask” as the skill, and list it in the third column of the chart.

Finally, ask participants what level of proficiency is required in order to reach this standard. It is important to note that when determining the DOK of a standard, the verb should not be separated from the rest of the standard as the content and skills outlined in the standard impact the level of rigor students need to engage in order to demonstrate mastery of the standard.

Participants may access the Depth of Knowledge (DOK) materials provided earlier. Participants may determine that this standard is a DOK 1. Add this information to the chart in the fourth column.

Slide 57:

Read the slide.

In this section, participants will break down two standards, one disciplinary strand standard and one inquiry practice standard, in the slides that follow. Participants should only engage with the slides that correspond to their grade-level or course, unless they teach more than one grade-level or course. Once participants read the slides that pertain to another grade-level or course, they should proceed to slide 90 to continue with this section of the module.

In this section, several documents may be helpful for participants when unpacking the standards:

- [Glossary of Terms for the Kentucky Academic Standards \(KAS\) 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.
- Disciplinary Clarifications for the *KAS for Social Studies*:
 - The Disciplinary Clarifications and Instructional Support for Grade 2 are found within the *KAS for Social Studies* on page 54.
- Student Assignment Library
 - The Student Assignment Library provides examples of student assignments that are weakly, partially and strongly aligned to standards. To understand what a strongly aligned assignment looks like for Grade 2, access the [Strongly Aligned with Teacher Notes](#) example from Grade 2. Teacher Notes are designed to support educators in implementing assignments and contain guidance on how to scaffold student understanding of the inquiry practices and the disciplinary strands referenced.
- [Social Studies Depth of Knowledge](#) document that was shared on slide 49.

It is important to note that as participants are unpacking the standard, they may identify gaps in their own understanding of the *KAS for Social Studies* or the Inquiry Practices found within. If this happens, direct participants back to the [Getting to Know the KAS for Social Studies](#) module and/or the [Inquiry Practices of the KAS for Social Studies](#) module to support them in their professional learning needs.

Slide 58:

Begin by reading the standard, and then ask participants what knowledge/concepts/vocabulary students will need to know in order to reach this standard. Participants should note that understanding the meaning of “diverse” and having knowledge about North American cultural groups of the past and today are essential to reaching this standard. These should be added to the second column.

Then, access the disciplinary clarification in the *KAS for Social Studies* for this standard: “Diverse groups from early North American societies included a variety of American Indians and indigenous people in modern-day Canada and Mexico living in large centralized agricultural civilizations, smaller agricultural villages, and as nomadic hunter gatherers. It also included early European explorers, from a variety of nations, and people who were brought forcibly, such as slaves from Africa. In North America today, diverse groups from across the globe live and interact to create our modern context.”

Remind participants that the disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards. Ask participants to read the disciplinary clarification and consider other knowledge/concepts/vocabulary that students might need to know, and add those to the chart in the second column. Responses may include: American Indians, Indigenous people, large centralized agricultural civilizations, small agricultural villages, nomadic hunter gatherers, European explorers and enslaved Africans. Participants should also consider information students will need to know to demonstrate mastery of this standard outside of the Disciplinary Clarification statement and put any additional knowledge/concepts/vocabulary in this column as well.

Next, ask participants what skills students need to be able to do to reach this standard. Remind them that this is usually the verb(s) found within the standard. Participants should identify “identify” and “compare” as the skill, and list it in the third column of the chart.

Finally, ask participants what level of proficiency is required in order to reach this standard. It is important to note that when determining the DOK of a standard, the verb should not be separated from the rest of the standard as the content and skills outlined in the standard impact the level of rigor students need to engage in order to demonstrate mastery of the standard. Participants may access the Depth of Knowledge (DOK) materials provided earlier. Participants may determine that “identify” is a DOK level 1 and “compare” is a DOK level 3. Remember, participants should analyze the level of proficiency of the entire standard, so participants may determine this entire standard is a DOK 3. Add this to the chart in the fourth column.

Slide 59:

Begin by reading the standard, and then ask participants what knowledge/concepts/vocabulary students will need to know in order to reach this standard. Participants should note that understanding explanation, sequence, relevancy and communities in North America are essential to reaching this standard. These should be added to the second column.

It is important to note that there are not Disciplinary Clarifications provided for the Inquiry Practices. Therefore, it is critical that participants complete this work with a partner, in their grade level teams or PLC as those collegial conversations will support educators in identifying all of the knowledge/concepts/vocabulary students will need to know in order to reach this standard.

Next, ask participants what skills students need to be able to do to reach this standard. Remind them that this is usually the verb found within the standard. Participants should identify “construct” as the skill, and list it in the third column of the chart.

Finally, ask participants what level of proficiency is required in order to reach this standard. It is important to note that when determining the DOK of a standard, the verb should not be separated from the rest of the standard as the content and skills outlined in the standard impact the level of rigor students need to engage in order to demonstrate mastery of the standard. Participants may access the Depth of Knowledge (DOK) materials provided earlier. Participants may determine that this standard is a DOK 3 level. Add this information to the chart in the fourth column.

Slide 60:

Read the slide.

In this section, participants will break down two standards, one disciplinary strand standard and one inquiry practice standard, in the slides that follow. Participants should only engage with the slides that correspond to their grade-level or course, unless they teach more than one grade-level or course. Once participants read the slides that pertain to another grade-level or course, they should proceed to slide 90 to continue with this section of the module.

In this section, several documents may be helpful for participants when unpacking the standards:

- [Glossary of Terms for the Kentucky Academic Standards \(KAS\) 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.
- Disciplinary Clarifications for the *KAS for Social Studies*:
 - The Disciplinary Clarifications and Instructional Support for Grade 3 are found within the *KAS for Social Studies* on page 66.
- Student Assignment Library
 - The Student Assignment Library provides examples of student assignments that are weakly, partially and strongly aligned to standards. To understand what a strongly aligned assignment looks like for Grade 3, access the [Strongly Aligned with Teacher Notes](#) example from Grade 3. Teacher Notes are designed to support educators in implementing assignments and contain guidance on how to scaffold student understanding of the inquiry practices and the disciplinary strands referenced.
- [Social Studies Depth of Knowledge](#) document that was shared on slide 49.

It is important to note that as participants are unpacking the standard, they may identify gaps in their own understanding of the *KAS for Social Studies* or the Inquiry Practices found within. If this happens, direct participants back to the [Getting to Know the KAS for Social Studies](#) module and/or the [Inquiry Practices of the KAS for Social Studies](#) module to support them in their professional learning needs.

Slide 61:

Begin by reading the standard, and then ask participants what knowledge/concepts/vocabulary students will need to know in order to reach this standard. Participants should note that understanding economic interdependence is essential to reaching this standard. These should be added to the second column.

Then, access the disciplinary clarification in the *KAS for Social Studies* for this standard: “Economic interdependence is the reliance on one another to produce and trade goods and services. Through interdependence, specialization is possible, which enhances efficiency. An example is a local farmer producing and selling tomatoes at a farmer’s market to a mechanic who might later repair the farmer’s car at his/her shop. Each person specializes and is benefitted by knowing they can trade their specialized good or service to the other, in return for the good or service in which they do not specialize. Individuals also rely on each other to obtain or share capital and human or natural resources domestically and internationally. For example, coal and lumber is shipped to U.S. cities as well as to other countries or some companies outsource manufacturing of clothes to other countries.”

Remind participants that the disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards. Ask participants to read the disciplinary clarification and consider other knowledge/concepts/vocabulary that students might need to know, and add those to the chart in the second column. Responses may include: produce, trade, goods, services, specialization, efficiency, capital, human resources, natural resources, domestic, international. Participants should also consider information students will need to know to demonstrate mastery of this standard outside of the Disciplinary Clarification statement and put any additional knowledge/concepts/vocabulary in this column as well.

Next, ask participants what skills students need to be able to do to reach this standard. Remind them that this is usually the verb found within the standard. Participants should identify “describe” as the skill, and list it in the third column of the chart.

Finally, ask participants what level of proficiency is required in order to reach this standard. It is important to note that when determining the DOK of a standard, the verb should not be separated from the rest of the standard as the content and skills outlined in the standard impact the level of rigor students need to engage in order to demonstrate mastery of the standard. Participants may access the Depth of Knowledge (DOK) materials provided earlier. Participants may determine that this standard is a DOK 2 level. Add this information to the chart in the fourth column.

Slide 62:

Begin by reading the standard, and then ask participants what knowledge/concepts/vocabulary students will need to know in order to reach this standard. Participants should note that understanding supporting and compelling questions, interactions and diverse groups are essential to reaching this standard. These should be added to the second column.

It is important to note that there are not Disciplinary Clarifications provided for the Inquiry Practices. Therefore, it is critical that participants complete this work with a partner, in their grade level teams or PLC as those collegial conversations will support educators in identifying all of the knowledge/concepts/vocabulary students will need to know in order to reach this standard.

Next, ask participants what skills students need to be able to do to reach this standard. Remind them that this is usually the verb found within the standard. Participants should identify “develop” as the skill, and list it in the third column of the chart.

Finally, ask participants what level of proficiency is required in order to reach this standard. It is important to note that when determining the DOK of a standard, the verb should not be separated from the rest of the standard as the content and skills outlined in the standard impact the level of rigor students need to engage in order to demonstrate mastery of the standard. Participants may access the Depth of Knowledge (DOK) materials provided earlier. Participants may determine that this standard is considered a DOK 3 level. Add this information to the chart in the fourth column.

Slide 63:

Read the slide.

In this section, participants will break down two standards, one disciplinary strand standard and one inquiry practice standard, in the slides that follow. Participants should only engage with the slides that correspond to their grade-level or course, unless they teach more than one grade-level or course. Once participants read the slides that pertain to another grade-level or course, they should proceed to slide 90 to continue with this section of the module.

In this section, several documents may be helpful for participants when unpacking the standards:

- [Glossary of Terms for the Kentucky Academic Standards \(KAS\) 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.

- Disciplinary Clarifications for the *KAS for Social Studies*:
 - The Disciplinary Clarifications and Instructional Support for Grade 4 are found within the *KAS for Social Studies* on page 79.
- Student Assignment Library
 - The Student Assignment Library provides examples of student assignments that are weakly, partially and strongly aligned to standards. To understand what a strongly aligned assignment looks like for Grade 4, access the [Strongly Aligned with Teacher Notes](#) example from Grade 4. Teacher Notes are designed to support educators in implementing assignments and contain guidance on how to scaffold student understanding of the inquiry practices and the disciplinary strands referenced.
- [Social Studies Depth of Knowledge](#) document that was shared on slide 49.

It is important to note that as participants are unpacking the standard, they may identify gaps in their own understanding of the *KAS for Social Studies* or the Inquiry Practices found within. If this happens, direct participants back to the [Getting to Know the KAS for Social Studies](#) module and/or the [Inquiry Practices of the KAS for Social Studies](#) module to support them in their professional learning needs.

Slide 64:

Begin by reading the standard, and then ask participants what knowledge/concepts/vocabulary students will need to know in order to reach this standard. Participants should note that understanding migration, settlement, the meaning of “impact”, diverse groups and having knowledge of the period from European Exploration to the Thirteen Colonies is essential to reaching this standard. These should be added to the second column.

Then, access the disciplinary clarification in the *KAS for Social Studies* for this standard: “During this time, American Indians were already established. Many different groups of people from European countries immigrated to North America. Africans were forced into migration and enslaved by colonists. Many conflicts arose as a result of land disputes and differences of culture. Interactions between groups could be positive or negative.”

Remind participants that the disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards. Ask participants to read the disciplinary clarification and consider other knowledge/concepts/vocabulary that students might need to know, and add those to the chart in the second column. Responses may include: American Indians, Africans, enslavement, conflict, land disputes, culture and interactions. Participants should also consider information students will need to know to demonstrate mastery of this standard outside of the Disciplinary Clarification statement and put any additional knowledge/concepts/vocabulary in this column as well.

Next, ask participants what skills students need to be able to do to reach this standard. Remind them that this is usually the verb found within the standard. Participants should identify “describe” as the skill, and list it in the third column of the chart.

Finally, ask participants what level of proficiency is required in order to reach this standard. It is important to note that when determining the DOK of a standard, the verb should not be separated from the rest of the standard as the content and skills outlined in the standard impact the level of rigor students need to engage in order to demonstrate mastery of the standard. Participants may access the Depth of Knowledge (DOK) materials provided earlier. Participants will determine that this standard is a DOK 2. Add this to the chart in the fourth column.

Slide 65:

Begin by reading the standard, and then ask participants what knowledge/concepts/vocabulary students will need to know in order to reach this standard. Participants should note that understanding claims, evidence, compelling and supporting questions are essential to reaching this standard. These should be added to the second column.

It is important to note that there are not Disciplinary Clarifications provided for the Inquiry Practices. Therefore, it is critical that participants complete this work with a partner, in their grade level teams or PLC as those collegial conversations will support educators in identifying all of the knowledge/concepts/vocabulary students will need to know in order to reach this standard.

Next, ask participants what skills students need to be able to do to reach this standard. Remind them that this is usually the verb found within the standard. Participants should identify “develop” as the skill, and list it in the third column of the chart.

Finally, ask participants what level of proficiency is required in order to reach this standard. It is important to note that when determining the DOK of a standard, the verb should not be separated from the rest of the standard as the content and skills outlined in the standard impact the level of rigor students need to engage in order to demonstrate mastery of the standard. Participants may access the Depth of Knowledge (DOK) materials provided earlier. Participants may determine that this standard is considered a DOK 3 level. Add this information to the chart in the fourth column.

Slide 66:

Read the slide.

In this section, participants will break down two standards, one disciplinary strand standard and one inquiry practice standard, in the slides that follow. Participants should only engage with the slides that correspond to their grade-level or course, unless they teach more than one grade-level or course. Once participants read the slides that pertain to another grade-level or course, they should proceed to slide 90 to continue with this section of the module.

In this section, several documents may be helpful for participants when unpacking the standards:

- [Glossary of Terms for the Kentucky Academic Standards \(KAS\) 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.
- Disciplinary Clarifications for the *KAS for Social Studies*:
 - The Disciplinary Clarifications and Instructional Support for Grade 5 are found within the *KAS for Social Studies* on page 90.
- Student Assignment Library
 - The Student Assignment Library provides examples of student assignments that are weakly, partially and strongly aligned to standards. To understand what a strongly aligned assignment looks like for Grade 5, access the [Strongly Aligned with Teacher Notes](#) example from Grade 5. Teacher Notes are designed to support educators in implementing assignments and contain guidance on how to scaffold student understanding of the inquiry practices and the disciplinary strands referenced.
- [Social Studies Depth of Knowledge](#) document that was shared on slide 49.

It is important to note that as participants are unpacking the standard, they may identify gaps in their own understanding of the *KAS for Social Studies* or the Inquiry Practices found within. If this happens, direct participants back to the [Getting to Know the KAS for Social Studies](#) module and/or the [Inquiry Practices of the KAS for Social Studies](#) module to support them in their professional learning needs.

Slide 67:

Begin by reading the standard, and then ask participants what knowledge/concepts/vocabulary students will need to know in order to reach this standard. Participants should note that understanding conflict and collaboration and having knowledge of the founding of the United States are essential to reaching this standard. These should be added to the second column.

Then, access the disciplinary clarification in the *KAS for Social Studies* for this standard: “The creation of the nation’s founding documents was not a simple task; a great deal of debate and compromise was involved to reach consensus and ratification. For example, representatives from both Virginia and New Jersey each wanted a legislature based on differing factors, and this argument ultimately led to the compromise of creating a two-house legislature in the central government.”

Remind participants that the disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards. Ask participants to read the disciplinary clarification and consider other knowledge/concepts/vocabulary that students might need to know, and add those to the chart in the second column. Responses may include: founding documents, debate, compromise, two-house legislature, central government. Participants should also consider information students will need to know to demonstrate mastery of this standard outside of the Disciplinary Clarification statement and put any additional knowledge/concepts/vocabulary in this column as well.

Next, ask participants what skills students need to be able to do to reach this standard. Remind them that this is usually the verb found within the standard. Participants should identify “analyze” as the skill, and list it in the third column of the chart.

Finally, ask participants what level of proficiency is required in order to reach this standard. It is important to note that when determining the DOK of a standard, the verb should not be separated from the rest of the standard as the content and skills outlined in the standard impact the level of rigor students need to engage in order to demonstrate mastery of the standard. Participants may access the Depth of Knowledge (DOK) materials provided during the previous slide. Participants may determine that this standard is considered a DOK 3, so add this to the chart in the fourth column.

Slide 68:

Begin by reading the standard, and then ask participants what knowledge/concepts/vocabulary students will need to know in order to reach this standard. Participants should note that understanding different approaches, local, regional and global problems and knowledge of examples from U.S. history are essential to reaching this standard. These should be added to the second column.

It is important to note that there are not Disciplinary Clarifications provided for the Inquiry Practices. Therefore, it is critical that participants complete this work with a partner, in their grade level teams or PLC as those collegial conversations will support educators in identifying all of the knowledge/concepts/vocabulary students will need to know in order to reach this standard.

Next, ask participants what skills students need to be able to do to reach this standard. Remind them that this is usually the verb found within the standard. Participants should identify “explain” as the skill, and list it in the third column of the chart.

Finally, ask participants what level of proficiency is required in order to reach this standard. It is important to note that when determining the DOK of a standard, the verb should not be separated from the rest of the standard as the content and skills outlined in the standard impact the level of rigor students need to engage in order to demonstrate mastery of the standard. Participants may access the Depth of Knowledge (DOK) materials provided earlier. Participants may determine that this standard is considered a DOK 3 level. Add this information to the chart in the fourth column.

Slide 69:

Read the slide.

In this section, participants will break down two standards, one disciplinary strand standard and one inquiry practice standard, in the slides that follow. Participants should only engage with the slides that correspond to their grade-level or course, unless they teach more than one grade-level or course. Once participants read the slides that pertain to another grade-level or course, they should proceed to slide 90 to continue with this section of the module.

In this section, several documents may be helpful for participants when unpacking the standards:

- [Glossary of Terms for the Kentucky Academic Standards \(KAS\) 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.
- Disciplinary Clarifications for the *KAS for Social Studies*:
 - The Disciplinary Clarifications and Instructional Support for Grade 6 are found within the *KAS for Social Studies* on page 104.
- Student Assignment Library
 - The Student Assignment Library provides examples of student assignments that are weakly, partially and strongly aligned to standards. To understand what a strongly aligned assignment looks like for Grade 6, access the [Strongly Aligned with Teacher Notes](#) example from Grade 6. Teacher Notes are designed to support educators in implementing assignments and contain guidance on how to scaffold student understanding of the inquiry practices and the disciplinary strands referenced.
- [Social Studies Depth of Knowledge](#) document that was shared on slide 49.

It is important to note that as participants are unpacking the standard, they may identify gaps in their own understanding of the *KAS for Social Studies* or the Inquiry Practices found within. If this happens, direct participants back to the [Getting to Know the KAS for Social Studies](#) module and/or the [Inquiry Practices of the KAS for Social Studies](#) module to support them in their professional learning needs.

Slide 70:

Begin by reading the standard, and then ask participants what knowledge/concepts/vocabulary students will need to know in order to reach this standard. Participants should note that understanding origins, functions and structures of governments, River Valley Civilizations, Classical Period Empires and knowledge of the time period 3500 B.C.E. to 600 C.E. are essential to reaching this standard. These should be added to the second column.

Then, access the disciplinary clarification in the *KAS for Social Studies* for this standard: “As civilizations developed and populations increased, there was a need for an organized system of government. The governments created across the world in this era were influenced by geography, economic needs, religious ideologies and culture, among other factors. For example, pharaohs in Egypt had both political power and were worshipped as gods, while ancient Mesopotamian kings linked their power to divine sources but were not actually considered divine themselves. Ancient Greece is credited with the creation of the first limited democracy, which arose from a need for more equal representation, while principles of equality before the law and citizens’ rights were developed in the Roman Republic. Elsewhere, Classical China was the first empire to use an effective, merit-based bureaucracy.”

Remind participants that the disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards. Ask participants to read the disciplinary clarification and consider other knowledge/concepts/vocabulary that students might need to know, and add those to the chart in the second column. Responses may include that students should know about: Egyptian Pharaohs, Mesopotamian Kings, Ancient Greece’s limited democracy, Roman Republic and principles of equality before the law and citizens’ rights, Classical China and its merit-based bureaucracy. Participants should also consider information students will need to know to demonstrate mastery of this standard outside of the Disciplinary Clarification statement and put any additional knowledge/concepts/vocabulary in this column as well.

Next, ask participants what skills students need to be able to do to reach this standard. Remind them that this is usually the verb found within the standard. Participants should identify “Explain” as the skill, and list it in the third column of the chart.

Finally, ask participants what level of proficiency is required in order to reach this standard. It is important to note that when determining the DOK of a standard, the verb should not be separated from the rest of the standard as the content and skills outlined in the standard impact the level of rigor students need to engage in order to demonstrate mastery of the standard. Participants may access the Depth of Knowledge (DOK) materials provided during the previous slide. Participants may determine that this standard is considered a DOK 3, so add this to the chart in the fourth column.

Slide 71:

Begin by reading the standard, and then ask participants what knowledge/concepts/vocabulary students will need to know in order to reach this standard. Participants should note that understanding claims, relevant evidence, and compelling and supporting questions are essential to reaching this standard. These should be added to the second column.

It is important to note that there are not Disciplinary Clarifications provided for the Inquiry Practices. Therefore, it is critical that participants complete this work with a partner, in their grade level teams or PLC as those collegial conversations will support educators in identifying all of the knowledge/concepts/vocabulary students will need to know in order to reach this standard.

Next, ask participants what skills students need to be able to do to reach this standard. Remind them that this is usually the verb found within the standard. Participants should identify “develop” as the skill, and list it in the third column of the chart.

Finally, ask participants what level of proficiency is required in order to reach this standard. It is important to note that when determining the DOK of a standard, the verb should not be separated from the rest of the standard as the content and skills outlined in the standard impact the level of rigor students need to engage in order to demonstrate mastery of the standard. Participants may access the Depth of Knowledge (DOK) materials provided earlier. Participants may determine that this standard is considered a DOK 3 level. Add this information to the chart in the fourth column.

Slide 72:

Read the slide.

In this section, participants will break down two standards, one disciplinary strand standard and one inquiry practice standard, in the slides that follow. Participants should only engage with the slides that correspond to their grade-level or course, unless they teach more than one grade-level or course. Once participants read the slides that pertain to another grade-level or course, they should proceed to slide 90 to continue with this section of the module.

In this section, several documents may be helpful for participants when unpacking the standards:

- [Glossary of Terms for the Kentucky Academic Standards \(KAS\) 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.
- Disciplinary Clarifications for the *KAS for Social Studies*:
 - The Disciplinary Clarifications and Instructional Support for Grade 7 are found within the *KAS for Social Studies* on page 117.
- Student Assignment Library
 - The Student Assignment Library provides examples of student assignments that are weakly, partially and strongly aligned to standards. To understand what a strongly aligned assignment looks like for Grade 7, access the [Strongly Aligned with Teacher Notes](#) example from Grade 7. Teacher Notes are designed to support educators in implementing assignments and contain guidance on how to scaffold student understanding of the inquiry practices and the disciplinary strands referenced.
- [Social Studies Depth of Knowledge](#) document that was shared on slide 49.

It is important to note that as participants are unpacking the standard, they may identify gaps in their own understanding of the *KAS for Social Studies* or the Inquiry Practices found within. If this happens, direct participants back to the [Getting to Know the KAS for Social Studies](#) module and/or the [Inquiry Practices of the KAS for Social Studies](#) module to support them in their professional learning needs.

Slide 73:

Begin by reading the standard, and then ask participants what knowledge/concepts/vocabulary students will need to know in order to reach this standard. Participants should note that understanding maps, geographic representations, geospatial technologies, spatial thinking and the relationship between humans and their environment are essential to reaching this standard. These should be added to the second column.

Then, access the disciplinary clarification in the *KAS for Social Studies* for this standard: “Understanding how geography both connects and separates people is an important component of understanding empires and peoples in the period 600- 1600. For example, a body of water can be seen as a barrier to or a conduit of migration, trade, innovation and culture. The use of geographic tools is essential to understanding patterns of human movement and settlement as well as the ways humans, in turn, impact the environment.”

Remind participants that the disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards. Ask participants to read the disciplinary clarification and consider other knowledge/concepts/vocabulary that students might need to know, and add those to the chart in the second column. Responses may include that students should know about how geographic features, such as bodies of water, can act as barrier or conduit of migration, trade, innovation and culture. Participants should also consider information students will need to know to demonstrate mastery of this standard outside of the Disciplinary Clarification statement and put any additional knowledge/concepts/vocabulary in this column as well.

Next, ask participants what skills students need to be able to do to reach this standard. Remind them that this is usually the verb(s) found within the standard. Participants should identify “use” and “interpret” as the skills, and list it in the third column of the chart.

Finally, ask participants what level of proficiency is required in order to reach this standard. It is important to note that when determining the DOK of a standard, the verb should not be separated from the rest of the standard as the content and skills outlined in the standard impact the level of rigor students need to engage in order to demonstrate mastery of the standard. Participants may access the Depth of Knowledge (DOK) materials provided during the previous slide. Participants may determine that “use” is considered a DOK level 1 and “interpret” is a DOK level 2. Remember, participants should analyze the level of proficiency of the entire standard, so participants may determine this entire standard is a DOK 2. Add this to the chart in the fourth column.

Slide 74:

Begin by reading the standard, and then ask participants what knowledge/concepts/vocabulary students will need to know in order to reach this standard. Participants should note that understanding supporting questions, compelling questions, the

disciplines of social studies (civics, geography, economics, and history), civilization, growth and expansion, and 600-1600 are essential to reaching this standard. These should be added to the second column.

It is important to note that there are not Disciplinary Clarifications provided for the Inquiry Practices. Therefore, it is critical that participants complete this work with a partner, in their grade level teams or PLC as those collegial conversations will support educators in identifying all of the knowledge/concepts/vocabulary students will need to know in order to reach this standard.

Next, ask participants what skills students need to be able to do to reach this standard. Remind them that this is usually the verb found within the standard, but the entire standard must be examined in order to correctly identify all of the skills required of this standard. Participants should identify “generate supporting questions and using the disciplines of social studies” as the skills required, and list them in the third column of the chart.

Finally, ask participants what level of proficiency is required in order to reach this standard. Participants may access the Depth of Knowledge (DOK) materials provided during the previous slide. Participants will see that “Generating supporting questions...” most closely aligns with “applying concepts to new situations” or “making connections across time and place to explain a concept or big idea” is a DOK 3. Add this information to the fourth column.

For more information, please engage with the [Inquiry Practices of the KAS for Social Studies](#) module.

Slide 75:

Read the slide.

In this section, participants will break down two standards, one disciplinary strand standard and one inquiry practice standard, in the slides that follow. Participants should only engage with the slides that correspond to their grade-level or course, unless they teach more than one grade-level or course. Once participants read the slides that pertain to another grade-level or course, they should proceed to slide 90 to continue with this section of the module.

In this section, several documents may be helpful for participants when unpacking the standards:

- [Glossary of Terms for the Kentucky Academic Standards \(KAS\) 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.
- Disciplinary Clarifications for the *KAS for Social Studies*:
 - The Disciplinary Clarifications and Instructional Support for Grade 8 are found within the *KAS for Social Studies* on page 132.
- Student Assignment Library
 - The Student Assignment Library provides examples of student assignments that are weakly, partially and strongly aligned to standards. To understand what a strongly aligned assignment looks like for Grade 8, access the [Strongly Aligned with Teacher Notes](#) example from Grade 8. Teacher Notes are designed to support educators in implementing assignments and contain guidance on how to scaffold student understanding of the inquiry practices and the disciplinary strands referenced.
- [Social Studies Depth of Knowledge](#) document that was shared on slide 49.

It is important to note that as participants are unpacking the standard, they may identify gaps in their own understanding of the *KAS for Social Studies* or the Inquiry Practices found within. If this happens, direct participants back to the [Getting to Know the KAS for Social Studies](#) module and/or the [Inquiry Practices of the KAS for Social Studies](#) module to support them in their professional learning needs.

Slide 76:

Begin by reading the standard, and then ask participants what knowledge/concepts/vocabulary students will need to know in order to reach this standard. Participants should note that understanding conflicts, compromises, the development of the U.S. government and knowledge of the time period of 1783-1877 are essential to reaching this standard. These should be added to the second column.

Then, access the disciplinary clarification in the *KAS for Social Studies* for this standard: “As the young republic grew, conflicts arose. Compromises, such as the Missouri Compromise, Compromise of 1850 and the Kansas-Nebraska Act, became necessary to appease both the North and the South.”

Remind participants that the disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards. Ask participants to read the disciplinary clarification and consider other knowledge/concepts/vocabulary that students might need to know, and add those to the chart in the second column. Responses may include that students should know about how geographic features, such as bodies of water, can act as barrier or conduit of migration, trade, innovation and culture. Participants should also consider information students will need to know to demonstrate mastery of this standard outside of the Disciplinary Clarification statement and put any additional knowledge/concepts/vocabulary in this column as well.

Next, ask participants what skills students need to be able to do to reach this standard. Remind them that this is usually the verb(s) found within the standard. Participants should identify “use” and “interpret” as the skills, and list it in the third column of the chart.

Finally, ask participants what level of proficiency is required in order to reach this standard. It is important to note that when determining the DOK of a standard, the verb should not be separated from the rest of the standard as the content and skills outlined in the standard impact the level of rigor students need to engage in order to demonstrate mastery of the standard. Participants may access the Depth of Knowledge (DOK) materials provided earlier. Participants may notice that “describe” is listed as a DOK 1. However, the depth and complexity of the skill required in this standard raises the DOK level higher. Discuss with participants, and add the DOK level to the chart in the fourth column.

Slide 77:

Begin by reading the standard, and then ask participants what knowledge/concepts/vocabulary students will need to know in order to reach this standard. Participants should note that understanding deliberative and democratic procedures, taking action and current local, regional and global issues are essential to reaching this standard. These should be added to the second column.

It is important to note that there are not Disciplinary Clarifications provided for the Inquiry Practices. Therefore, it is critical that participants complete this work with a partner, in their grade level teams or PLC as those collegial conversations will support educators in identifying all of the knowledge/concepts/vocabulary students will need to know in order to reach this standard.

Next, ask participants what skills students need to be able to do to reach this standard. Remind them that this is usually the verb found within the standard. Participants should identify “apply” as the skill, and list it in the third column of the chart.

Finally, ask participants what level of proficiency is required in order to reach this standard. It is important to note that when determining the DOK of a standard, the verb should not be separated from the rest of the standard as the content and skills outlined in the standard impact the level of rigor students need to engage in order to demonstrate mastery of the standard. Participants may access the Depth of Knowledge (DOK) materials provided earlier. Participants may determine that this standard is considered a DOK level 3. Add this information to the chart in the fourth column.

Slide 78:

Read the slide.

In this section, participants will break down two standards, one disciplinary strand standard and one inquiry practice standard, in the slides that follow. Participants should only engage with the slides that correspond to their grade-level or course, unless they teach more than one grade-level or course. Once participants read the slides that pertain to another grade-level or course, they should proceed to slide 90 to continue with this section of the module.

In this section, several documents may be helpful for participants when unpacking the standards:

- [Glossary of Terms for the Kentucky Academic Standards \(KAS\) 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.
- Disciplinary Clarifications for the *KAS for Social Studies*:
 - [High School: Disciplinary Clarifications and Instructional Support](#) may be found on kystandards.org.

- Student Assignment Library
 - The Student Assignment Library provides examples of student assignments that are weakly, partially and strongly aligned to standards. To understand what a strongly aligned assignment looks like for Social Studies One, access the [Strongly Aligned 2 with Teacher Notes](#) example for high school. Teacher Notes are designed to support educators in implementing assignments and contain guidance on how to scaffold student understanding of the inquiry practices and the disciplinary strands referenced.
 - It is important to note that Social Studies One requires that students analyze how the accomplishments, conflicts, migrations and interactions of the early modern world established the foundations of modern society. Students will compare various forms of government and analyze the role of comparative advantage in international trade of goods and services. Students will analyze how cultural, economic and environmental factors contribute to migration patterns and population distribution at multiple scales. Students will assess how inter- and intra-regional interactions shaped the development of empires and cultures in multiple global regions between 1300 - 1750. Therefore, the example used here uses an interdisciplinary approach to examine the compelling question “How does the desire for inexpensive goods lead to unintended consequences?” through Economics and History.
- [Social Studies Depth of Knowledge](#) document that was shared on slide 49.

It is important to note that as participants are unpacking the standard, they may identify gaps in their own understanding of the *KAS for Social Studies* or the Inquiry Practices found within. If this happens, direct participants back to the [Getting to Know the KAS for Social Studies](#) module and/or the [Inquiry Practices of the KAS for Social Studies](#) module to support them in their professional learning needs.

Slide 79:

Begin by reading the standard, and then ask participants what knowledge/concepts/vocabulary students will need to know in order to reach this standard. Participants should note that understanding incentives, the decision making process, and the responses of individuals, organizations and governments to incentives during the decision making process are essential to reaching this standard. These should be added to the second column.

Then, access the disciplinary clarification in the *KAS for Social Studies* for this standard: “Incentives are designed to encourage individuals, organizations and governments to make certain decisions. For example, subsidies are government attempts to promote certain individual or organizational actions. Agriculture subsidies encourage farmers to grow and sell less or more of a product based on surplus or shortage. Incentives can also have unintended consequences that emerge. Conversely, excise taxes discourage individuals from purchasing products that are considered unhealthy. Increased taxes on cigarettes hope to discourage usage.”

Remind participants that the disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards. Ask participants to read the disciplinary clarification and consider other knowledge/concepts/vocabulary that students might need to know, and add those to the chart in the second column. Responses may include subsidies, unintended consequences and excise taxes. Participants should also consider information students will need to know to demonstrate mastery of this standard outside of the Disciplinary Clarification statement and put any additional knowledge/concepts/vocabulary in this column as well.

Next, ask participants what skills students need to be able to do to reach this standard. Remind them that this is usually the verb found within the standard. Participants should identify “evaluate” as the skill, and list it in the third column of the chart.

Finally, ask participants what level of proficiency is required in order to reach this standard. It is important to note that when determining the DOK of a standard, the verb should not be separated from the rest of the standard as the content and skills outlined in the standard impact the level of rigor students need to engage in order to demonstrate mastery of the standard. Participants may access the Depth of Knowledge (DOK) materials provided earlier. Participants may determine that this standard is a DOK level 3. Add the DOK level to the chart in the fourth column.

Slide 80:

Begin by reading the standard, and then ask participants what knowledge/concepts/vocabulary students will need to know in order to reach this standard. Participants should note that understanding compelling questions, framing thinking, inquiry and/or understanding and knowledge of key concepts in world history are essential to reaching this standard. These should be added to the second column.

It is important to note that there are not Disciplinary Clarifications provided for the Inquiry Practices. Therefore, it is critical that participants complete this work with a partner, in their grade level teams or PLC as those collegial conversations will support educators in identifying all of the knowledge/concepts/vocabulary students will need to know in order to reach this standard.

Next, ask participants what skills students need to be able to do to reach this standard. Remind them that this is usually the verb found within the standard. Participants should identify “generate” as the skill, and list it in the third column of the chart.

Finally, ask participants what level of proficiency is required in order to reach this standard. Participants may access the Depth of Knowledge (DOK) materials provided earlier. It is important to note that when determining the DOK of a standard, the verb should not be separated from the rest of the standard as the content and skills outlined in the standard impact the level of rigor students need to engage in order to demonstrate mastery of the standard. Participants will see that “Generating supporting questions...” most closely aligns with “applying concepts to new situations” or “making connections across time and place to explain a concept or big idea” is a DOK 3. Add this information to the fourth column.

Slide 81:

Read the slide.

In this section, participants will break down two standards, one disciplinary strand standard and one inquiry practice standard, in the slides that follow. Participants should only engage with the slides that correspond to their grade-level or course, unless they teach more than one grade-level or course. Once participants read the slides that pertain to another grade-level or course, they should proceed to slide 90 to continue with this section of the module.

In this section, several documents may be helpful for participants when unpacking the standards:

- [Glossary of Terms for the Kentucky Academic Standards \(KAS\) 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.
- Disciplinary Clarifications for the *KAS for Social Studies*:
 - [High School: Disciplinary Clarifications and Instructional Support](#) may be found on kystandards.org.
- Student Assignment Library
 - The Student Assignment Library provides examples of student assignments that are weakly, partially and strongly aligned to standards. To understand what a strongly aligned assignment looks like for Social Studies Three, access the [Strongly Aligned 3 with Teacher Notes](#) example for high school. Teacher Notes are designed to support educators in implementing assignments and contain guidance on how to scaffold student understanding of the inquiry practices and the disciplinary strands referenced.
 - It is important to note that Social Studies Three requires that students analyze the role of the United States in global affairs. Students will analyze methods used by state and non-state actors seeking to alter the global order which emerged during the post-World War period from 1945 to the present. Throughout their engagement with the inquiry practices and understanding of the interconnectedness of the four disciplines of civics, economics, geography and history, students will explore discipline specific Kentucky studies to understand Kentucky’s role in the world to better inform how they can confront today’s problems and make sense of the interconnected world around them. Therefore, the example used here uses an interdisciplinary approach to examine the compelling question “How do global events impact me?” through Civics and History.
- [Social Studies Depth of Knowledge](#) document that was shared on slide 49.

It is important to note that as participants are unpacking the standard, they may identify gaps in their own understanding of the *KAS for Social Studies* or the Inquiry Practices found within. If this happens, direct participants back to the [Getting to Know the KAS for Social Studies](#) module and/or the [Inquiry Practices of the KAS for Social Studies](#) module to support them in their professional learning needs.

Slide 82:

Begin by reading the standard, and then ask participants what knowledge/concepts/vocabulary students will need to know in order to reach this standard. Participants should note that understanding legislative, executive and judicial branch decisions, constitutionality and impacts on citizens and states are essential to reaching this standard. These should be added to the second column.

Then, access the disciplinary clarification in the *KAS for Social Studies* for this standard: “Within the Constitution, each branch of government is granted powers that have an impact on the governance of states and citizens. The balance between the federal government, state governments and individual liberties is continuously debated between the branches. Over time, the concept of civil rights has become more expansive, as dissenting opinions and legal rulings, such as *Berea College v. Kentucky* or *Brown v. Board*, set precedents for the governance of the nation, ensuring civil liberties and also limiting the scope of state authority. Over time, executive power has grown through the use of executive orders that may challenge legislative authority while demonstrating implicit constitutional powers of the executive branch.”

Remind participants that the disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards. Ask participants to read the disciplinary clarification and consider other knowledge/concepts/vocabulary that students might need to know, and add those to the chart in the second column. Responses may include Constitutional powers of each branch, balance of branches between federal and state governments and individual liberties, precedents, civil liberties and implicit constitutional powers. Participants should also consider information students will need to know to demonstrate mastery of this standard outside of the Disciplinary Clarification statement and put any additional knowledge/concepts/vocabulary in this column as well.

Next, ask participants what skills students need to be able to do to reach this standard. Remind them that this is usually the verb found within the standard. Participants should identify “analyze” as the skill, and list it in the third column of the chart.

Finally, ask participants what level of proficiency is required in order to reach this standard. It is important to note that when determining the DOK of a standard, the verb should not be separated from the rest of the standard as the content and skills outlined in the standard impact the level of rigor students need to engage in order to demonstrate mastery of the standard. Participants may access the Depth of Knowledge (DOK) materials provided earlier. Participants may determine that this standard is a DOK 4. Add this information to the chart in the fourth column.

Slide 83:

Begin by reading the standard, and then ask participants what knowledge/concepts/vocabulary students will need to know in order to reach this standard. Participants should note that understanding disciplinary thinking, arguments, explanations and public communications and compelling and supporting questions in U.S. history are essential to reaching this standard. These should be added to the second column.

It is important to note that there are not Disciplinary Clarifications provided for the Inquiry Practices. Therefore, it is critical that participants complete this work with a partner, in their grade level teams or PLC as those collegial conversations will support educators in identifying all of the knowledge/concepts/vocabulary students will need to know in order to reach this standard.

Next, ask participants what skills students need to be able to do to reach this standard. Remind them that this is usually the verb(s) found within the standard. Participants should identify “engage” and “construct” as the skills, and list it in the third column of the chart.

Finally, ask participants what level of proficiency is required in order to reach this standard. Participants may access the Depth of Knowledge (DOK) materials provided earlier. It is important to note that when determining the DOK of a standard, the verb should not be separated from the rest of the standard as the content and skills outlined in the standard impact the level of rigor students need to engage in order to demonstrate mastery of the standard. Participants may determine that this standard aligns to a DOK level 3. Add this information to the fourth column.

Slide 84:

Read the slide.

In this section, participants will break down two standards, one disciplinary strand standard and one inquiry practice standard, in the slides that follow. Participants should only engage with the slides that correspond to their grade-level or course, unless they teach more than one grade-level or course. Once participants read the slides that pertain to another grade-level or course, they should proceed to slide 90 to continue with this section of the module.

In this section, several documents may be helpful for participants when unpacking the standards:

- [Glossary of Terms for the Kentucky Academic Standards \(KAS\) 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.

- Disciplinary Clarifications for the *KAS for Social Studies*:
 - [High School: Disciplinary Clarifications and Instructional Support](#) may be found on kystandards.org.
- Student Assignment Library
 - The Student Assignment Library provides examples of student assignments that are weakly, partially and strongly aligned to standards. To understand what a strongly aligned assignment looks like for Social Studies Three, access the [Strongly Aligned 3 with Teacher Notes](#) example for high school. Teacher Notes are designed to support educators in implementing assignments and contain guidance on how to scaffold student understanding of the inquiry practices and the disciplinary strands referenced.
- [Social Studies Depth of Knowledge](#) document that was shared on slide 49.

It is important to note that as participants are unpacking the standard, they may identify gaps in their own understanding of the *KAS for Social Studies* or the Inquiry Practices found within. If this happens, direct participants back to the [Getting to Know the KAS for Social Studies](#) module and/or the [Inquiry Practices of the KAS for Social Studies](#) module to support them in their professional learning needs.

Slide 85:

Begin by reading the standard, and then ask participants what knowledge/concepts/vocabulary students will need to know in order to reach this standard. Participants should note that understanding legislative, executive and judicial branch decisions, constitutionality and impacts on citizens and states are essential to reaching this standard. These should be added to the second column.

Then, access the disciplinary clarification in the *KAS for Social Studies* for this standard: “U.S. global interactions have led to numerous cultural shifts. Immigration, for example, has influenced the United States by infusing each generation with new ideas and customs. As the strength of the U.S. economy grew, industry attracted workers from all over the world, changing American society as new ideas and customs were integrated. As the United States participated in global conflicts, there were changes in values and beliefs, and emerging prejudices led to changes in cultural norms. Global interactions also led to the development of trade agreements like the World Trade Organization (WTO) and North American Free Trade Agreement (NAFTA) and regulatory bodies like the Department of Homeland Security, which impacted society.”

Remind participants that the disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards. Ask participants to read the disciplinary clarification and consider other knowledge/concepts/vocabulary that students might need to know, and add those to the chart in the second column. Responses may include immigration, global conflicts, World Trade Organization (TWO), North American Free Trade Agreement (NAFTA) and the Department of Homeland Security. Participants should also consider information students will need to know to demonstrate mastery of this standard outside of the Disciplinary Clarification statement and put any additional knowledge/concepts/vocabulary in this column as well.

Next, ask participants what skills students need to be able to do to reach this standard. Remind them that this is usually the verb found within the standard. Participants should identify “analyze” as the skill, and list it in the third column of the chart.

Finally, ask participants what level of proficiency is required in order to reach this standard. It is important to note that when determining the DOK of a standard, the verb should not be separated from the rest of the standard as the content and skills outlined in the standard impact the level of rigor students need to engage in order to demonstrate mastery of the standard. Participants may access the Depth of Knowledge (DOK) materials provided earlier. Participants may determine that this standard is a DOK 4. Add this information to the chart in the fourth column.

Slide 86:

Begin by reading the standard, and then ask participants what knowledge/concepts/vocabulary students will need to know in order to reach this standard. Participants should note that understanding disciplinary thinking, arguments, explanations and public communications and compelling and supporting questions in U.S. history are essential to reaching this standard. These should be added to the second column.

It is important to note that there are not Disciplinary Clarifications provided for the Inquiry Practices. Therefore, it is critical that participants complete this work with a partner, in their grade level teams or PLC as those collegial conversations will support educators in identifying all of the knowledge/concepts/vocabulary students will need to know in order to reach this standard.

Next, ask participants what skills students need to be able to do to reach this standard. Remind them that this is usually the verb(s) found within the standard. Participants should identify “generate” and “develop” as the skills, and list it in the third column of the chart.

Finally, ask participants what level of proficiency is required in order to reach this standard. Participants may access the Depth of Knowledge (DOK) materials provided earlier. It is important to note that when determining the DOK of a standard, the verb should not be separated from the rest of the standard as the content and skills outlined in the standard impact the level of rigor students need to engage in order to demonstrate mastery of the standard. Participants may determine that this standard aligns to a DOK level 3. Add this information to the fourth column.

Slide 87:

Read the slide.

In this section, participants will break down two standards, one disciplinary strand standard and one inquiry practice standard, in the slides that follow. Participants should only engage with the slides that correspond to their grade-level or course, unless they teach more than one grade-level or course. Once participants read the slides that pertain to another grade-level or course, they should proceed to slide 90 to continue with this section of the module.

In this section, several documents may be helpful for participants when unpacking the standards:

- [Glossary of Terms for the Kentucky Academic Standards \(KAS\) 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.
- Disciplinary Clarifications for the *KAS for Social Studies*:
 - [High School: Disciplinary Clarifications and Instructional Support](#) may be found on kystandards.org.
- Student Assignment Library
 - The Student Assignment Library provides examples of student assignments that are weakly, partially and strongly aligned to standards. To understand what a strongly aligned assignment looks like for Social Studies One, access the [Strongly Aligned 2 with Teacher Notes](#) example for high school. Teacher Notes are designed to support educators in implementing assignments and contain guidance on how to scaffold student understanding of the inquiry practices and the disciplinary strands referenced.
- [Social Studies Depth of Knowledge](#) document that was shared on slide 49.

It is important to note that as participants are unpacking the standard, they may identify gaps in their own understanding of the *KAS for Social Studies* or the Inquiry Practices found within. If this happens, direct participants back to the [Getting to Know the KAS for Social Studies](#) module and/or the [Inquiry Practices of the KAS for Social Studies](#) module to support them in their professional learning needs.

Slide 88:

Begin by reading the standard, and then ask participants what knowledge/concepts/vocabulary students will need to know in order to reach this standard. Participants should note that understanding the desire for cheap labor, slavery/forced labor and knowledge of the time period between 1300-1888 are essential to reaching this standard. These should be added to the second column.

Then, access the disciplinary clarification in the *KAS for Social Studies* for this standard: “Especially before widespread industrialization, a variety of methods were used to extract labor from people for the purpose of production. Serfdom, in which labor was required of peasants who did not own land, but were tied to land owned by aristocratic landowners, was the norm across Europe in the feudal period and lasted in places like Russia until the Emancipation Edict of 1861. In the Inca Empire, extended family groups were required to pay labor taxes called mit’a, during which they worked on things like large-scale infrastructure projects for the government. Within the Atlantic System, a new way of getting cheap labor, indentured servitude, resulted in an influx of poor European laborers to the Americas, driven by the hope of economic opportunity on one hand and the need for agricultural workers on the other. Indentured servitude was revived in the late 1800s and early 1900s, with East and South Asians migrating to sugar producing areas in the wake of chattel slavery’s end. Enslaved people who performed domestic work were common across the Middle East throughout 1300- 1900, and plantation-based chattel slavery spread from the Mediterranean to islands in the Atlantic and then to the western hemisphere after the discovery of the Americas as the market for luxury products like sugar and tobacco rose rapidly within the new Atlantic System of trade. Chattel slavery as an institution

grew in size and scope throughout the period as laws like linking the status of a child to their enslaved mother were codified to ensure continued exploitation of that source of labor. The practice of chattel slavery of this type ended with the emancipation of enslaved people in Brazil in 1888. In these ways, unfree labor proliferated across the globe as global trade and economic interconnectedness rose. Force and coercion are hallmarks of all of these systems as fear and physical violence were used to extract labor.”

Remind participants that the disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards. Ask participants to read the disciplinary clarification and consider other knowledge/concepts/vocabulary that students might need to know, and add those to the chart in the second column. Responses may include serfdom, labor taxes (mit'a), indentured servitude and chattel slavery. Participants should also consider information students will need to know to demonstrate mastery of this standard outside of the Disciplinary Clarification statement and put any additional knowledge/concepts/vocabulary in this column as well.

Next, ask participants what skills students need to be able to do to reach this standard. Remind them that this is usually the verb found within the standard. Participants should identify “analyze” as the skill, and list it in the third column of the chart.

Finally, ask participants what level of proficiency is required in order to reach this standard. It is important to note that when determining the DOK of a standard, the verb should not be separated from the rest of the standard as the content and skills outlined in the standard impact the level of rigor students need to engage in order to demonstrate mastery of the standard. Participants may access the Depth of Knowledge (DOK) materials provided earlier. Participants may determine that this standard is a DOK 3. Add this information to the chart in the fourth column.

Slide 89:

Begin by reading the standard, and then ask participants what knowledge/concepts/vocabulary students will need to know in order to reach this standard. Participants should note that understanding appropriate evidence, claims, counterclaims, compelling and supporting questions and world history are essential to reaching this standard. These should be added to the second column.

It is important to note that there are not Disciplinary Clarifications provided for the Inquiry Practices. Therefore, it is critical that participants complete this work with a partner, in their grade level teams or PLC as those collegial conversations will support educators in identifying all of the knowledge/concepts/vocabulary students will need to know in order to reach this standard.

Next, ask participants what skills students need to be able to do to reach this standard. Remind them that this is usually the verb(s) found within the standard. Participants should identify “use”, “construct” and “revise” as the skills, and list it in the third column of the chart.

Finally, ask participants what level of proficiency is required in order to reach this standard. Participants may access the Depth of Knowledge (DOK) materials provided earlier. It is important to note that when determining the DOK of a standard, the verb should not be separated from the rest of the standard as the content and skills outlined in the standard impact the level of rigor students need to engage in order to demonstrate mastery of the standard. Participants may determine that this standard aligns to a DOK level 3. Add this information to the fourth column.

Slide 90:

Give participants a moment to read this and internalize its message. In a whole group discussion, ask participants to connect this quote to the activities they just participated in. How does this quote connect to the unpacking of the standards work they just completed?

For guidance on how to conduct a discussion, visit TeachingWorks Resource Library on [Leading a Discussion](#) for leading a large group discussion.

Possible answers include, but are not limited to the following:

- Understanding the complexity and demand of a standard is much more than understanding the DOK of the verb. As the quote suggests, determining the meaning of the Bill of Rights varies with different situations, much like the verb and the demands of the standard may change in complexity depending on the age level of the students, etc.

Unpacking a standard must be an ongoing process as students and educators continually implement the *KAS for Social Studies* year after year. As students become more experienced in their engagement with the *KAS for Social Studies*, a teacher’s work and implementation of the standards may change.

Slide 91:

Ask participants to work with a partner to share their thoughts on the first four steps of the process. Ask pairs to share out “aha” moments and “wonderings”.

If virtual, have participants go to break out rooms with someone they may not have worked with yet. If in person, have participants partner with someone at a different table. If in person and movement among tables is not possible, have participants partner with someone at their table.

Slide 92:

Ask participants to work with a partner to reflect on this module. If in person, the facilitator may use a large chart paper for each question for participants to write their responses and view the responses of others. If virtual, the facilitator may collect responses on a shared google document that poses these questions and participants type their responses to each, allowing them to also view the responses of others.

If in person, participants will write their answers on different Post-It notes and apply it to the corresponding chart paper. If virtual or functioning in a hybrid setting, participants will record their responses on the Post-Its on the corresponding JamBoard.

Slide 93:

Remind this is a cyclical process that should be ongoing.

Explain: Review the visual on slide and highlight the next section of the module will focus on Mapping the *KAS for Social Studies* to Current Practice.

Slide 94:

Explain: This section, 2c, Mapping the Standards to Current Practice, will focus on mapping the expectations of the *KAS for Social Studies* to current practice.

Supporting teachers in this work may require that teachers need additional support. Below are some additional leadership considerations:

- Who might provide content support to teachers as they work through the analysis?
 - Are there curriculum coaches/specialists in the district or school to support grade-level teams?
 - How might you partner with your regional cooperative or professional organizations to support teachers in this work?

Slide 95:

Explain: The goals for Module 2 are on this slide. The ones with stars next to them are the focus of 2c.

It is important to note that this section requires that participants have every standard unpacked prior to this section. As a result, the facilitator needs to provide adequate time to allow participants to unpack the standard prior to engaging with this section of the module.

Slide 96:

Facilitator: These are the questions your participants will have to answer at the conclusion of this work.

Ask participants to make a chart on a piece of paper or a Word or Google Doc with three columns that indicate strengths, gaps and questions. Ask participants to individually jot down current strengths, gaps and questions after the initial analysis of the standards. Ask a couple participants to share out their responses for each column. Consider maintaining a Google document to capture the questions that came up in the analysis process.

Slide 97:

Have participants access their Tool to Unpack standards that they started in 2b. In this section of the module, participants will complete the fifth column of the document. It is important to note that this section requires that participants have every standard unpacked prior to this section. As a result, the facilitator needs to provide adequate time to allow participants to unpack the standard prior to engaging with this section of the module.

Focus on the “where is this currently happening” section of the chart.

Ask participants to review each row and ask themselves “is this standard currently being taught at the correct grade level” - remind them to look at all of the details in the row – the unpacked standard and reflect if the standard is being taught.

Show them there is a drop-down menu in this column where they can code whether the standard is taught at the correct grade. When the row is highlighted under this column, a down arrow will appear immediately on the right of the column. When you click on the down arrow, the following categories will appear:

- Addressed to Mastery: Currently being fully addressed to mastery at the appropriate grade level and appropriate rigor.
- Partially Addressed: Addressed at the grade level, may not addressed to mastery or the appropriate rigor.
- Not Addressed: Not being addressed at all at this grade level.

Ask participants to be reflective and honest about whether or not they believe the standard is being taught in the correct grade.

Tell participants they should only focus on this column (Is this standard being taught in the correct grade/course) for this section of Module 2.

Slide 98:

Once participants have a chance to review each standard and complete column four in the spreadsheet, ask them to come back to the chart they created at the beginning of this section and reflect on strengths, gaps and questions. Ask participants to reflect out on the process. Consider maintaining a Google doc with their questions.

Slide 99:

Remind this is a cyclical process that should be ongoing.

Explain: Review the visual on slide and highlight the next section of the module will focus on Identifying Gaps and Overlaps in the *KAS for Social Studies*.

Slide 100:

Explain: This section, 2d, Identifying Gaps and Overlaps in the Standards, will focus on beginning to identify the gaps and overlaps of the *KAS for Social Studies*.

Supporting teachers in this work may require that teachers need additional support. Below are some additional leadership considerations:

- How will you structure the opportunities for the grade-level teams to engage in vertical conversations to address gaps?
 - Will the vertical conversations take place virtually or face-to-face?
 - How will the vertical conversations be structured for grade-level teams in the same school?
 - How will the vertical conversations be structured for transition grade-level teams and the various feeder schools?
- Who will participate in the vertical conversations? Will the entire grade-level or course content teams meet, or will the conversation be with representatives from the grade-level or course content teams?
- How will you ensure that vertical conversations occur in a timely manner that allows teachers to utilize information in drafting their adjusted curriculum?

Slide 101:

Explain: The goals for Module 2 are on this slide. The one with the star is the focus of Section 2d.

In this section of the module, participants will complete the sixth column of the document. It is important to note that this section, much like 2c, requires that participants have every standard unpacked prior to this section. Additionally, participants must have completed the fifth column before proceeding to this section. As a result, the facilitator needs to provide adequate time to allow participants to unpack the standard prior to engaging with this section of the module.

Slide 102:

Go through each question individually (slide is animated to show one question at a time). Ask participants to jot down their ideas on their own paper or in a Google doc. Ask a couple of participants to share out. Repeat with the next question.

This slide will be answered throughout this section.

Slide 103:

Explain the concept of gaps : Content and skills described by the standards that are underrepresented in the curriculum. Ask participants what “underrepresented” might mean and why this is important to think about during the implementation of the standards.

Photo Credit: “[Mind the Gap](#)” by Álvaro Millán [CC BY-ND 2.0](#)

Slide 104:

Ask participants to consider the question on this slide “what gaps do you think exist based on your initial review of the standards?”

This slide will be answered throughout this section.

Slide 105:

Have participants access their Tool to Unpack standards that they started in 2b and added to in 2c. In this section of the module, participants will complete the sixth column of the document. It is important to note that this section, much like 2c, requires that participants have every standard unpacked prior to this section. Additionally, participants must have completed the fifth column before proceeding to this section. As a result, the facilitator needs to provide adequate time to allow participants to unpack the standard prior to engaging with this section of the module.

Focus on the “where is this currently happening” section of the chart. This is the sixth column.

Ask participants to review the left-hand columns and focus on the standards that are “not addressed”.

Remind participants that it is critical to ensure all students have access to grade level standards and this activity can help to begin to identify the gaps and then identify strategies to ensure all students are getting access to their grade level standards.

Slide 106:

Explain to participants gaps cannot be identified and filled without multiple conversations within and across grades with their colleagues. Explain that this section will guide them through the three most critical groups of educators to have conversations with to identify and discuss the gaps and overlaps.

Slide 107:

Explain one conversation to have when identifying and filling gaps is to talk to other teachers from the same grade. Share the questions on the slide – pointing out these are the questions that can help clarify the gaps and begin to strategize how to fill them.

Slide 108:

Explain another conversation to have when identifying and filling gaps is to talk to other teachers across grades. Explain they should begin by focusing on 1-2 grades above and below. Share the questions on the slide – pointing out these are the questions that can help clarify the gaps and begin to strategize how to fill them.

It is important to note that having conversations 1-2 grade above and below may require teachers talking to teachers from other schools. For example, a High School teacher may need to talk to a Grade 8 teacher or a Grade 6 teacher may need to talk to a Grade 5 teacher. Each of these conversations is essential when clarifying the gaps and strategizing how to fill them.

Slide 109:

Explain another conversation to have when identifying and filling gaps is to talk to other teachers from the same grade level but teach different content areas, ie. Mathematics, Science, Reading and Writing...

Explain this is an important conversation to have, not only K-8, but also in high school to determine if the content and skills in the standards are being taught in other courses. While this conversation needs to happen with all teachers K-12, the conversation may look very different depending on the grade level:

- Elementary: Teachers in elementary school often integrate across subjects. Social studies is often also addressed in Reading and Writing, Science, Mathematics, and itinerant classes such as Arts and Humanities,

Technology and Library. It is important that teachers determine where each standard is being taught, and also whether each standard is being fully addressed to allow students to reach mastery. For example, a teacher may introduce social studies content during their literacy block. However, it is important that the social studies content and skills required in the standard are fully addressed, which may require additional time dedicated to this standard outside of the literacy block. Additionally, an art teacher may address a social studies standard by looking at specific pieces of art during a certain period or event. This may address part of the standard, but it may be necessary to revisit the standard with a social studies specific lens to fully address the intent of the standard. Time should be devoted to social studies to ensure discipline integrity to ensure students have the opportunity to master grade level social studies standards.

- Secondary: Within your curriculum and the curriculum of your colleagues, you may teach the same topic, i.e., the Holocaust, world wars, etc. It is important to remember that each content area (Mathematics, Science, Reading and Writing, etc.) has their own *Kentucky Academic Standards* and the content area that they are investigating the topic will influence how the topic is taught. Therefore, while you and your colleagues may teach the same topic or idea, it is important to ensure that students are examining the topic according to the demands of the *KAS for Social Studies*.

This conversation will also allow for opportunities to collaborate and find ways to work across content areas.

Share the questions on the slide – pointing out these are the questions that can help clarify the gaps and begin to strategize how to fill them.

Slide 110:

Explain to participants they should be aware of the tips on the slide as they enter into each of the conversations. Read the “Do’s” and “Dont’s”. Then, check for educator understanding.

Note: The “little darling” reference comes from this blog post from Tim Erickson, who argued that sometimes your personal love of a topic or lesson does not justify the need to teach it. <https://bestcase.wordpress.com/2012/09/17/koldcurriculum-killing-the-darlings-in-math/>

Please see for a social studies specific article on “little darlings”: <https://www.cultofpedagogy.com/grecian-urn-lesson/>

Slide 111:

Explain to participants they will use the notes from the chart and the conversations to build plans to address the gaps in module 2e.

Slide 112:

Remind this is a cyclical process that should be ongoing.

Explain: Review the visual on slide and highlight the next section of the module will focus on Identifying Gaps and Overlaps in the *KAS for Social Studies*.

Slide 113:

Explain: This section, 2e, Bridging the Gaps, will focus on beginning to identify the gaps and overlaps of the *KAS for Social Studies*.

Supporting teachers in this work may require that teachers need additional support. Below are some additional leadership considerations:

- What are your expectations for how teachers will incorporate the identified gaps into the curriculum?
- Will all grade levels or content courses use the same method or will the decision be made by each grade-level or course content team?
- What is the approval process for changes to SBDM adopted curriculum?
- How will you structure time for grade-level teams to draft their revised curriculum?
- How will you intentionally utilize the PLC process to support teachers in meeting learner’s academic needs?

Slide 114:

Explain: The goals for Module 2 are on this slide. The ones with the stars are the focus of Module 2e.

Slide 115:

Ask participants the question on the screen – give them a minute to think about it individually and to jot down some ideas through a QuickWrite on a [Jamboard](#). Note: this link will take you to a copy of the Jamboard. If participants are in person, participants may write their answer to this question on a Post-it Note.

Slide 116:

Ask participants to work in groups – following the instructions on the slide. Have participants organize their responses into categories as they share them. Participants should organize their responses into the following categories:

- Similarities in responses amongst the group
- Urgent needs
- Significant changes needed to align with the *KAS for Social Studies*
- Minor changes needed to align with the *KAS for Social Studies*
- Things that can be done today to eliminate any gaps

Ask a few groups to share out. Have participants keep this information to reference in the next task of the section.

Slide 117:

Have participants access their Tool to Unpack standards that they started in 2b and added to in 2c and 2d. It is important to note that this section requires that participants have completed the Tool To Unpack Standards. As a result, the facilitator needs to provide adequate time to allow participants to complete the tool prior to engaging with this section of the module.

Explain: The Tool to Unpack Standards and the Compare and Contrast task you completed on the last slide will inform the development of your Module 2: Planning Tool to Fill Gaps. The Planning Tool to Fill Gaps is a tool they can use in teams to develop concrete plans to address gaps that were identified in module 2d.

Review each of the components of the Tool. Additional guiding questions are provided below to support educators in starting their thinking.

- Description of Gap
 - *What are content and skills described by the standards that are underrepresented in your curriculum? What causes the gap you identified?*
- Summary of Plan to Address Gap
 - *How do you plan to address the gap you identified?*
- Detailed Needs:
 - Materials/Resources
 - *Are there materials/resources (books, sources, videos, etc.) that you need to address the gap you identified??*
 - Professional Development
 - *What professional development do you need to engage in to address the gap you identified?*
 - Collaborations
 - *Who do you need to collaborate with to support you in addressing the gap you identified?*

Additional Notes

- *Is there anything else you need to consider to address the gap you identified?*

Timeline/Responsibilities

- Quick wins -- What needs to happen between now and spring 2022 to ensure alignment with *KAS for Social Studies*?

Long-term strategies -- What needs to happen between summer 2022 and spring 2023 to ensure alignment with *KAS for Social Studies*?

Slide 118:

Distribute (or make available on a shared drive) the two proposal examples. Provide a brief summary of each, and tell the participants to pick one to annotate. Inform participants that they will design their own Planning Tool to Fill Gaps, so learning from these examples is critical in moving forward.

Note: These two Planning to Fill Gaps Proposals were designed specifically address two major gaps that educators may identify. The two gaps addressed are:

- We need help with our own content knowledge.
- We need help with large program gaps that exist.

Therefore, participants are not supposed to pick the example that is closest to their grade level. Instead, they should pick the example that most closely aligns with the issues they have identified with their own social studies program.

Slide 119:

Follow the directions on the slide. Provide participants adequate time to annotate the Planning Tool to Address Gaps.

Slide 120:

When thinking about ways to address gaps, it is important to acknowledge the role that pre-assessments can play in informing teachers on where students are in their learning. Pre-assessments may be used in the following ways:

- Explain one strategy may be to develop a pre-assessment for a grade/course/unit based on the grade level standards in the *KAS for Social Studies*. This strategy can help teachers identify gaps class by class, student by student. Explain they can then use the data from the pre assessment to build in lessons to ensure students have access to the grade level standards in the *KAS for Social Studies*.
- Use student work analysis at several points (pre/mid/post) to check in and inform instruction.

Ask participants to reflect on these strategies- have they used them before? Do they think it is a manageable way to address gaps during implementation?

It is important to note that pre-assessment may need to include information from previous grade levels that are required to be on grade level. For example, students may need to be assessed on whether or not they can explain why and how people and goods move to and within communities (1.G.MM.1) prior to explaining patterns of human settlement in North America (2.G.MM.1).

- It is important to note that students should always engage with grade-level standards. Using pre-assessments in this manner does not mean that the teacher stops grade-level instruction to re-teach content and skills from the previous grade-level. Teachers must be surgical in how they support students in addressing gaps from previous grade levels.

Slide 66:

As seen in the previous slide, another strategy may be to look at student work. Explain to participants that they can find or develop a lesson or unit focusing on a gap in the grade level standards in the *KAS for Social Studies*. They can then focus on the student work reflective of the gaps in standards for their grade. Explain they can approach this in two ways:

This slide demonstrates a rapid way to analyze student work. Explain they can assess a piece of student work focusing on demonstration of the content and skills in the gap standards. They can then organize the work into three buckets:

- Assignments that demonstrate mastery of the content and skills in the standards.
- Assignments that partially demonstrate mastery of the content and skills in the standards.
- Assignments where there is no evidence of learning of the content and skills in the standards.

Explain they can then look at the percentages of students who are at each level and determine if they need to revisit the content and skills in order to help to fill the gaps and prepare all students to reach the expectations of the standards.

Slide 122:

Explain to participants they will now have time to work individually, in grade level teams and/or in PLCs to complete the [Planning Tool to Address Gaps](#) identified in module 2d.

Explain they should review the Tool to Unpack standards to inform the plan.

Give participants time to begin to fill out the template.

If there is a larger group and there is time, ask teams to share their proposals with another team for feedback.

Some ideas to get you started on addressing any gaps you, your grade-level team or PLC identified.

As you are facilitating this professional learning, there may be times when you will encounter these situations. How will you support teachers in these situations?

1. A participant(s) does not have a social studies curriculum.
 1. Unfortunately, there may be schools that do not have a social studies curriculum. If a participant in your session informs you that they do not have a social studies curriculum, tell them that the best place to start with

designing a social studies curriculum is understanding the depth and rigor of the standards. Since they have just unpacked their grade level standards in the previous section, they are off to a great start in developing their standards aligned curriculum. While the Kentucky Department of Education (KDE) is responsible for the development of standards, state law assigns each local school-based decision making (SBDM) council the authority to design the school's curriculum and determine appropriate instructional resources based upon language found in Kentucky Revised Statute (KRS) 160:345. Therefore, the KDE does not adopt, select or recommend specific curricula for coursework. However, resources such as the [Student Assignment Library](https://www.kystandards.org) on [kystandards.org](https://www.kystandards.org) may provide them with a starting point for this important work.

2. A participant(s) is not familiar with the *KAS for Social Studies*.
 1. If the educators in your training are unfamiliar with the *KAS for Social Studies*, tell them it is not too late to get started. Have participants engage with the [Getting to Know the KAS for Social Studies](#) module and the [Inquiry Practices of the KAS for Social Studies](#) module to support their foundational learning in social studies. Additional resources are available on [kystandards.org](https://www.kystandards.org) under [Social Studies Resources](#). The [Social Studies Implementation Guide](#) may also be useful as it recommends resources in order to support educators with where they are at with their familiarity with the *KAS for Social Studies*.
3. A participant(s) has not consistently taught, or have little knowledge of, the disciplinary strands of Civics, Economics, Geography, and History.
 1. If participants have not regularly taught, or have little knowledge of, the four disciplinary strands in the *KAS for Social Studies*, have participants do the following to expand their personal content knowledge:
 1. Work with their Professional Learning Community (PLC) or grade - level team to collaborate on designing lessons, especially if a member of the group has content knowledge the participants may lack.
 2. Work with their school librarian or local community librarian to research and identify resources such as books, academic journals, etc. that could help expand the participants' content knowledge.
 3. Reach out to institutions, such as museums, both locally and nationally, to inquire about any professional learning opportunities they might have to offer.
 4. Access the [social studies section of Kentucky Teacher](#), a publication of the Kentucky Department of Education, for information about social studies organizations and available professional learning opportunities. The [Bulletin Board](#) section provides information about available professional learning as well.
 5. Reach out to social studies organizations in the state, such as the [Kentucky Council for Social Studies](#), to see if they offer professional learning that meets your content needs.
 6. Have participants reach out to Kentucky partner organizations to support their acquisition of discipline specific knowledge. A list of partners may be found on the KDE's Social Studies [Kentucky Resources and Professional Organizations](#) webpage.

It is important to note that educators from different grade levels may have different responses to these questions. A high school teacher may have access to curriculum, are familiar with the *KAS for Social Studies*, but may feel more comfortable teaching the Civics standards than the Economics standards. Or, you may have elementary school teachers who may have no experience with the *KAS for Social Studies* and, therefore, do not have curriculum documents. It is important to address the needs of the different grade levels in these questions, as participants may have a variety of answers depending on grade level and or experience.

Slide 123:

Explain: The five sessions were designed to meet the four goals of Module 2 and to support teachers, school leaders and district/state leaders in implementing the *KAS for Social Studies*. Ask teams (or individuals if there is not a team) to review the gaps identified in 2d and determine how and when to address each – explain one proposal may address more than one gap. Use this time to ensure there is a plan to address all of the gaps identified in 2d.

Ask them to have discussions and delineate what work needs to be done between now and Spring 2022 and what work can happen between Summer 2022 and Spring 2023. Ask participants to share out their plans.

Have participants write their sixth month/year goal as a Quick Write in a Google Doc.

Slide 124:

Review the visual: Remind participants that this visual outlines the a continuous process for reviewing the gaps between the curriculum and the standards. Emphasize the processes and tools shared in these modules can and should be used continuously throughout the implementation process as students and educators become more familiar with the content and skill demands of the *KAS for Social Studies*.

