

Social Studies Assignment Review Protocol

This protocol is intended to support teachers when answering the question, “Does this assignment give students the opportunity to meaningfully engage in worthwhile, standards-aligned grade level content?”

Each section of the protocol features a different component required for overall mastery of the *Kentucky Academic Standards (KAS) for Social Studies*. Teachers will use this rubric in a variety of ways to evaluate the social studies assignment. Since assignments aligned to the *KAS for Social Studies* may not contain all of the parts below, teachers may skip a section when appropriate. As an example, a Task Aligned to the Supporting Question may not provide the ability for students to make connections to their lives or complete a take action project; therefore, an educator may skip the sections below entitled “Relevance for Students” or “Democratic Procedures and Civic Life.” However, a student may have the opportunity to demonstrate their understanding of these concepts when completing a Task Aligned to the Compelling Question. Since students must have the opportunity and access to demonstrate mastery on all of the standards found within the *KAS for Social Studies*, it is important that an educator evaluate assignments on all of the topics below throughout the coherent period of learning.

To analyze the alignment of an assignment to the *KAS for Social Studies*, rate each relevant aspect according to the criteria for each level: weakly aligned (1), partially aligned (2) or strongly aligned (3). After completing the rubric, you will use a holistic score to determine overall alignment. Below the rubric, a reflection is provided to determine how the how to revise the assignment to make it strongly aligned to the *KAS for Social Studies*.

Note: The Grade 2 Social Studies Assignment contains two types of assignments. First, this assignment contains three Tasks Aligned to the Supporting Question. Second, it concludes with a Task Aligned to the Compelling Question. Within the review protocol below, both types of assignments will be referenced under the applicable headings in the Justification/Notes section.

Evaluation of Social Studies Assignment

Questioning

Compelling and Supporting Questions <i>Assignments should provide students the opportunity to ask, develop and generate compelling and supporting questions depending on their grade level.</i>		
3 - The assignment requires students to successfully engage in asking, developing and/or generating compelling or supporting questions and answering these questions.	2 - The assignment does not meet the demands of the <i>KAS for Social Studies</i> when asking, developing and/or generating compelling or supporting questions. For example, students may investigate a compelling or supporting question, but do not develop a compelling or supporting question.	1 - The assignment does not include opportunities to ask, develop and/or generate compelling or supporting questions.
Justification/Notes: Tasks Aligned to the Supporting Question		

These tasks are strongly aligned to *2.I.Q.2 Identify supporting questions to investigate compelling questions about communities found in North America*. Each task requires students to answer a supporting question that students will use to investigate of the compelling question. The supporting questions that students must answer are:

- How did cultural groups in Mexico connect and interact in the past?
- How do cultural groups in Mexico connect and interact today?
- How have cultural groups in the past and today shaped Mexico?

Task Aligned to the Compelling Question

This task is strongly aligned to *2.I.Q.1 Ask compelling questions about communities found in North America* since students are asking and answering the compelling question, “How does culture shape communities?”

Investigating

Construction of Knowledge through the Disciplinary Concepts and Practices		
<i>The assignment should require students to demonstrate the content expectations outlined in the standards. Students should have the opportunity to demonstrate an understanding of ideas, concepts, theories, and principles from the social studies disciplines (civics, economics, geography, history) by using them to interpret and explain specific, concrete information or events.</i>		
3- The assignment requires that students demonstrate their knowledge of the content required in the standards. It requires the use of social studies concepts and practices to organize, explain, interpret, summarize, and extend the meaning and significance of otherwise discrete pieces of information.	2- The content required in the standards is present in this assignment, but students are not required to demonstrate their knowledge of the content of the standards. It includes some social studies concepts and practices to organize, explain, interpret, summarize, and extend the meaning and significance of otherwise discrete pieces of information.	1- This assignment does not include content required in the standards, nor social studies concepts and practices.

Justification/Notes:

Tasks Aligned to the Supporting Question

The three supporting question tasks in this assignment are strongly aligned to the content expectations of the disciplinary strand standards addressed. To answer the supporting question, “How did cultural groups in Mexico connect and interact in the past?”, students must use their knowledge of *2.H.CH.1 to identify diverse North American cultural groups of the past and today*. Content knowledge for this standard is also required to answer the second supporting question, “How do cultural groups in Mexico connect and interact today?” To answer the third supporting question, “How have cultural groups in the past and today shaped Mexico?” students must compare the ways various cultural groups in the past and today shaped Mexico (2.G.HI.1)

Task Aligned to the Compelling Question

This task is strongly aligned as students are required to demonstrate the content knowledge they acquired when investigating the supporting questions to answer the compelling question, “How does culture shape communities?” To answer this enduring question, students must explain information about various cultural groups found within a community.

Using Evidence

Sources, Claims and Evidence

This assignment requires students to analyze a variety of primary and secondary sources to investigate compelling and supporting questions and gather evidence to develop and support their claims.

3 - The assignment requires that students demonstrate their knowledge of the Using Evidence standards. This assignment requires students to analyze and synthesize a variety of sources (primary and secondary). Students are required to produce a strong, clear and convincing claim supported by evidence from multiple sources.

2 - The assignment requires a partial demonstration of the Using Evidence standards. This assignment requires students to analyze and synthesize primary and secondary sources. Students are required to produce a claim that is supported by evidence.

1 - The assignment does not require students to demonstrate their knowledge of the Using Evidence standards. This assignment does not require an analysis of primary and secondary sources. It may not require a claim supported by evidence.

Justification/Notes:

Tasks Aligned to the Supporting Question The three supporting question tasks in this assignment are strongly aligned to *2.UE.4 Construct responses to compelling and supporting questions, using reasoning, examples and details, about the diversity of communities in North America*. Each task requires students to provide reasoning, examples and details in their responses to answer the supporting questions.

Task Aligned to the Compelling Question

This task is strongly aligned to *2.UE.4 Construct responses to compelling and supporting questions, using reasoning, examples and details, about the diversity of communities in North America* because it requires students to use relevant information and details in their response to the compelling question, “How does culture shape communities?”

Communicating Conclusions

Elaborated Expressive (Speaking, Writing and Visually Representing) Communication

The assignment requires students to demonstrate an understanding, explanation or argument through elaborated expressive communication.

3 - The assignment requires explanations of generalizations, classifications and relationships relevant to a situation, problem or theme, and requires the student to substantiate

2- The assignment asks students either to draw conclusions or make generalizations or arguments,

1- The assignment or its parts can be answered without analyzing or synthesizing information.

them with examples, summaries, illustrations, details or reasons. Examples include attempts to analyze, explain, argue and synthesize.	or to offer examples, summaries, illustrations, details or reasons, but not both.	
<p>Justification/Notes:</p> <p>Tasks Aligned to the Supporting Question The three supporting question tasks in this assignment are strongly aligned because students are required to synthesize information from sources they have investigated to answer the supporting questions. In their responses, they must provide examples and supporting details.</p> <p>Task Aligned to the Compelling Question This task is strongly aligned to <i>2.I.CC.1 Construct an explanation, using correct sequence and relevant information, to provide information on a community in North America</i>. Students are required to use the content knowledge they gained through the investigations of the supporting questions to respond to the compelling question, “How does culture shape communities?” In their responses, students must use correct sequence and relevant information to provide examples from communities in North America.</p>		

<p>Democratic Procedures and Civic Life <i>In order to support a student’s ability to engage in civic life, the Communicating Conclusions standards require that students engage in democratic procedures to identify problems.</i></p>		
3- The assignment requires exemplary use of democratic skills and discourse to identify and take action on problems found in the community.	2- The assignment requires use of democratic skills and discourse when identifying problems in the community, but it may be limited. The assignment includes taking action, but it may not align with the problem being solved.	1- This assignment does not require use of democratic skills and discourse when identifying problems in the community. Taking action is not present in the assignment.
<p>Justification/Notes:</p> <p>Tasks Aligned to the Supporting Question The three supporting question tasks in this assignment will not be holistically scored using this section as these assignments are not aligned to standards that require students to demonstrate democratic procedures, engage in civic life or take action. While it is not always appropriate for an assignment to require students to demonstrate democratic procedures, engage in civic life or take action, it is important that students have these opportunities in Grade 2. Since students must have the opportunity and access to demonstrate mastery on all of the standards found within the <i>KAS for Social Studies</i>, it is important that an educator provide opportunities to demonstrate democratic procedures, engage in civic life or take action throughout Grade 2.</p>		

Task Aligned to the Compelling Question

This task will not be holistically scored using this section as these assignments are not aligned to standards that require students to demonstrate democratic procedures, engage in civic life or take action. While it is not always appropriate for an assignment to require that students to demonstrate democratic procedures, engage in civic life or take action, it is important that students have these opportunities in Grade 2. Since students must have the opportunity and access to demonstrate mastery on all of the standards found within the *KAS for Social Studies*, it is important that an educator provide opportunities to demonstrate democratic procedures, engage in civic life or take action throughout Grade 2

Relevance for Students

Assignments should provide students an opportunity to demonstrate the ability to address a concept, problem or issue that is similar to one that they have encountered or are likely to encounter in daily life outside of school.

3– The assignment provides students the opportunity to demonstrate multiple ways the content connects to the modern day and/or a student’s life.

2- The assignment provides students the opportunity to demonstrate one way the content connects to the modern day and/or a student’s life.

1- The assignment does not provide students an opportunity to demonstrate any clear connections to the modern day and/or a student’s life.

Justification/Notes:

Tasks Aligned to the Supporting Question

The three supporting question tasks in this assignment are strongly aligned. The supporting question tasks require students to explain how cultural groups in Mexico connect and interact today, and how cultural groups in the past and today shaped Mexico. This requires students to make connections to the modern day.

Task Aligned to the Compelling Question

This task is strongly aligned. The compelling question, “How does culture shape communities?” is enduring and relevant to the modern day and students’ lives. Students must provide information about how culture shapes communities in North America, so they may include how culture has shaped the United States in their response.

Impactful Instructional Strategies:

Review the following key instructional shifts to determine which ONE is *emphasized* in the impactful instructional strategies section (*check only one*).

- Craft questions that spark and sustain an inquiry
- Cultivate and nurture collaborative civic spaces
- Integrate content and skills purposefully
- Promote literacy practices and outcomes
- Provide tangible opportunities for taking action

Determine how well the student learning plan reflects the instructional shift identified above.

Alignment to Instructional Shifts		
<i>The assignment is designed around a key instructional shift.</i>		
3. The assignment meets most or all of the criteria outlined in the shift.	2. The assignment is consistent with many of the criteria outlined in the shift.	1. The assignment does not address most of the critical aspects outlined in the shift.
Justification/Notes:		
Tasks Aligned to the Supporting Question In the three supporting question tasks in this assignment, students will consider a supporting question and then investigate this question through the disciplinary lenses of geography and history. To answer the question presented in the assignment aligned to the supporting question, students must be able to integrate content and skills purposely. Answering the supporting questions found in this assignment requires students to use reasoning, examples and details from the sources they investigated. Students must understand Mexico's past and explain how the past influences today.		
Task Aligned to the Compelling Question In this assignment, students engage with a compelling question to explore how culture shapes modern societies. Students are required to use their content knowledge in order to answer the larger compelling question. To construct an argument about how culture shapes communities, students must be able to provide examples of culture from a community in North America, using sequence and relevant information.		

Reflection:

Determine implications for practice.

Review the scores above. Determine changes that need to be made to better address the expectations of the standards.

	What I can change about the assignment to better address the following:
Questioning: Compelling and Supporting Questions <i>Assignments should provide students the opportunity to ask, develop and generate compelling and supporting questions depending on their grade level.</i>	
Investigating: Construction of Knowledge through the Disciplinary Concepts and Practices <i>The assignment should require students to demonstrate the content expectations outlined in the standards. Students should have the opportunity to demonstrate an understanding of ideas, concepts, theories, and principles from the social studies disciplines (civics, economics, geography, history) by using them to interpret and explain specific, concrete information or events.</i>	
Using Evidence: Sources, Claims and Evidence <i>The assignment requires that students demonstrate their knowledge of the Using Evidence standards. This assignment requires students to analyze a variety of primary and secondary sources to investigate compelling and supporting questions and gather evidence to develop and support their claims.</i>	
Communicating Conclusions: Elaborated Expressive (Speaking, Writing and Visually Representing) Communication <i>The assignment requires students to demonstrate an understanding, explanation or argument through elaborated expressive communication.</i>	

<p>Communicating Conclusions: Democratic Procedures and Civic Life <i>In order to support a student’s ability to engage in civic life, the Communicating Conclusions standards require that students engage in democratic procedures to identify problems.</i></p>	
<p>Relevance for Students: <i>Assignments should provide students an opportunity to demonstrate the ability to address a concept, problem or issue that is similar to one that they have encountered or are likely to encounter in daily life outside of school.</i></p>	