

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 4 Social Studies Assignment contains two assignments: one that is aligned to the supporting question and another that is aligned to the compelling question provided. Within the review protocol below, both 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. Task Aligned to the Compelling Question	2 - The assignment does not meet the demands of the KAS for Social Studies 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. Task Aligned to the Supporting Question	1 - The assignment does not include opportunities to ask, develop and/or generate compelling or supporting questions.
Justification/Notes:		

Task Aligned to the Supporting Question

This task is partially aligned to *4.I.Q.2 Develop supporting questions to help answer compelling questions about migration and settlement*. While students engage with the supporting question, “How did enslaved Africans resist?” in this task, the question is provided by the teacher and not developed in collaboration with students. While it is appropriate for the teacher to provide supporting questions, students must also have opportunities in Grade 4 to develop supporting questions.

Task Aligned to the Compelling Question

This task is strongly aligned to *4.I.Q.1 Ask compelling questions about migration and settlement*, since students are asking the compelling question, “Why do people resist oppression even at great personal risk?”

Investigating**Construction of Knowledge through the Disciplinary Concepts and Practices**

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.

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:

Task Aligned to the Supporting Question

This task is strongly aligned to the content expectations of the disciplinary strand standards addressed in this assignment. In order to answer the supporting question, “How did enslaved Africans resist?”, students must use their knowledge of how migration and settlement impacted diverse groups of people (4.H.CH.1) and explain examples of conflict and collaboration among various groups of people as they encountered one another (4.H.CO.1) to develop a claim with evidence to answer the supporting question. Students will use the content expectations of the standards to explain how enslaved Africans resisted oppression during colonial times.

Task Aligned to the Compelling Question

This task is strongly aligned to the content expectations of the standards because it requires that students use their knowledge of how migration and settlement impacted diverse groups of people (4.H.CH.1) and the examples of conflict and collaboration among various groups of people as they encountered one another to examine the effects of resistance when answering the compelling question, “Why do people resist oppression even at a great personal risk?” Information learned from investigating the supporting question will provide students with knowledge about how enslaved Africans resisted, which demonstrates how forced migration impacted people and sparked conflict and collaboration among various groups to enable resistance.

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:

Task Aligned to the Supporting Question

This task is strongly aligned to the identified Using Evidence standards. Students must answer the supporting question, “How did enslaved Africans resist?”, by integrating evidence from two or more sources (4.I.UE.1). Additionally, students must develop a claim in response to this question (4.I.UE.3).

Task Aligned to the Compelling Question

This task is strongly aligned to 4.I.UE.1. When completing this task, students are required to integrate evidence from two or more sources to support their answer to the compelling question, “Why do people resist oppression even at great personal risk?”

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 them with examples, summaries, illustrations, details or

2- The assignment asks students either to draw conclusions or make generalizations or arguments, or to offer examples, summaries, illustrations, details or reasons, but not both.

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

reasons. Examples include attempts to analyze, explain, argue and synthesize.

Justification/Notes:

Task Aligned to the Supporting Question

The assignment’s dominant expectation is for students to synthesize information, rather than merely to reproduce information, to answer, “How did enslaved Africans resist?” To answer this question, students must use their knowledge of migration and settlement, particularly forced migration during colonial times, and how conflict and collaboration resulted from this and enabled resistance. Additionally, students are required to integrate evidence from two or more sources.

Task Aligned to the Compelling Question

The assignment’s dominant expectation is for students to synthesize information, rather than merely to reproduce information, to engage with the compelling question, “Why do people resist oppression even at a great personal risk?” To answer this question, students must use reasoning and relevant information from two or more sources.

Democratic Procedures and Civic Life

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.

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.

Justification/Notes:

Task Aligned to the Supporting Question and the Task Aligned to the Compelling Question

The Task Aligned to the Supporting Question and the Task Aligned to the Compelling question 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 demonstrate democratic procedures, engage in civic life or take action, it is important that students have these opportunities in Grade 4. 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 4.

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>		
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 with an opportunity to demonstrate any clear connections to the modern day and/or a student’s life.
Justification/Notes: Task Aligned to the Supporting Question This task requires that students use the knowledge gained from engaging with the disciplinary standards 4.H.CH.1 and 4.H.CO.1 to construct an explanation that answers the supporting question, “How did enslaved Africans resist?” Understanding the examples of conflict and collaboration among diverse groups of people that occurred during this period is essential for preparing students to examine democracy’s potential while also recognizing its challenges and dilemmas. During this time period, Africans were brought forcibly from Africa to the Americas through the Triangular Trade Route and they were forced into the institution of slavery. It is important for students to understand that enslaved Africans did not merely accept the circumstances that were placed on them due to forced migration, but that they resisted in a variety of ways. Examining why groups resisted in the past allows students to understand America’s past and use historical thinking skills to confront today’s problems. By examining the ways that enslaved Africans resisted the institution of slavery, students will begin to develop the knowledge and skills necessary to understand other instances of resistance in the modern world, which they are likely to encounter, experience or observe in their lives. Task Aligned to the Compelling Question This task requires students to construct an argument about why people resist oppression at a great personal risk. Meaning, people will resist oppression even if it means that they, personally, may lose everything: their family, their possessions, even their freedom. Throughout a student’s K-12 social studies education, they will encounter stories of individuals or groups who, as Rosa Parks states, are “concerned about freedom and equality and justice and prosperity for all people.” Having students understand the sacrifices individuals or groups have made throughout history will enable students to understand that, at times, defending the fundamental values and principles of America’s democratic republic may not be easy. Being able to examine the causes and effects of resistance, which impacted and/or resulted as an effect of migration and settlement, provides a needed perspective in addressing the past, the present and the future and will enable students to become civically engaged, socially responsible and culturally aware citizens of their community.		

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:		
Task Aligned to the Supporting Question In this task, students will consider a supporting question and then investigate this question through the disciplinary lens of history. To answer the question presented in the assignment aligned to the supporting question, students must be able to integrate content and skills purposely. Developing a claim about how enslaved Africans resisted requires students to integrate evidence from two or more sources. The conflicting perspectives of the enslaved Africans and the American colonists who were slaveholders resulted in conflict among the groups and sparked collaboration among the enslaved Africans that enabled resistance.		
Task Aligned to the Compelling Question In this task, students engage with a compelling question to explore why people resist oppression even at a great personal risk. Students are required to use their content knowledge in order to answer the larger compelling question. To construct an argument about why people resist oppression, students must be able to provide examples of resistance and its causes and effects. Additionally, students must be able to use reasoning and relevant information from two or more sources in their responses.		

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>	