



Kentucky Department of
E D U C A T I O N

**Including Diverse Groups of the *KAS for Social Studies*
Module Overview**

Design of Module

The *Kentucky Academic Standards (KAS) for Social Studies* require including the perspectives of diverse groups in Kentucky classrooms and local curriculum. This task is critically important not only for students to master the *KAS for Social Studies*, but also to promote an including and culturally responsive learning environment. However, including diverse groups effectively can be a challenging task. This module seeks to support educators in including diverse groups of the *KAS for Social Studies* in local curriculum.

Goals of this module:

The goals of the Including Diverse Groups of the *KAS for Social Studies* module are for districts and schools to:

- Review how the instructional shifts of the *KAS for Social Studies* require students to be culturally literate, socially responsible, civically engaged and able to analyze issues from multiple perspectives.
- Learn ways to include diverse groups in Kentucky classrooms and local curriculum.
- Explore tools and resources to support including diverse groups in Kentucky classrooms and local curriculum.
- Analyze strategies that can be used when evaluating the local curriculum to include diverse groups.

Section A: Introduction

This section explains the meaning of “including diverse groups” according to the *KAS for Social Studies*, how the Writers’ Vision supports including diverse groups and what it means to have curriculum that encourages intercultural understanding. This section also explains why this work is important and provides additional KDE support for engaging in this work.

Section B: Unpacking the *KAS for Social Studies*: Including Diverse Groups in Local Curriculum

This section explains why including the diverse groups of the *KAS for Social Studies* in a local curriculum is critical to ensuring student mastery of the standards. A tool for unpacking standards is presented and utilized to include diverse groups, with examples provided for elementary, middle and high school.

Section C: Creating Safe Schools

This section investigates how school policies and culture promote a safe school environment that supports the inclusion of diverse groups of the *KAS for Social Studies* in the local curriculum. It also discusses how school leadership and teachers can work together to create a safe and inclusive school environment.

Section D: Creating Safe Classrooms

This section investigates strategies for developing safe and inclusive classrooms. This section also explains the importance of student voice in the *KAS for Social Studies* and its role in helping to create inclusive classroom environments.

Section E: Understanding Correct Terminology

This section builds an understanding of utilizing inclusive language. A variety of resources to support educators in using correct terminology are provided for participants to explore. Additionally, a reflective discussion on using inclusive language in the classroom is included.

Section F: Addressing Gaps in Content Knowledge

This section provides resources and strategies for identifying and addressing gaps in content knowledge. This section also includes support for developing an individualized action plan.

Section G: Appropriate Pedagogical Methods

This section provides support for understanding appropriate pedagogical methods for culturally responsive instruction. A variety of resources for implementing pedagogical methods and thinking strategies are included that can support inquiry and including diverse groups.

Section H: Using Evidence to Include Diverse Groups

This section explores the benefits and limitations of using primary sources to include diverse groups of the *KAS for Social Studies*. It also investigates the challenge of teaching with primary sources when the voice of diverse groups may be missing. Additionally, this section includes strategies educators can use when engaging with sources to ensure that diverse groups are included.

Section I: Considerations for Including Diverse Groups in Local Curriculum

This section explains the importance of including diverse groups in local curriculum. The process of translating the standards into curriculum is discussed and tools for evaluating local curriculum are provided.

Section J: What This Would Look Like in Practice: Teacher Notes Collections

This section builds an understanding of what including diverse groups in the *KAS for Social Studies* can look like in practice. A Teacher Notes Collection for each grade band is provided to support educators in understanding the characteristics of an inclusive curriculum when implementing units and/or lesson plans that include diverse groups.

Section K: Reflection

This section provides an opportunity for participants to reflect on their learning throughout this module. Questions are provided to reflect on the importance of including diverse groups of the *KAS for Social Studies*, its opportunities and challenges, and strategies for including diverse groups in local curriculum.