**Module 3: *Inquiry Practices of the KAS for Social Studies***

**Accessible Facilitator Notes**

Below are the accessible facilitator’s notes for Module 3. The slide number is listed, along with the provided notes to guide the facilitation of this module.

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| **Section 3A: Introduction** |
| **Slide 1:**  Module Overview:  The Inquiry Practices Module contains the materials to be used in work sessions at the district, school or department level. These sessions are intended to support the successful implementation of the Inquiry Practices in 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:  • *Kentucky Academic Standards (KAS) for Social Studies*  Virtual Training Note:  If you plan to do this virtually – download the documents and place them into a google folder and give participants access to each form via links in an agenda or send them to documents ahead of time. You could also make a separate folder for each participant.  Goals:  The goals of the Inquiry Practices Module are for districts and schools to:   * Understand the inquiry practices as outlined in the *KAS for Social Studies.* * Define inquiry as outlined in the *KAS for Social Studies.* * Understand the characteristics of compelling and supporting questions. * Acquire ways to get students to engage with and create compelling and supporting questions when required. * Understand the skills and progressions found within the Using Evidence standards. * Understand the four components of the Communicating Conclusions standards and find examples and strategies to implement these components.   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 *KAS for Social Studies* 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 3, recommended activities to prompt meaningful investigation of the Inquiry Practices of the *KAS for Social Studies* and guidance on talking points to use with the provided slideshows. As you work through Module 3, there will be activities provided to aid in developing participant knowledge of the inquiry practices. 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 inquiry practices of the *KAS for Social Studies* will cause Kentucky educators to face changes in instructional practices amidst this transition. 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.  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.  • Access to the Internet for participants is helpful but may not be necessary depending on how participants plan to engage with the *KAS for Social Studies*.  • 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 Studie*s, 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.)  Facilitator Work Session Supplies Needed:  • Computer with the Inquiry Practices slide presentation  • Technology with projection capability  • Copies of the participant handouts needed for the session (See links in the Facilitator's Guide.)  • 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)  Note: If conducting this as a virtual session:  • Agenda with links to all documents needed  • Link to the Inquiry Practices of Social Studies slide presentations  • Google folders with all of the documents  • Links to the participant handouts needed for the session (See links in the Facilitator's Guide.) build right into the agenda (you may want some of these as one Google doc that participants can work together on)  • Parking Lot for questions - This may be a google doc (linked on agenda) on which participants can write or post questions  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 3 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.  Virtual Training Options: Be sure to conduct continual check ins throughout the presentation. Build google documents to continue to collect feedback (like questions, hopes, concerns document that they can continually add to). Create some of the handouts as common google docs so participants can work together and comment on each other’s ideas. |
| **Slide 2:**  Read the slide and introduce Section A: The Introduction. |
| **Slide 3:**  Read the slide and discuss the module overview with participants. |
| **Slide 4:**  Explain that group norms can help to create a safe space where participants feel comfortable sharing their ideas and experiences. This slide is a starter. Take a moment to read the norms.” After people are finished, ask: “Would you like to revise, edit or add any norms to the list?” If so, make changes on the slide; if not, move on to your discussion of the parking lot.  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 module.  If the question is pressing and doesn’t appear to be addressed in the sections of Module 7, 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. |
| **Slide 5:**  Discuss the objectives of Module 3. |
| **Slide 6:**  Read the slide, and have participants engage in the activity.  Resources:  Project Zero. (2019). *Connect, Extend, Challenge.* Harvard Graduate School of Education. <https://pz.harvard.edu/sites/default/files/Connect%20Extend%20Challenge_0.pdf> |
| **Slide 7:**  Read the slide, and watch the video entitled, *What is Inquiry Based Learning.* Have participants identify the ways in which their understanding of inquiry has been extended.  Resources:   * Spencer, John. (2017, December 5). *What is Inquiry Based Learning?* https://www.youtube.com/watch?v=QlwkerwaV2E   Project Zero. (2019). *Connect, Extend, Challenge.* Harvard Graduate School of Education. <https://pz.harvard.edu/sites/default/files/Connect%20Extend%20Challenge_0.pdf> |
| **Slide 8:**  Read the slide, and have participants engage in the activity.  Resources:  Project Zero. (2019). *Connect, Extend, Challenge.* Harvard Graduate School of Education. <https://pz.harvard.edu/sites/default/files/Connect%20Extend%20Challenge_0.pdf> |
| **Slide 9:**  Read this slide. |
| **Slide 10:**  Explain: The *KAS for Social Studies* is organized around the inquiry practices of questioning, investigating, using evidence and communicating conclusions. Students will consider or pose questions and then investigate those questions through the disciplinary lenses of civics, economics, geography and history. Students complete the inquiry process by communicating evidence-based conclusions.    The inquiry process is critical for effective student understanding of civics, economics, geography and history. Inquiry instruction requires teachers and students to ask questions that drive student investigation of the subject matter and eliminates the “skills vs. content” dilemma in social studies as both are needed to successfully engage in inquiry. Students will engage in inquiry using the tools, conceptual understandings and the language of political scientists, economists, geographers and historians at a developmentally appropriate level. Students will craft arguments, apply reasoning, make comparisons, corroborate their sources and interpret and synthesize evidence as political scientists, economists, geographers and historians. |
| **Slide 11:**  Have participants individually review this chart on page 14 of the *KAS for Social Studies* and annotate it using the [Color, Symbol, Image thinking strategy](https://pz.harvard.edu/sites/default/files/Color%20Symbol%20Image_1.pdf). As participants are reading and reviewing this chart, have them make note of things that they find interesting, important or insightful. When the participants finish reading and reviewing the chart, have them complete the thinking strategy:  • Choose a color that you feel best represents or captures the essence of a key idea.  • Choose a symbol that you feel best represents or captures the essence of a key idea.  • Choose an image that you feel best represents or captures the essence of a key idea.  With a partner or group, have participants first share their color and then share the item from the reading that it represents. Have participants tell why they chose that color as a representation of that idea. Repeat the sharing process until every member of the group has shared his or her Color, Symbol, and Image.  Resources:  Project Zero. (2019). *Color, Symbol, Image.* Harvard Graduate School of Education. https://pz.harvard.edu/sites/default/files/Color%20Symbol%20Image\_1.pdf |
| **Slides 12:**  Read this slide. |
| **Slide 13:**  Read the slide, and have participants annotate the article using the *Making Annotations: A User’s Guide* as guidance for how to annotate an article.  Note: This article discusses Essential Questions as important to learning. It is important to note that the *KAS for Social Studies* requires that students engage in Compelling and Supporting questions as a part of the inquiry practice of Questioning.  Resources:   * Miller, Andrew. (2015, September 8). *Creating a Culture of Inquiry*. Edutopia. <https://www.edutopia.org/blog/creating-a-culture-of-inquiry-andrew-miller#:~:text=It%20can%20create%20student%20ownership,it%20vital%20throughout%20the%20year>   Read, Write Think. (2008). *Making Annotations: A User’s Guide*. National Council Teachers of English. <http://www.readwritethink.org/files/resources/lesson_images/lesson1132/AnnotationGuide.pdf> |
| **Slide 14:**  Ask participants, individually, with a partner or in a small grade-banded group, to discuss the questions on the slide after engaging with this introduction. Facilitate discussion over the reflection questions and address any comments that need further clarification or additional support.  Consider maintaining a Google document to house these reflections for continued consideration and further application. |
| **Slide 15:**  Read the slide and discuss the module overview with participants. Indicate the next section they will engage with to further their learning. |
| **Slide 16:**  The KDE needs your feedback on the effectiveness of this module, the learning platform and how the consultants may best support you as you take the next steps in the implementation process. Complete a short survey to share our thinking and provide them with feedback on how the KDE can best meet our needs. Feedback from our surveys will be used by the KDE to plan and prepare future professional learning.  Post-survey: [The Inquiry Practices of the *KAS for Social Studies* Professional Learning Survey](https://docs.google.com/forms/d/e/1FAIpQLSffTPNRAlm0EpnD7VfhUlfV-WtFTE7xVEyq4zjb5TYu9mSNxw/viewform) |
| **Section 3B: Compelling Questions** |
| **Slide 17:**  Read the slide and introduce Section A: Compelling Questions. |
| **Slide 18:**  Read the slide and discuss the module overview with participants. Indicate that they are about to engage with Section: B. |
| **Slide 19:**  Explain that group norms can help to create a safe space where participants feel comfortable sharing their ideas and experiences. This slide is a starter. Take a moment to read the norms.” After people are finished, ask: “Would you like to revise, edit or add any norms to the list?” If so, make changes on the slide; if not, move on to your discussion of the parking lot.  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 module.  If the question is pressing and doesn’t appear to be addressed in the sections of Module 7, 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. |
| **Slide 20:**  Discuss the objectives of Module 3. |
| **Slide 21:**  Read the slide. |
| **Slide 22:**  Read the slide. |
| **Slide 23:**  Have participants evaluate the compelling question on this slide to determine why it is a compelling question for grade 5. This compelling question can be found on page 84 of the [*KAS for Social Studies*](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Kentucky_Academic_Standards_for_Social_Studies_2019.pdf). For more information on this compelling question, engage with the Grade Level Overview for Grade 5 that starts on page 84 of the [*KAS for Social Studies*](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Kentucky_Academic_Standards_for_Social_Studies_2019.pdf). In the example on Grade 5, this question aligns with the following standards:   * 5.I.Q.1 * 5.I.Q.3 * 5.E.MA.1 * 5.H.CE.1 * 5.I.UE.1 * 5.I.CC.4   In order to evaluate the compelling question on the screen, ask the following questions:   * + Is this question open-ended?   + Is it enduring?     - In other words, is this a question students might engage with again in the future? Is the focus of this question about an issue that students will encounter multiple times throughout their social studies education?   + Does it center on significant unresolved issues?   + Does this question focus on a “big idea?”   + Is this question intellectually challenging?   + Does it generate interest?   + Does it allow for multiple perspectives?   + Can it be answered in a variety of ways?   + Does it inspire investigation through the discipline strands?   Work individually, with a small group, grade level team or PLC to evaluate this question. Once participants have evaluated the answer, play the audio clip embedded in the slide. A transcript of the audio follows below:  *Designing a compelling question is multifaceted. As with all instruction, a compelling question starts with the standards. Inquiry instruction requires teachers and students to ask questions that drive student investigation of the subject matter and eliminates the “skills vs. content” dilemma in social studies as both are needed to successfully engage in inquiry. Thus, a compelling question was crafted using the standard on the screen.*  *When designing and crafting a compelling question, it is important to look at the structure of the sentence to inform whether or not you are meeting the requirements of a compelling question. For example, sometimes starting a sentence with “how” is the best way to craft a question that can be answered in a variety of ways. Examples such as “How does the desire for inexpensive goods lead to unintended consequences?” or “How does culture shape modern communities?” show that “how” can be a great sentence starter to questions that allow students to craft a variety of explanations and/or arguments to one question.*  *Some sentence starters, like “what”, may be appropriate if the second part of the sentence meets the qualifications of a compelling question (focus on “big ideas”, are intellectually challenging, generate interest, allow for multiple perspectives, can be answered in a variety of ways, and inspire investigation through the discipline strands). For example, a question such as “What is the relationship between supply and demand?” is too narrow as it is does not meet the qualifications of a compelling questions (it is too specific, doesn’t allow for multiple perspectives, cannot be answered in a variety of ways, etc.). However, a question such as “What unites Americans?” is compelling because it is focuses on a “big idea,” is intellectually challenging, allows for multiple perspectives, etc.*  *As the compelling question is being designed, it is important to ask the following questions:*   * + *Is this question open-ended?*   + *Is it enduring?*   + *Does it center on significant unresolved issues?*   + *Does this question focus on a “big idea?”*   + *Is this question intellectually challenging?*   + *Does it generate interest?*   + *Does it allow for multiple perspectives?*   + *Can it be answered in a variety of ways?*   + *Does it inspire investigation through the discipline strands?*   *Once you have the compelling question crafted, it is important to determine if there is any bias in the question. Is the question written in a way that would influence individuals to respond a certain way?* |
| **Slide 24:**  Have participants access the audio clip provided. A transcript of the audio clip is below:  On the next slide, you will watch as two educators design a compelling question. It is important to note that the video presented here is used solely for the purpose of modeling how to design a compelling question; it does not provide additional information on how to scaffold student investigation of the compelling question. Thus, it is important to focus your observation on how the educators designed the question. Some questions that may guide your observations include:   1. How did they start designing a compelling question? 2. How did they determine the focus of the compelling questions? 3. What resources did they use in their discussion? 4. Did they model academic discourse? If so, how? 5. How did they evaluate their compelling question once they had crafted it?   In the video that follows, the educators reference the *KAS for Social Studies* for kindergarten in their discussion. To access the kindergarten standards found in the *KAS for Social Studies,* access page 25 of the *KAS for Social Studies.*  Note:  The compelling question designed here is aligned to the *KAS for Social Studies* for kindergarten. If you are a kindergarten teacher who would like more information on kindergarten as outlined in the *KAS for Social Studies,* access the following resources:   1. The kindergarten standards start on page 25. Additional resources that may be useful to add additional context to developing a compelling question for kindergarten include the following: 2. Grade-Level Overviews in the *KAS for Social Studies*: See pages 26-28 for the kindergarten grade-level overview 3. Disciplinary Clarifications and Instructional Support in the *KAS for Social Studies*: See pages 31-35 for the kindergarten disciplinary clarifications and instructional support. 4. [Glossary of Terms for the Kentucky Academic Standards (KAS) for Social Studies: The term culture is defined on page 4.](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/KAS_for_Social_Studies_Glossary_of_Terms.pdf) 5. [The Social Studies Student Assignment Library](https://kystandards.org/standards-resources/sal/ss_sal/): [Strongly Aligned](http://education.ky.gov/curriculum/standards/kyacadstand/Documents/Kindergarten_SS_Strongly_Aligned_Assignment.docx) Assignments and [Strongly Aligned with Teacher Notes](http://education.ky.gov/curriculum/standards/kyacadstand/Documents/K_SS_Strongly_Aligned_Assignment_TN.docx) are provided for kindergarten. It is important to note that these examples are aligned to different standards than are used in the video clip that follows.    1. The Social Studies Student Assignment Library provides examples of student assignments that are weakly, partially and strongly aligned to standards. Strongly aligned assignments are provided for each grade Kindergarten through Grade 8 and one assignment is provided for the high school grade band. Weak and/or partially aligned assignments are provided for each grade band (elementary, middle and high). The assignments can be used with the [Assignment Review Protocol](https://kystandards.org/standards-resources/assignment-review-protocols/) to develop a better understanding of the tool and how it can be applied to a teacher’s own work. Teacher Notes are designed to support educators in implementing assignments that are strongly aligned to the *Kentucky Academic Standards (KAS) for Social Studies*. Teacher Notes, which are available for kindergarten – high school, contain guidance on how to scaffold student understanding of the inquiry practices and the disciplinary strands referenced in the strongly aligned assignments to the *KAS for Social Studies.* |
| **Slide 25:**  **Prior to watching the video, explain the following:** In this [video](https://youtu.be/PL7P4P80Of4) you will hear two educators collaborating to develop a compelling question for kindergarten. The intent of this video clip is to support educators in designing a compelling question. While this video focuses on designing a compelling question that aligns to the *KAS for Social Studies* for kindergarten, the modeling presented is valuable for all educators, K-12, as it provides an example of how to design a standard-aligned compelling question. Participants should listen intently to learn how the two featured educators think through common issues teachers experience, such as when it may be better to craft “how” questions over “what” questions and the importance of embedding the grade level theme into the compelling question. It is important to note that as the educators discuss designing a compelling question, they craft and discuss the following question: “How does culture impact my community?”  Culture was chosen as the topic of this compelling question because culture is something that students are supposed to investigate in kindergarten according to the *KAS for Social Studies* as it is explicitly stated in the standards, and it is implicitly a part of investigating a community. 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, and culture impacts the composition of their communities.  Next, click on the video to see how two educators design a compelling question about culture that is aligned to the *KAS for Social Studies* for kindergarten. The kindergarten standards start on page 25.  As participants view this clip, have them reflect on the following questions:   1. How did they start designing a compelling question? 2. How did they determine the focus of the compelling question? 3. What resources did they use in their discussion? 4. Did they model academic discourse? If so, how? 5. How did they evaluate their compelling question once they had crafted it?   Note:  As previously noted, the compelling question designed here is aligned to the *KAS for Social Studies* for kindergarten. If you are a kindergarten teacher who would like more information on kindergarten as outlined in the *KAS for Social Studies*, access the following resources:   1. Grade-Level Overviews in the *KAS for Social Studies*: See pages 26-28 for the kindergarten grade-level overview 2. Disciplinary Clarifications and Instructional Support in the *KAS for Social Studies*: See pages 31-35 for the kindergarten disciplinary clarifications and instructional support. 3. [Glossary of Terms for the Kentucky Academic Standards (KAS) for Social Studies: The term culture is defined on page 4.](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/KAS_for_Social_Studies_Glossary_of_Terms.pdf)   It is important to note that as participants design a unit, lesson, etc., using a compelling question, the question may need to be revised to ensure alignment between the inquiry practices and the disciplinary strand standards in the work.  A transcript of this video follows below:  Teacher one: So I want to design a compelling question about the topic of culture. And I want to do that for kindergarten. Now, if you were to look at the *KAS for Social Studies*, the whole idea and the theme is like kindergarten. Myself in my community and culture is one of the things that kids really start to learn about in kindergarten. So I was trying to design this question. I was trying to figure out what might be a good, compelling question about culture. So first I thought of this question… What is culture? In thinking about this as a compelling question, like I know, one of the things we like to do is we like to use the word “how”, right? Because that leads kids more to…  Teacher two: Being more open ended…  Teacher one: Right! Being more open ended. Even in kindergarten [students] can have a more complex way of understanding it, right? It’s not just yes… it’s not just no… whatever. Culture, in itself, is kind of a difficult term because it’s very broad. So, when I was thinking about this, I was like, ok… well, what is an appropriate starter here, because culture is big, right?  Teacher two: Sure.  Teacher one: So, does it work to have “What is culture?” Now, the only question I have is when I think about it and so what I've done is I've copied those questions about like how do you evaluate your compelling question, right? So in evaluating this, I think it is open ended because (by) definition… it is large. Is it enduring? I don’t know. I think kids would always come back to it, but I think at some point it’s… I don’t know. I wonder if it is enduring. The thing that I really … one of the things that doesn’t feel right about this question is that I wonder if it allows for multiple perspectives. So, like, because I look at the standards and I say, “Ok, the geography (standard) with culture actually says “identify and describe…” So then, in that case, I almost wonder if “what is culture?” is too narrow. Because I wonder if… like the whole idea of compelling question is that you should be able to look at it through multiple disciplines, right?  Teacher two: Sure.  Teacher one: I wonder, then, in that case, does that then make “what is culture” too narrow? Does that make sense?  Teacher two: It does and students at kindergarten may… they certainly would not necessarily have the nuance to look at the word “what” and know that it is allowing for description, perhaps in the way that you would want them to see it as an open ended question, right?  Teacher one: So then I am wondering about incorporating more of the theme and see if that helps because the whole theme for kindergarten is myself and my community. So, I am wondering if we incorporate that theme if that allows for multiple disciplines to come into that conversation.  Teacher two: Ok.  Teacher one: So I am wondering … so if we go back up to our question “What is culture?” Let's talk about it with “how”. What about something like “How does culture impact my community?” What do we think about that?  Teacher two: So it’s stating myself and my community.  Teacher one: And community here in kindergarten means classroom, school, immediate local community.  Teacher two: That is certainly… that allows for multiple answers, it is open ended… Do we feel like… and obviously there is instruction scaffolded to that question…  Teacher one: Yeah, so what I was thinking was how does culture… and I don’t know if this is right… we’ll go through the checklist again. We’ll keep thinking about it… but I think about… if we go back to the question “How does culture impact my community?” Ok. Are there ways we can pull in a civics standard? Something like… “Examine the ways people would together effectively to make decisions”... Is culture a part of that?  Teacher two: Or even the identify local and Kentucky state symbols and events. Like things that are happening in their local community that they could utilize when responding.  Teacher one: And that’s even probably better, right? So then a supporting question might be, if we are going to think about this through a disciplinary approach… And again, we can make the supporting questions a little tighter later but this is just being used to identify the multiple perspectives component of it, but to your point, how does culture influence the events in my community?  Teacher two: Yes.  Teacher one: Ok, so think about economics… can we pull economics into that? This question of “How does culture impact my community?”  Teacher two: I was just going to say you have the various jobs… I think even their analysis of needs and wants within a community would give clues as to how it’s being impacted and shaped by culture.  Teacher one: Yes, and then I even think about it being influenced by this one: “Identify places in the community that provide goods and services.”  Teacher two: Oh, that is a good one.  Teacher one: Think about the diversity in your communities that is a result of the culture and just then look at the places that are there in your community that provide goods and services. I think “Identify and describe the culture of your communities” applies pretty well, right? That’s something we have already talked about. And then if we look at… “Identify and describe how communities change over time.”  Teacher two: Oh, that one applies.  Teacher one: Is that something where they can see how culture impacts their community? Ok, so we think we have the discipline specific part of it?  Teacher two: Yep, pretty easily.  Teacher one: And then, of course, we can consider revising that as we implement. Let’s evaluate the question and then we can address the supporting questions later. The supporting question discussion is important in allowing the question to be evaluated for addressing multiple perspectives. Later, we can really focus on the supporting questions to ensure they are appropriate for a kindergartener. Let’s evaluate the question: Is the question open ended?  Teacher two: Definitely.  Teacher one: Is it enduring?  Teacher two: Yes  Teacher one: Does is center around significant unresolved issues? I think so.  Teacher two: It is certainly significant.  Teacher one: Yes, it’s technically not an unresolved issue but I do think it is something that is important for kids to see maybe if you are looking at change over time, how does culture impact that? And this is the foundation for that. Is it a big idea? I think culture is a huge idea.  Teacher two: Yes, for sure.  Teacher one: Is it intellectually challenging? Yes.  Teacher two: Yes.  Teacher one: Does it generate interest?  Teacher two: I think so. I think students would because, again, it is their home, their community… it is something they are invested in.  Teacher one: And it really makes that connection between culture and the world, the immediate world, they live in kindergarten: what is their classroom…  Teacher two: Which is really opening up for them as they are in school for the first time.  Teacher one: Yes, that’s true. And then… so we have done the multiple perspectives… Can it be answered in a variety of ways? I think so.  Teacher two: Yes  Teacher one: And I think you get at that with the multiple disciplines and the different perspectives you can use to answer the question. It does inspire investigation through the disciplinary strands. I think so… how do you feel? Teacher two: I will say initially I wasn’t sure, but when we went back to the standards and the links that we could make, it was obvious that it was even though my initial instinct was that I didn’t know.  Teacher one: Right, and then I think this is something to when we think about and I love aligning it to the standards. Also think about how when we talk about and in during you know, is it in an enduring question. This is something that kids can constantly repeat as their understanding of communities expand.  Teacher two: Yes.  Teacher one: Throughout their social studies education…  Teacher two: And moves beyond their local community to the much larger world. I mean, that’s something we would want a student in grade 12 to be able to process.  Teacher one: Yes. Ok. Sounds like we have our compelling question.  Teacher two: I like it. |
| **Slide 26:**  Read the slide, and have participants identify the compelling questions on the screen. Participants may identify these questions individually, with a partner, a small grade banded group or PLC. |
| **Slides 27:**  Have participants evaluate the compelling question on this slide to determine why it is a compelling question. In order to evaluate the compelling question on the screen, ask the following questions:   * + Is this question open-ended?   + Is it enduring?   + Does it center on significant unresolved issues?   + Does this question focus on a “big idea?”   + Is this question intellectually challenging?   + Does it generate interest?   + Does it allow for multiple perspectives?   + Can it be answered in a variety of ways?   + Does it inspire investigation through the discipline strands?   Work individually, with a small group, grade level team or PLC to evaluate this question. |
| **Slide 28:**  Ask participants, individually, with a partner or in a small grade-banded group, to discuss the question on the slide after engaging with this introduction. Facilitate discussion over the reflection questions and address any comments that need further clarification or additional support.  Consider maintaining a Google document to house these reflections for continued consideration and further application.  Note: *Teacher Notes* are designed to support educators in implementing assignments that are strongly aligned to the *Kentucky Academic Standards (KAS) for Social Studies*. *Teacher Notes*, which are available for kindergarten through high school, contain guidance on how to scaffold student understanding of the inquiry practices and the disciplinary strands referenced in the strongly aligned assignments to the *KAS for Social Studies.* |
| **Slide 29:**  Read this slide.  For more information on how the skill of questioning progresses through a student's social studies education, review Appendix A: Kindergarten through High School Progressions in the *KAS for Social Studies.* Appendix A starts on page 155 and continues through page 227. |
| **Slide 30:**  Read this slide. |
| **Slide 31:**  Read this slide and engage with the activity. |
| **Slide 32:**  Individually, with a partner, small group or PLC, have participants make a list of all of the strategies used in the *Teacher Notes* to support students developing their own compelling questions.  If participants would like to explore the strategies presented that will support students in developing their own compelling questions further, have participants record the strategies they found on a large poster board or Google sheet. If using poster paper, have one strategy per posterboard. If using a google document, have clear sections where participants can populate their ideas. Once the poster board or Google sheet is set up, have participants engage in a Gallery Walk. For more information, visit [Gallery Walk](https://www.facinghistory.org/resource-library/teaching-strategies/gallery-walk). As participants engage with the poster or Google sheet, have participants ask questions of the strategies presented and encourage participants to take notes, such as [Cornell Notes](http://lsc.cornell.edu/study-skills/cornell-note-taking-system/) on each poster/Google Sheet. At the conclusion of the Gallery Walk, facilitate whole group discussion to ensure that participants are able to discuss and reflect on what they learned about the strategies to develop compelling questions. |
| **Slide 33:**  Read the slide and discuss the questioning caveat with participants by facilitating a whole group discussion. For guidance on how to conduct a discussion, visit TeachingWorks Resource Library on [Leading a Discussion](https://library.teachingworks.org/curriculum-resources/materials/social-studies-leading-a-discussion/) for leading a large group discussion.  It is important to note that this caveat does not mean that students shouldn’t engage with current and controversial issue discussions. For more information on how to support students in engaging in the proven practice of current and controversial issue discussions, access the [Collaborative Civic Spaces Module](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Collaborative_Civic_Spaces_PowerPoint.pptx) on [www.kystandards.org](http://www.kystandards.org). This module is located in the [Professional Learning Modules section](https://kystandards.org/standards-resources/ss-resources/ss-pl-modules/). |
| **Slide 34:**  Read the slide and discuss the questioning caveat with participants by facilitating a whole group discussion. For guidance on how to conduct a discussion, visit TeachingWorks Resource Library on [Leading a Discussion](https://library.teachingworks.org/curriculum-resources/materials/social-studies-leading-a-discussion/) for leading a large group discussion. |
| **Slide 35:**  Read the slide and discuss the questioning caveat with participants by facilitating a whole group discussion. For guidance on how to conduct a discussion, visit TeachingWorks Resource Library on [Leading a Discussion](https://library.teachingworks.org/curriculum-resources/materials/social-studies-leading-a-discussion/) for leading a large group discussion. |
| **Slide 36:**  Read the slide, and have participants write a compelling question. |
| **Slide 37:**  Have participants discuss the questions on the screen individually, in partners, small grade banded groups or in PLCs. Consider maintaining a Google document to capture participant responses. |
| **Slide 38:**  Read the slide and discuss the module overview with participants. Indicate the next section they will engage with to further their learning. |
| **Slide 39:**  The KDE needs your feedback on the effectiveness of this module, the learning platform and how the consultants may best support you as you take the next steps in the implementation process. Complete a short survey to share our thinking and provide them with feedback on how the KDE can best meet our needs. Feedback from our surveys will be used by the KDE to plan and prepare future professional learning.  Post-survey: [The Inquiry Practices of the *KAS for Social Studies* Professional Learning Survey](https://docs.google.com/forms/d/e/1FAIpQLSffTPNRAlm0EpnD7VfhUlfV-WtFTE7xVEyq4zjb5TYu9mSNxw/viewform) |
| **Section 3C: Supporting Questions** |
| **Slide 41:**  Read the slide and indicate that participants will now be engaging with Section C: Supporting Questions. |
| **Slide 42:**  Explain that group norms can help to create a safe space where participants feel comfortable sharing their ideas and experiences. This slide is a starter. Take a moment to read the norms.” After people are finished, ask: “Would you like to revise, edit or add any norms to the list?” If so, make changes on the slide; if not, move on to your discussion of the parking lot.  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 module.  If the question is pressing and doesn’t appear to be addressed in the sections of Module 7, 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. |
| **Slide 43:**  Read this slide and discuss the objectives with participants. |
| **Slide 44:**  Review the information on this slide with participants. |
| **Slide 45:**  Have participants review this slide. |
| **Slide 46:**  As participants review this slide, have participants discuss why these questions meet the characteristics of supporting questions (discipline specific, etc.). Facilitate a whole group discussion for participants to share their responses.  These questions can be found in the Strongly Aligned Assignments for the grade level indicated. For more information on the Strongly Aligned Assignments, visit the [Social Studies Student Library](https://kystandards.org/standards-resources/sal/ss_sal/) on [www.kystandards.org](http://www.kystandards.org). |
| **Slide 47:**  As participants review this slide, have participants discuss why this question meets the characteristics of supporting questions (discipline specific, etc.). Facilitate a whole group discussion for participants to share their responses.  This question is supporting because it is discipline specific to Civics and is aligned to the Civics standards of Grade 1. It also inspires investigation of the compelling question, “What makes a community healthy?”  Note: When helping participants distinguish between compelling and supporting questions, it may be helpful to discuss why a question listed is an example of a supporting question and is not an example of a compelling question. For example, participants may identify the question “How do public services impact a community?” as a compelling question; however, it is a supporting question. This question is more focused as it asks students to use their knowledge of public services and how those public services impact a community. Thus, students are required to identify how libraries, fire departments, police departments and/or schools impact a community. This supporting question builds knowledge for students to engage with the compelling question, “What makes a community healthy?” Supporting questions should provide students with knowledge that they can synthesize to answer the larger compelling question. In this example, students are required to identify public services and how they impact the community to determine how public services make a community healthy. |
| **Slide 48:**  **Prior to watching the video, explain the following:** In this [video](https://youtu.be/Hqbn5lJ_1ts) you will hear two teachers collaborating to develop supporting questions. While this video focuses on designing supporting questions that align to the [*KAS for Social Studies*](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Kentucky_Academic_Standards_for_Social_Studies_2019.pdf) for kindergarten, the intent of this video clip is to support educators in understanding the process involved in designing supporting questions. The modeling presented is valuable for all educators, K-12, as it provides an example of how to design standards aligned, discipline specific supporting questions. Participants should listen intently to learn how the two featured educators think through common issues teachers experience when crafting supporting questions. It is important to note that this video builds on work previously shown about how to craft a compelling question. The supporting questions written here align to the compelling question “How does culture impact my community?”. In addition, these supporting questions align to the Grade Level theme of kindergarten: Me, Myself and My Community.  Culture was chosen as the topic of the compelling question and the accompanying investigation because culture is something that students are supposed to investigate in kindergarten according to the *KAS for Social Studies* as it is explicitly stated in the standards and it is implicitly a part of investigating a community. 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 and culture impacts the composition of their communities. It is also important to understand that culture is defined in [Glossary of Terms for the Kentucky Academic Standards (KAS) for Social Studies](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/KAS_for_Social_Studies_Glossary_of_Terms.pdf) as follows:  Culture - a social institution created within the learned behavior of people, including but not limited to their specific norms, values, belief systems, language(s), knowledge, social relations, technologies, institutions and organizations.  The educators featured in this video use this knowledge to craft the supporting questions.  As participants watch the video, they will notice that the educators featured use several components of the *KAS for Social Studies* for kindergarten to design the supporting questions. When the teachers are engaging with the *KAS for Social Studies* for kindergarten, they explore the civics, economics, geography and history standards found within. As a reminder, the standards are identified as follows:   1. Civics: Denoted with the letter “C” and are blue within the architecture. 2. Economics: Denoted with the letter “E” and are yellow within the architecture. 3. Geography: Denoted with the letter “G” and are green within the architecture. 4. History: Denoted with the letter “H” and are purple within the architecture.   For more information on the architecture of the [*KAS for Social Studies*](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Kentucky_Academic_Standards_for_Social_Studies_2019.pdf), Organization of the Standards starts on page 13 of the [*KAS for Social Studies*](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Kentucky_Academic_Standards_for_Social_Studies_2019.pdf)*.* Additionally, the [*Getting to Know the KAS for Social Studies*](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Facilitators_Guide_Getting_to_Know_the_KAS_for_Social_Studies.pdf)module provides guidance and support for participants in understanding the architecture of the [*KAS for Social Studies*](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Kentucky_Academic_Standards_for_Social_Studies_2019.pdf)*.*  Additionally, the educators featured use the Disciplinary Clarifications and Instructional Support in the [*KAS for Social Studies*](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Kentucky_Academic_Standards_for_Social_Studies_2019.pdf) when designing the supporting questions. See pages 31-35 for the kindergarten disciplinary clarifications and instructional support.  Next, click on the video to see how two educators design supporting questions about culture that are aligned to the [*KAS for Social Studies*](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Kentucky_Academic_Standards_for_Social_Studies_2019.pdf) for kindergarten and the compelling question “How does culture impact my community?”. The kindergarten standards start on page 25.  As participants view this clip, have them reflect on the following questions:   1. How did they start designing the supporting questions? 2. How did they determine the focus of the supporting questions? 3. What resources did they use in their discussion? 4. Did they model academic discourse? If so, how? 5. How did they evaluate their supporting questions once they were crafted?   Note: If you are a kindergarten teacher and would like more information about kindergarten in the *KAS for Social Studies*, access the additional resources below:   1. Grade-Level Overviews in the *KAS for Social Studies*: See pages 26-28 for the kindergarten grade-level overview 2. Disciplinary Clarifications and Instructional Support in the *KAS for Social Studies*: See pages 31-35 for the kindergarten disciplinary clarifications and instructional support. 3. [Glossary of Terms for the Kentucky Academic Standards (KAS) for Social Studies: The term culture is defined on page 4.](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/KAS_for_Social_Studies_Glossary_of_Terms.pdf)   It is important to note that as participants design a unit, lesson, etc. using a compelling question and aligned supporting questions, the questions may need to be revised to ensure alignment between the inquiry practices and the disciplinary strand standards in the work.  A transcript of this video follows below:  Teacher one: OK, so now what we need to do is we need to design supporting questions that align with our compelling questions. So, our compelling question that we had come up with when we were looking at the kindergarten standards and the theme of kindergarten is Me, Myself and My Community. We really want to look more in depth at this term of culture. Just 'cause we know it's in the standards and we know that culture… We want kids to explore the culture that's found in their community. And in kindergarten it's about their classroom community, their school community, their immediate local community. And so now that we have our compelling question of “How does culture impact my community?”, we now need to look at it and say, “OK, what are going to be the supporting questions that are going to drive a students’ investigation or their understanding of this compelling question?” And so when we looked at the compelling question, you know, part of the characteristics in determining and evaluating your compelling question is whether or not it can be answered through multiple perspectives. So I think a good place to start would be to look at the standards, the ones for kindergarten and say, “OK, How do you know? What are the various standards-aligned, discipline-specific ways that we can drive student investigation of the compelling question? So what are some discipline-specific supporting questions?” And then as we kind of design those, we will go back and evaluate each one using the four questions on the screen. Does that work for you?  Teacher two: That works perfect.  Teacher one: Alright, so we'll start off with Civics just because civics is first in the document. It's easiest to look at first. OK, so our compelling question is how does culture impact my community? OK, so let's take a second look at the standards. What do we think? I mean, I kind of think that if we're really looking at you know how does culture impact my community? What about this one? *(Teacher one points to the standard K.C.KG0.2 Identify local and Kentucky state symbols and events)*  Teacher two: Yeah, I think I think that one is the best. There are others that could work, of course, but I like them thinking about local symbols, local events, and how that contributes to their culture. .  Teacher one: Alright, so then so what we can do is we can pull this over. Right now we just pull it (the standard) over just because we want (to be able to reference) it. You know because one of the things that says they're on the questions says it uses discipline specific terminology, because we do want kids to really get grounded in good discipline specific, age appropriate, terminology. So I'll pull the standard down just so we can reference it. So what might be a good supporting question that aligns with “How does culture impact my community?” So um… I'll start and then we can edit OK. I’m toying between… there’s multiple ways to start this… So, we can start with how or what.  Teacher two: I was just going to say we may want to go with a what here so that they get some kind of specificity that they can then utilize to support their answer to the how question.  Teacher one: That works for me. Ok… what… Would it be what local … would it be symbols and events? Let’s start with events first, because I do think that this, especially in kindergarten, and we want to make sure that... There's just... There's just something in my gut that saying that you know we can talk about state symbols at another time. We can talk about cultural events in this time. I just think that's helpful for students. So what local events?  Teacher two: What if we said, like what local events are important in my community? Yeah… that was wanting you to say to my community… but…  Teacher one: To my community?  Teacher two: Either one. Either one, I think that communicates more like the to my community works better with our compelling question.  Teacher one: Ok. So I think that works, right? Like what local events are important in my community. If you, depending on what region you are in in the state, your festival sure or events would be influenced by your culture. How do we feel about that one?  Teacher two: I do think, and I trust your judgment here, but I do think that we could have “What local symbols and events are important to my community?” Just as an example, in my local community, there is a memorial to veterans and there are multiple flags and so that would be something that I think students they passed that everyday. That's something that's well known and that defines part of the culture of that community.  Teacher one: Depending on the community you are in. So “what symbols and events are important in my community?” So I can see… Alright, I think that works.  Teacher two: Yeah, because if is an Apple Festival or if it is something that… That symbol of the apple and the corresponding events define the part of the culture of that community.  Teacher one: Ok, alright. So let’s go through the questions ask it doesn't allow it to inspire investigation of the compelling question? I think so.  Teacher two: Yes.  Teacher one: I think understanding the symbols and events in your community, an understanding how it's a reflection of the culture of the community is a huge component of understanding the culture of the community.  Teacher one: Does it provide students with knowledge that they can synthesize to answer the compelling question, I think so. I think I kind of just went through that right like this idea that they take the bigger and they get a large understanding, right? Can it be answered through the use of the concepts and practices of each social discipline while we're doing civics? So that's the first part? And does it use discipline, specific terminology, and so I think at this level, because and so I think at this level, because understanding and this grows in the document, it progresses in complexity. But this idea of you know symbols and what they mean and why they are important. I think to me, while we're not doing like you know, higher level vocabulary that kids might see later on, like civil discourse, I do think this is appropriate, discipline specific investigation for kindergarteners.  Teacher two: Agree. I feel like again I feel like students need to hear the language of the standards and be familiar with that vocabulary because it is a progression.  Teacher one: OK, so the next one will do is economics. Oops, if I can type and economics right. Pull it that. So let's look at the document. Again, like what you said before with civics, that there are a lot of examples that could work. I kind of like this idea of identify places and communities that provide goods and services cause I think sometimes you can really see your culture in that as well.  Teacher two: For sure.  Teacher one: I will pull this over again just to anchor our thinking in the to make sure it's standards aligned. I mean, I almost want it to be like this…  Teacher two: yeah…  Teacher one: What places provide goods and services...oops… (in my community)... What do we think? Now, my only question about that is that aligned to the compelling question?  Teacher two: Well, I think so. Again, they will have multiple things that they are brainstorming in relation to that. But when they get to the compelling question then I would think they would want to either be supported and scaffold about the teacher to make connections between, well, you have all of these. Which ones are most important in characterizing our community? And obviously you wouldn't use that terminology with the kindergartner. But which places allow them to see, um, what makes up our community?  Teacher one: Right. And I think about just my local community like they're just different shops and there's international grocery stores and all of those things that you can you know if I'm thinking about like an international grocery store. OK, so that place provides goods and services. Why is that particular business able to sustain and thrive? It's a reflection of the culture of the diversity in the community.  Teacher two: Sure and I think too it could allow some of them to see that different places in the community are being revitalized in a sense of maybe, you know, there are a lot of effort to revitalize main streets, and so I think that could lead to interesting conversations as well, because that tends to shape culture.  Teacher one: OK, alright, so let's evaluate it with our question. So does it align to inspire investigation compelling questions? I think we kind of already done that, right? Like we've already talked about the alignment. OK, you know, with teacher that we do think that it can.be aligned and that would teachers scaffolding each. Students will be able to make those connections and does it provide knowledge they can synthesize. Yes, this idea that what can services are in their community can be a reflection of the culture. So I think that does that. Can it be answered through the concepts and practices of each social studies discipline. Yes, we have economics here and does it use discipline specific terminology. Yes because it's using goods and services.  Teacher one: Ok. Our next one will be geography. Ok, this may be the easiest connection because of the standard that states “Identify and describe the culture of communities.”  Teacher two: Yes…  Teacher one: But?  Teacher two: I wonder if that’s like answering a question with a question. Like I wonder if…  Teacher one: Yeah if it's going to be like what is the culture of my community?  Teacher two: Yeah, because even like the physical and environmental characteristic shape culture. So like that last one. But again, I'm willing to…  Teacher one: Well, I think the thing that might be important here.. So there's two things, like when we're going through this discipline specific. So like we've looked at all the different ways that culture…. And it's like we started with civics. We started with economics. But, when you're actually designing your lesson plans and your unit plans, it might be more appropriate to start with this term because kids don't understand culture, and so I think you know, while we're doing so, I guess my vote is to use this standard. But I think if you're to design a unit plan on it, I think you would start here because kids have to understand what culture is. Again, because then you can even do something you know. To understand what culture is doesn't necessarily mean you understand how it impacts your community. Does that make sense?  Teacher two: That helps me.  Teacher one: OK, so on this I'm going to just put our standard right here and is it something like? Do we say something like… What is culture?  Teacher Two: I think so.  Teacher one: OK, so I think that works because I think that sets the foundation and getting out. What is culture? Does that get at the identifying and describing the goal? Teacher two: That's what I was wondering. I mean, it definitely gets at the identify. They’re going to be able to, in essence, define what it is. I'm wondering if we could open it up a little bit so that they're describing something. So, what is culture? Can we say something like what are key factors in contributing to culture, and I know that's not in kindergarten language.  Teacher one: Ok, so say that again because it made me think of something.  Teacher two: So, what are key factors that contribute to the culture of communities?  Teacher one: So… I forgot the beginning of what you said but I would say examples…  Teacher two: I like initially how you had what is culture and comma. Can you have two in one? So, what is culture and what are examples of culture within the community? But is that it? Is that what the standard is getting at? If I am describing cultures of communities so obviously for someone in kindergarten, they are looking at their school, their local community… So, let’s process that a little bit. How … What would we be looking for with that question beyond just the definition?  Teacher one: Do you mean with the standard or with the question?  Teacher two: With the question.  Teacher one: Ok. Let’s do this first. Let’s go back and look at the disciplinary clarifications.  Teacher two: Ok.  Teacher one: Just so we can anchor our thoughts in that.  Teacher two: Ok. That’s a good entry point. I like how it says “For example, the culture of a student’s classroom might include the value of respecting others. This value might be reflected in a rule.  Teacher one: (Typing) This isn’t it, is it?  Teacher two: I think that…. because before, we were saying “What is culture?” in general. So, we were looking for that definition and clearly, they would have to know that definition to be able to answer that second question. But they would also have to have conversations around again those cultural values and beliefs in the climate within their school, within their community. So, to me, the second question does a better job of encompassing both parts of the standard.  Teacher one: And I think… so again… Ok, so the other part is does it inspire investigation of the compelling question? So… I think so. So, when engaging with this in the classroom, there does have to be this foundational discussion of culture, right? Is says “what is the culture of my community?” So that's where you can identify it. So like if you look back at that disciplinary clarification, kind of like what you were saying... Like, you know the culture of a classroom might include the value of respecting others. This is reflected on a rule on the wall that says takes turns when speaking so that a student can understand (class work) well… Yeah, they can identify what culture is and they can say you know, describe it. Well, this is how it appears in my classroom and I think that's foundational to understand. OK, well, you know. Here's what culture means. This is how it can impact this is.... the definition of culture, this is how it appears… You are looking at it broader … How does culture impact my community? Culture will impact it in a variety of ways. I think it works.  Teacher two: I think so too. I feel like the discipline specific question is… I mean, you could answer that with a definition and a list whereas in the compelling question, you are having to consider the implications of that list.  Teacher one: Yes, and then… the whole point of the compelling question is that it is bigger and it requires synthesis of the supporting questions. So, this geography standard… this geography standard is the foundation of a discussion of ok… well… What are the symbols and events? Then, what are the places and goods… OK. alright, so then our next one is history. And we will go back up and look at the document for the history standards. I mean, there are lots of choices here.  Teacher two: I sort of like the second one (K.H.CH.2) compare traditions found in communities over time, including those from diverse backgrounds.  Teacher one: Yeah, and you can … the cool thing is that this compelling question … You know, we’re going … How do I say this? We are doing this in each of the disciplines, but you can also do more than one history standard when exploring culture. You can talk about… we will focus on the compare traditions… for what we are doing right now … kids can also look at how their community changed over time … and that, to me, is related to identify the cause and effect of an event in a community. You know? Why do you have this festival?  Teacher two Absolutely.  Teacher one: You have multiple lenses… even multiple history standards… that you can look at it with. So. it says compare traditions found in communities over time, including those from diverse backgrounds. How would we start this sentence if the standard asks to compare? We want to make a supporting question and the standard is asking to compare. How would we start this question?  Teacher two: And again, this is just a thought… My thought would be that, initially, you would have to have your “What traditions are found within the community? Or what traditions … or what community traditions … I’m trying to bring in that change over time… but ultimately, getting back to that idea of how they are alike? How are they different so that they are really comparing…  Teacher one: That’s why I asked that initial question… Like how do you if the question is asking too? I mean it's like. You know, if you're if you're gonna sit pretty right, you're like OK kids, let's compare. But then, like how do you? What's a great way to put that into a question?  Teacher two: Well, so should this be a how? Then like how, how have community traditions?  Teacher one: Can we say traditions found in my community?  Teacher two: Yeah, that works. How do traditions found in my community…  Teacher one: Do what? Teacher two: Another one that was dealing with change overtime…. Here compared traditions found in communities overtime. I mean, we could say. How have traditions found in my community… Develop… no… developed is not a good kindergarten word, but um.  Teacher one: The ultimate thing here is that we are asking kids to compare traditions… So let’s…  Teacher two: I mean, it could just be how our traditions found in my community alike and different?  Teacher one: How are traditions? Would you say found in my community? alike and different? Um, I had something to you. How… I don't know if this will work, but how do you traditions in my community compare?  Teacher two: I think that’s tide most to the standard… But…  Teacher one: Is it that we can… When do kids have to know… Is the idea that when kids compare that kids are figuring out how they are alike and different?  Teacher two: Yes.  Teacher one: When does that happen? That starts in kindergarten, right?  Teacher two: Yes. I mean usually for example in the reading and writing standards it will say both terms like compare and contrast, but if it's just one, the general association would be that yes, they are telling us both how they are the same and how they are different.  Teacher one: OK? So if we leave it like this and we say OK, so history, the supporting question is how our traditions found in my community alike in different then when we go to implement this question with kids, part of our lesson design would include those things like, OK, Well, let's talk about how the traditions in our community have changed overtime? And in investigating those, we would ensure that kids were talking about groups from diverse backgrounds, right?  Teacher two: Do you think though that somewhere we need to embed the whole change over time somewhere into that question? I mean the whole the whole notion of a tradition is that it is something that develops over time. Right?  Teacher one: Yeah, I mean that's the general definition of it so...Um, I think it is ok the way it is… the supporting question… so long as when we implement it, we ensure that what students are engaging with is aligned to… again, the supporting question is aligned to the standard, but at the end of the day, our foundation is the standard. So, the supporting question drives the investigation of the compelling question … but what students do must be rooted in the standard. So, how are traditions in my community alike and different is the question but in addressing the standard, I have to include changes over time, which is a part of the standard and the definition of tradition… But that we are also including those traditions from diverse backgrounds. Because, at the end of the day, what the kid is going to be doing is looking at how does culture impact my community. And so, in investigating that… they would have to consider those diverse backgrounds. Do you think an again, you're right?  Teacher two: You're probably about ready to…  Teacher one: No! This is what makes it better…  Teacher two: But if we say. What traditions found in my or what do traditions found in my community have in common? And then how? How are they different? Or is that? Do you want it to be bound into one singular question?  Teacher one: I like it being one question… When you suggested the two questions… my brain said that my role as a teacher is to scaffold student understanding to that question. In going through this, the larger question The supporting question would be how are traditions found in my community alike and different? We would talk about those traditions and we could say, ok, how are … you would look at it very specifically. How does this tradition compare to that tradition? And then you would build your understanding of it. I like the idea, especially if, … I like the idea of it being the one question especially because of this idea of comparison, that students should be able to know/learn that they are asking for alike and different. So, I am ok with this.  Teacher two: Ok.  Teacher one: Are we ok with the history supporting question?  Teacher two: Yes.  Teacher one: Ok, let’s check our question, so does it align to inspire the investigation? The compelling question I think you just answered that. Does it provide students with knowledge they can synthesize to answer the compelling question?  Teacher two: Yes, because traditions are apart of culture and this again is very foundational to that understanding of culture, right? Like their traditions in your community that support component of culture. So they it the traditions is the foundation to that larger idea of culture. Can it be answered through the use of the concepts and practices of each social studies discipline?  Teacher one: Yes, because that's we're looking at through history lens right now. And does it use discipline specific terminology?  Teacher two: Yes, because traditions is when the terms that's found in the history string that will again grow in complexity as a kid gets older. And more sophisticated in their study of social studies.  Teacher one: OK, alright and again once we start designing our unit plans and our lesson plans, we can… We will always go back and check alignment and revise as needed. But I think this is a pretty good foundation for the work. What do you think?  Teacher two: I agree yeah.  Teacher one: Thank you. |
| **Slide 49:**  Read the slide and have participants identify the supporting questions on the screen. Participants may identify these questions individually, with a partner, a small grade banded group or PLC. |
| **Slide 50:**  Facilitate a whole group discussion about why the highlighted questions are supporting. Some characteristics of supporting questions include:   * They are more focused. * They support students in investigating the compelling question by providing students with knowledge they will synthesize. * These can be answered through the use of the concepts and practices of each social studies discipline. * They may be discipline specific. |
| **Slide 51:**  Ask participants, individually, with a partner or in a small grade-banded group, to discuss the question on the slide after engaging with this introduction. Facilitate discussion over the reflection questions and address any comments that need further clarification or additional support.  Consider maintaining a Google document to house these reflections for continued consideration and further application.  Note: *Teacher Notes* are designed to support educators in implementing assignments that are strongly aligned to the *Kentucky Academic Standards (KAS) for Social Studies*. *Teacher Notes*, which are available for kindergarten through high school, contain guidance on how to scaffold student understanding of the inquiry practices and the disciplinary strands referenced in the strongly aligned assignments to the *KAS for Social Studies.* |
| **Slide 52 and 53:**  Read this slide.  For more information on how the skill of questioning progresses through a student's social studies education, review Appendix A: Kindergarten through High School Progressions in the *KAS for Social Studies.* Appendix A starts on page 155 and continues through page 227. |
| **Slide 54:**  Read this slide. |
| **Slide 55:**  Read this slide, and have participants engage I this activity. |
| **Slide 56:**  Individually, with a partner, small group or PLC, have participants make a list of all of the strategies used in the *Teacher Notes* to support students developing their own supporting questions.  If participants would like to explore the strategies presented that will support students in developing their own supporting questions further, have participants record the strategies they found on a large poster board or Google sheet. If using poster paper, have one strategy per posterboard. If using a google document, have clear sections where participants can populate their ideas. Once the poster board or Google sheet is set up, have participants engage in a Gallery Walk. For more information, visit [Gallery Walk](https://www.facinghistory.org/resource-library/teaching-strategies/gallery-walk). As participants engage with the poster or Google sheet, have participants ask questions of the strategies presented and encourage participants to take notes, such as [Cornell Notes](http://lsc.cornell.edu/study-skills/cornell-note-taking-system/) on each poster/Google Sheet. At the conclusion of the Gallery Walk, facilitate whole group discussion to ensure that participants are able to discuss and reflect on what they learned about the strategies to develop supporting questions. |
| **Slide 57:**  Read this slide. This slide contains an example from the *KAS for Social Studies* for Grade 5 to explain the connection between a compelling question and supporting questions.    A question such as “What unites Americans?” is compelling because it focuses on “big ideas,” allows for multiple perspectives and can be answered in a variety of ways, among other characteristics. The supporting questions below are supporting because they are more focused, discipline specific and the answers to these questions can be synthesized to answer the larger compelling question.    It is important to note that when crafting supporting questions for compelling questions, the supporting questions must be aligned to the compelling question to help build the knowledge required to answer the compelling question. For example, a question such as “What doesn’t unite Americans?” is not a supporting question for the compelling question of “What unites Americans?” because it requires students to construct knowledge that does not answer the compelling question. |
| **Slide 58:**  Read this slide, and have participants engage with this activity to write a supporting question. |
| **Slide 59:**  Have participants consider and/or discuss the questions on the screen individually, in partners, small grade banded groups or in PLCs. Consider maintaining a Google document to capture participant responses. |
| **Slide 60:**  Read the slide and discuss the module overview with participants. Indicate the next section they will engage with to further their learning. |
| **Slide 61:**  The KDE needs your feedback on the effectiveness of this module, the learning platform and how the consultants may best support you as you take the next steps in the implementation process. Complete a short survey to share our thinking and provide them with feedback on how the KDE can best meet our needs. Feedback from our surveys will be used by the KDE to plan and prepare future professional learning.  Post-survey: [The Inquiry Practices of the *KAS for Social Studies* Professional Learning Survey](https://docs.google.com/forms/d/e/1FAIpQLSffTPNRAlm0EpnD7VfhUlfV-WtFTE7xVEyq4zjb5TYu9mSNxw/viewform) |
| **Section 3D: Investigating Through the Disciplinary Strands** |
| **Slide 62:**  Read the slide and introduce Section C: Investigating Through the Disciplinary Strands. |
| **Slide 63:**  Read this slide, and indicate to participants that they are going to engage with Section D. |
| **Slide 64:**  Explain that group norms can help to create a safe space where participants feel comfortable sharing their ideas and experiences. This slide is a starter. Take a moment to read the norms.” After people are finished, ask: “Would you like to revise, edit or add any norms to the list?” If so, make changes on the slide; if not, move on to your discussion of the parking lot.  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 module.  If the question is pressing and doesn’t appear to be addressed in the sections of Module 7, 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. |
| **Slide 65:**  Read and discuss the objectives of Module 3. |
| **Slide 66:**  Read this slide. |
| **Slide 67:**  Read this slide. |
| **Slide 68:**  Explain: When engaging with the *KAS for Social Studies,* it is important to understand the relationship between the inquiry practices and the discipline strand standards. At the first glance of the architecture, it may appear that the discipline strand standards only interact with the inquiry standards through the inquiry practice of investigation. However, this is not the case. As can be seen in the annotated chart on this slide, students cannot successfully engage in inquiry without the discipline strand standards. The social studies disciplines and the concepts and practices of the disciplines are required to ask compelling and supporting questions, acquire new knowledge, substantiate claims using evidence and effectively communicate conclusions. |
| **Slide 69:**  Read this slide. |
| **Slide 70:**  This slide shows the definition of each disciplinary strand, which can also be found on page 15 of the [*KAS for Social Studies*](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Kentucky_Academic_Standards_for_Social_Studies_2019.pdf).  Ask participants, individually, with a partner or in a small grade-banded group, to complete the following:  1. Read through each disciplinary strand, and underline, highlight, circle, etc., elements that impact instruction.  2. What areas do you feel are a strength? In what areas do you need additional support?  Consider maintaining a Google document to house these reflections for continued consideration and further application. |
| **Slide 71:**  Have participants watch the following videos to learn more about discipline inquiry. At the conclusion of each video, have participants complete the following sentence: “Discipline inquiry in (insert discipline) is …  Consider maintaining a Google document to house these reflections for continued consideration and further application.  It is important to note that while these videos say *Civic Inquiry: Gr. 4-6* or *Economic Reasoning: Gr. 4-6*, the content discussed in the films may not align to the *KAS for Social Studies* as these resources were made for another state. The main objective to watching these films is to provide participants with an introduction to discipline inquiry. Participants will explore this topic further in the next learning experience.  Resources:   * Minnesota Center for Social Studies Education. (2015, September 4). *Civic Inquiry: Gr. 4-6.* <https://www.mncsse.org/video/civic-inquiry-video-transcript-english> * Minnesota Center for Social Studies Education. (2015, May 20). *Economic Reasoning: Gr. 4-6.* <https://www.mncsse.org/video/economic-reasoning-video-transcript-english> * Minnesota Center for Social Studies Education. (2015, September 4). *Geographic Inquiry: Gr. 4-6.* <https://www.mncsse.org/video/geographic-inquiry-video-transcript-english> * Minnesota Center for Social Studies Education. (2015, September 4). *Historical Inquiry: Gr. 4-6.* <https://www.mncsse.org/video/historical-inquiry-video-transcript-english> |
| **Slide 72:**  Articles taken from and learning experience adapted from NCSS: <https://www.socialstudies.org/dimension-2-applying-disciplinary-concepts-and-tools>  Have participants continue their investigation of disciplinary inquiry by completing a [jigsaw activity.](https://www.jigsaw.org/) First, divide participants into groups of four, and assign each member of the group one of the sources below:   * [High Quality Civic Education: What Is It and Who Gets It?](http://www.literacyinlearningexchange.org/sites/default/files/kahne3_socialeducation.pdf) by Joseph Kahne and Ellen Middaugh (*Social Education, 72:1*, pp. 34–39, 2008) * [High School Economics: The New Reasoning Imperative](http://www.literacyinlearningexchange.org/sites/default/files/wentworth.pdf) by Donald R. Wentworth & Richard D. Western (*Social Education,* February 1990) * [Geography: The Essential Skill for the 21st Century](http://www.literacyinlearningexchange.org/sites/default/files/nagel_socialeducation.pdf) by Paul Nagel (*Social Education, 72:7*, pp. 354–358, 2008) * [What Does It Mean to Think Historically... and How Do You Teach It?](http://www.literacyinlearningexchange.org/sites/default/files/vansledright.pdf) by Bruce A. VanSledright (*Social Education, 68:3*, pp. 230-233, 2004).   If you have uneven groups, visit the [Jigsaw Method](https://www.youtube.com/watch?v=euhtXUgBEts) for an additional overview of this method and tips for troubleshooting issues.  Have participants complete [Cornell Notes](http://coe.jmu.edu/learningtoolbox/cornellnotes.html) as they engage with each source. Participants should be encouraged to use [Sketchnoting](https://www.verbaltovisual.com/what-is-sketchnoting/) in their notes to support their understanding of disciplinary inquiry within the discipline they were assigned.  Once the participants have completed their Cornell notes on their assigned discipline, have students form “expert groups.” In these “expert groups,” students will discuss the discipline they examined, using the questions below, to prepare a presentation for their jigsaw group. For guidance on how to organize participants into small groups, facilitators may reference [Using Roles in Group Work](https://teachingcenter.wustl.edu/resources/active-learning/group-work-in-class/using-roles-in-group-work/) or [Setting up and managing small group work](https://library.teachingworks.org/curriculum-resources/materials/social-studies-setting-up-and-managing-small-group-work/).  For guidance on how to create a presentation, visit [Create a Presentation “All About a Topic”](https://applieddigitalskills.withgoogle.com/c/middle-and-high-school/en/create-a-presentation-all-about-a-topic/overview.html) for guidance on how to create an interactive presentation on the assigned topic.  After participants prepare their presentation, participants will return to their jigsaw groups. In these jigsaw groups, each participant will present the information on their discipline while other participants take notes and ask questions to address any misconceptions or possible gaps in knowledge in the presentation. Participants will take turns presenting their discipline.  At the conclusions of the presentations, participants will revisit their original statements where they defined discipline inquiry (Discipline inquiry in (insert discipline) is…) and revise them based on what they have learned from the jigsaw activity.  Each group will share their revised statements to the entire group. |
| **Slide 73:**  Once participants have completed the “I used to think... Now, I think…” strategy, have participants share out.  Resources:  Project Zero. (2019) *I used to think… Now, I think…* Harvard Graduate School of Education. <https://pz.harvard.edu/sites/default/files/I%20Used%20to%20Think%20-%20Now%20I%20Think_1.pdf> |
| **Slide 74:**  This slide contains a resource for further exploration. |
| **Slide 75:**  Read the slide and discuss the module overview with participants. Indicate the next section they will engage with to further their learning. |
| **Slide 76:**  The KDE needs your feedback on the effectiveness of this module, the learning platform and how the consultants may best support you as you take the next steps in the implementation process. Complete a short survey to share our thinking and provide them with feedback on how the KDE can best meet our needs. Feedback from our surveys will be used by the KDE to plan and prepare future professional learning.  Post-survey: [The Inquiry Practices of the *KAS for Social Studies* Professional Learning Survey](https://docs.google.com/forms/d/e/1FAIpQLSffTPNRAlm0EpnD7VfhUlfV-WtFTE7xVEyq4zjb5TYu9mSNxw/viewform) |
| **Section 3E: Using Evidence** |
| **Slide 77:**  Read the slide and introduce Section E: Using Evidence. |
| **Slide 78:**  Read this slide, and indicate to participants that they are going to engage with Section: E. |
| **Slide 79:**  Explain that group norms can help to create a safe space where participants feel comfortable sharing their ideas and experiences. This slide is a starter. Take a moment to read the norms.” After people are finished, ask: “Would you like to revise, edit or add any norms to the list?” If so, make changes on the slide; if not, move on to your discussion of the parking lot.  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 module.  If the question is pressing and doesn’t appear to be addressed in the sections of Module 7, 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. |
| **Slide 80:**  Read this slide and discuss the module objectives with participants. |
| **Slide 81:**  Explain: In order for students to construct coherent arguments and explanations using their understanding of the social studies disciplines, they must understand how to substantiate those claims using evidence. This skill requires students to collect, evaluate and synthesize evidence from primary and secondary sources to develop and support a claim. |
| **Slide 82:**  Explain: Students should use evidence to not only evaluate but also to formulate their conclusions. |
| **Slide 83:**  Read this slide. |
| **Slide 84:**  Explain: In order to prepare young people for civic life in the 21st century, students must apply reasoning, make comparisons, corroborate their sources and interpret and synthesize evidence as political scientists, economists, geographers and historians to develop students' knowledge of important social studies concepts and their use of disciplinary thinking skills.  Students should have opportunities to use evidence to…  ● Spark compelling questions  ● Ask discipline specific supporting questions  ● Construct new knowledge when engaging with the disciplinary strand standards  ● Develop claims |
| **Slide 85:**  Explain: Within the Using Evidence standards, students are required to:  ● Use sources to answer compelling and supporting questions.  ● Analyze sources and apply relevant information to make evidence-based claims when answering compelling and supporting questions. |
| **Slide 86:**  Explain: When educators are selecting resources, they should ask the following questions:  • Do the sources represent a variety of print and non-print sources which may include but is not limited to visuals, charts, data and traditional text?  • Are the sources complex and grade-level appropriate?  • Do the sources provide access and opportunity for grade-level work?  • Do the sources incorporate multiple perspectives?  Note to the facilitator: Be sure to have participants consider the following when asking about whether or not a source is grade-level appropriate: Students should engage with foundational documents, such as but not limited to the Declaration of Independence, throughout their social studies education. However, how students interact with this document should be grade-level appropriate, meaning that at Grade 5 students might need an adaptation whereas students in high school can read the document. |
| **Slide 87:**  Explain: Students should be using sources at all points in their learning. However, specific considerations must be made when connecting supporting questions and sources. When connecting supporting questions and sources, the following must be considered: The selected sources must:  • Be purposeful.  • Be clearly aligned to the questions.  • Provide evidence to support claims and refute opposing claims when students are answering questions.  • Provide opportunities for students to engage in disciplinary thinking. |
| **Slide 88:**  Read this slide. |
| **Slide 89:**  Read this slide.  Note:  The Inquiry Progression: Using Evidence section of Appendix A in the *KAS for Social Studies* starts on page 157. |
| **Slide 90**:  Read this slide. |
| **Slide 91:**  Read this slide.  Note:  The Inquiry Progression: Using Evidence section of Appendix A in the *KAS for Social Studies* starts on page 157. |
| **Slide 92:**  Have participants jump to the slide numbers provided to engage with activities for their grade level. If participants would like to engage with more than one grade level, have them jump to multiple slide groups. |
| **Slide 93:**  Explain: Participants will engage with the Using Evidence standards for elementary school.  Note: This grade band overview can be found on page 25 of the [KAS for Social Studies](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Kentucky_Academic_Standards_for_Social_Studies_2019.pdf). |
| **Slide 94:**  Read the slide, and explain the following:  It is important to note that engaging with sources begins in Kindergarten and the skills progress kindergarten through high school. While students don’t distinguish between primary and secondary sources until Grade 2, students are required to understand that they use sources to construct meaning about the world around them as soon as they begin their social studies education. |
| **Slide 95:**  Read this slide, and circle and/or highlight the keywords in the Using Evidence standards from kindergarten through Grade 5. |
| **Slide 96:**  Read the slide and discuss the words that are highlighted with participants by facilitating a whole group discussion. For guidance on how to conduct a discussion, visit TeachingWorks Resource Library on [Leading a Discussion](https://library.teachingworks.org/curriculum-resources/materials/social-studies-leading-a-discussion/) for leading a large group discussion. |
| **Slide 97:**  Read this slide, and have participants discuss the questions with a partner, a small grade banded group or a PLC. Have participants share their responses in a whole group discussion. For guidance on how to conduct a discussion, visit TeachingWorks Resource Library on [Leading a Discussion](https://library.teachingworks.org/curriculum-resources/materials/social-studies-leading-a-discussion/) for leading a large group discussion. |
| **Slide 98:**  To help students master the UE progression highlighted in this module, it is important that they know the meaning and characteristics of primary sources and can identify examples of types of primary sources. |
| **Slide 99:**  Additionally, students should be able to explain the meaning and characteristics of secondary sources and identify examples of different types of secondary sources.  Additional resources for teaching the characteristics of primary and secondary sources to elementary students:  George W. Bush Presidential Library and Museum. (2011). *Teaching Primary and Secondary Sources* [pdf]. [https://www.georgewbushlibrary.gov/media/1298](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.georgewbushlibrary.gov%2Fmedia%2F1298&data=05%7C01%7Cheather.ransom%40education.ky.gov%7C5f2d20781cd04e31b21608daffb02e00%7C9360c11f90e64706ad0025fcdc9e2ed1%7C0%7C0%7C638103429394868395%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=FbE%2BqVe%2BHCAKThxPbePbW1V1xRwrqXatdtql0nHywJk%3D&reserved=0)  American University. (2018). *Primary vs. Secondary Sources.* <https://subjectguides.library.american.edu/primary>  Smithsonian National Museum of American History. (n.d.). *Engaging Students with Primary Sources* [pdf]. <https://historyexplorer.si.edu/sites/default/files/PrimarySources.pdf> |
| **Slide 100:**  It’s important to note that anything that communicates a message can be a source! Traditionally, we think of primary and secondary sources being dominated by text, but symbols, objects, photos, etc., can serve as sources to investigate compelling and supporting questions, just as the more traditional types of sources we think of. For elementary students, this provides an opportunity for students to be exposed to and engage with sources that do not require reading proficiency.  According to the [Kentucky Academic Standards (KAS) for Reading and Writing](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Kentucky_Academic_Standards_Reading_and_Writing.pdf) Interdisciplinary Literacy Practice 1, text is anything that communicates a message. Therefore, images that communicate a message are considered text and can serve as a source for students to investigate. |
| **Slide 101:**  Explain: For the purposes of this application, participants will only engage with one Using Evidence standard. If participants would like to investigate the Using Evidence standard of additional grades, have participants access the slides for the additional grades. |
| **Slide 102:**  Read this slide and have participants engage with the assignment on this slide.  As a group, discuss how a graphic organizer may help elementary students when sourcing. While this graphic organizer is designed to meet the Kindergarten standard, how could this strategy be useful for students in Grade 1? How could this graphic organizer be modified for use with Grade 1 students?  Note: Grade 1 Using Evidence standards require students to identify information from two or more sources to describe multiple perspectives about communities in Kentucky (1.I.UE.1). In order to do this, students must be able to source effectively. Therefore, this activity would be useful for grade 1 students as well, as they can use the sourcing information to describe multiple perspectives presented in a source or sources about communities in Kentucky. |
| **Slide 103:**  Using the [Grade 2 Using Evidence Assignment](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Grade_2_Social_Studies_Using_Evidence_Assignment.docx), evaluate one source from the Grade 2 Strongly Aligned Assignment.  As a group, discuss how a graphic organizer may help elementary students when sourcing. While this organizer is designed to meet the grade 2 standard, how could using this strategy be useful for students in other grades? How could it be modified for use with younger students or older students?  Note: Grade 3 Using Evidence standards require students to describe how multiple perspectives shape the content and style of a primary  and secondary source (3.I.UE.1) and explain the relationship between two or more sources on the same theme or topic (3.I.UE.2). In order to do this, students must be able to source effectively. Therefore, this activity would be useful for grade 3 students as well, as they can use the sourcing information to analyze multiple perspectives presented in a source or sources, and to determine the relationship between sources on the same theme or topic. |
| **Slide 104:**  The Using Evidence standards progress further by the intermediate grades. 5.I.UE.2 asks students to analyze primary and secondary sources on the same event or topic, noting key similarities and differences in the perspective they represent.  Using the two different [Boston Massacre of 1770 sources](https://docs.google.com/document/d/1BTf2BNLEQoV9hjCEu9WJMLbdmTIkytLuQxg9xMtE28g/edit) provided, complete the [Grade 5 Using Evidence Assignment](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Grade_5_Social_Studies_Using_Evidence_Assignment.docx). Complete the graphic organizers to analyze each source and its perspective, and then answer the questions to compare and contrast the sources and their perspectives.  Discuss how this assignment could be modified for grade 4 students. Note: Grade 4 Using Evidence standards require students to determine the value and limitations of primary and secondary sources. This assignment could be modified so that after sourcing, students could use the information from their analysis to determine the value and limitations of the source instead of comparing perspectives. |
| **Slide 105:**  Have participants consider and/or discuss the questions on the screen individually, in partners, small grade banded groups or in PLCs.  Consider maintaining a Google document to capture participant responses. |
| **Slide 106**:  Explain: Participants will engage with the Using Evidence standards for middle school.  Note: This grade band overview can be found on page 96 of the[*KAS for Social Studies*](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Kentucky_Academic_Standards_for_Social_Studies_2019.pdf). |
| **Slide 107:**  Read this slide. |
| **Slide 108:**  Read this slide, and circle and/or highlight the keywords in the Using Evidence standards from Grades 6, 7 and 8. |
| **Slide 109:**  Read the slide and discuss the words that are highlighted with participants by facilitating a whole group discussion. For guidance on how to conduct a discussion, visit TeachingWorks Resource Library on [Leading a Discussion](https://library.teachingworks.org/curriculum-resources/materials/social-studies-leading-a-discussion/) for leading a large group discussion. |
| **Slide 110:**  Read this slide, and have participants discuss the questions with a partner, a small grade banded group or a PLC. Have participants share their responses in a whole group discussion. For guidance on how to conduct a discussion, visit TeachingWorks Resource Library on [Leading a Discussion](https://library.teachingworks.org/curriculum-resources/materials/social-studies-leading-a-discussion/) for leading a large group discussion. |
| **Slide 111:**  Read this slide. |
| **Slide 112:**  Read the slide to participants. Next, have participants access the Student Assignment Library on [www.kystandards.org](http://www.kystandards.org) and access the Grade 7 Strongly Aligned Assignment Teacher Notes. It is important to note that I.UE.3 is not included the Grade 7 Strongly Aligned Teacher Notes. The Grade 7 Strongly Aligned Teacher Notes are used here to build context about Grade 7 and to provide resources for participant exploration of how to implement I.UE.3.  Have participants engage with the section entitled, Investigation: Part Three. In this section, students are required to research important technologies that originated between 600-1600 using the sources provided to complete the chart. Use the sources provided in Investigation: Part Three to complete the [Grade 7 Social Studies Using Evidence Assignment](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Grade_7_Using_Evidence_Resource.docx).  It is important to note that when students are engaging with the inquiry practices in Grade 7, they are developing their own compelling questions with teacher support and they are generating their own supporting questions. This will impact the evidence they gather, etc. Since this cannot be easily recreated here, participants are asked to use the Grade 7 Teacher Notes for examples of questions and resources. |
| **Slide 113:**  Have participants consider and/or discuss the questions on the screen individually, in partners, small grade banded groups or in PLCs.  Consider maintaining a Google document to capture participant responses. |
| **Slide 114:**  Explain: Participants will engage with the Using Evidence standards for middle school.  Note: This high school overview can be found on page 139 of the [*KAS for Social Studies*](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Kentucky_Academic_Standards_for_Social_Studies_2019.pdf). |
| **Slide 115:**  Read this slide. |
| **Slide 116:**  Read this slide. |
| **Slide 117:**  Read this slide and circle and/or highlight the keywords in HS.UH.I.UE.1 and HS.UH.I.UE.2 . |
| **Slide 118:**  Read the slide and discuss the words that are highlighted with participants by facilitating a whole group discussion. For guidance on how to conduct a discussion, visit TeachingWorks Resource Library on [Leading a Discussion](https://library.teachingworks.org/curriculum-resources/materials/social-studies-leading-a-discussion/) for leading a large group discussion. |
| **Slide 119:**  Read the slide to participants. Next, have participants access the Student Assignment Library on [www.kystandards.org](http://www.kystandards.org) and access the Strongly Aligned Assignment for High School. It is important to note that UE standard 1 is not included the Strongly Aligned Assignment for High School. However, engaging with UE 1 is critical for students to use UE 2. The High School Strongly Aligned Assignment provides additional context to support evaluating the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in U.S. history. In these assignments, students must gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in U.S. history.  When gathering sources for the Strongly Aligned Assignment for High School, students may investigate topics that include but are not limited to: international trends, domestic and foreign policies, and American culture. Since components of this assignment require students to analyze whether or not international trends, domestic and foreign policies impact their lives, students are required to gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions. |
| **Slide 120:**  Have participants consider and/or discuss the questions on the screen individually, in partners, small grade banded groups or in PLCs.  Consider maintaining a Google document to capture participant responses. |
| **Slide 121:**    Have participants access the Unpacking the Using Evidence Standards template they completed in *Module One: Getting to Know the KAS for Social Studies.* This tool may be accessed here: <https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Unpacking_the_Using_Evidence_Standards.docx>  Read the slide and revise any sections in this document that need to be updated based on what you learned in this section. |
| **Slide 122:**  This slide contains other resources to explore. |
| **Slide 123:**  Read the slide and discuss the module overview with participants. Indicate the next section they will engage with to further their learning. |
| **Slide 124:**  The KDE needs your feedback on the effectiveness of this module, the learning platform and how the consultants may best support you as you take the next steps in the implementation process. Complete a short survey to share our thinking and provide them with feedback on how the KDE can best meet our needs. Feedback from our surveys will be used by the KDE to plan and prepare future professional learning.  Post-survey: [The Inquiry Practices of the *KAS for Social Studies* Professional Learning Survey](https://docs.google.com/forms/d/e/1FAIpQLSffTPNRAlm0EpnD7VfhUlfV-WtFTE7xVEyq4zjb5TYu9mSNxw/viewform) |
| **Section 3F: Communicating Conclusions** |
| **Slide 125:**  Read the slide and introduce Section F: Communicating Conclusions. |
| **Slide 126:**  Read this slide, and indicate to participants that they are going to engage with Section F. |
| **Slide 127:**  Explain that group norms can help to create a safe space where participants feel comfortable sharing their ideas and experiences. This slide is a starter. Take a moment to read the norms.” After people are finished, ask: “Would you like to revise, edit or add any norms to the list?” If so, make changes on the slide; if not, move on to your discussion of the parking lot.  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 module.  If the question is pressing and doesn’t appear to be addressed in the sections of Module 7, 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. |
| **Slide 128:**  Read this slide and discuss the module objectives with participants. |
| **Slide 129:**  Explain: Communicating conclusions is defined by a student’s ability to effectively communicate his or her own conclusions and listen carefully to the conclusions of others. Students should also be able to utilize newer media forms in order to share their conclusions and hear the voices of those whose conclusions may be different. Depending on the grade level, the Communicating Conclusions standards generally require that students construct explanations and/or arguments and determine how to address problems. |
| **Slide 130:**  Read this slide. |
| **Slide 131:**  Explain: A student’s ability to effectively communicate their own conclusions and listen carefully to the conclusions of others can be considered a capstone of social studies disciplinary practices. Traditional products such as essays, reports, tables, diagrams, graphs, multimedia presentations and discussions can be used to share conclusions with a variety of audiences.  Students should have opportunities to communicate conclusions to…  ● Synthesize information to construct new understandings, which will become the foundation for civic engagement.  ● Construct explanations and arguments  ● Engage in deliberative and democratic procedures  ● Act civically by identifying and addressing problems |
| **Slide 132:**  Read this slide. |
| **Slide 133:**  Explain: This slide contains information on how Communicating Conclusions standard 1 progresses.  Give participants a few minutes to reflect on this slide. Conduct a whole group discussion asking: How does this standard progress from Kindergarten to high school? For guidance on how to conduct a discussion, visit TeachingWorks Resource Library on [Leading a Discussion](https://library.teachingworks.org/curriculum-resources/materials/social-studies-leading-a-discussion/) for leading a large group discussion.  For information on this progression, visit Inquiry Progression: Communicating Conclusions in Appendix A from the [*KAS for Social Studies*](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Kentucky_Academic_Standards_for_Social_Studies_2019.pdf)*.* This progression starts on page 160. |
| **Slide 134:**  Have participants engage with the activity on the slide.  Individually, with a partner, small group or PLC, have participants examine additional assignments where students are required to construct explanations in the Student Assignment Library. Have participants ask the reflection questions found on this slide of any additional assignment they explore.  Additionally, participants may want to access the Teacher Notes documents in the [Student Assignment Library](https://kystandards.org/standards-resources/sal/ss_sal/) on [www.kystandards.org](http://www.kystandards.org) for more information on assignments that require students to construct explanations.  For more information on explanatory writing, access the KDE’s *Composition in the Classroom.* Explanatory Writing is discussed on pages 13 - 15.  Resources:  The Kentucky Department of Education. (2020, February). *Composition in the Classroom.* <https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Composition_in_the_Classroom.pdf> |
| **Slide 135:**  Read this slide. |
| **Slide 136:**  Explain: This slide contains information on how Communicating Conclusions standard 2 progresses.  Give participants a few minutes to reflect on this slide. Conduct a whole group discussion asking: How does this standard progress from Kindergarten to high school? For guidance on how to conduct a discussion, visit TeachingWorks Resource Library on [Leading a Discussion](https://library.teachingworks.org/curriculum-resources/materials/social-studies-leading-a-discussion/) for leading a large group discussion.  For information on this progression, visit Inquiry Progression: Communicating Conclusions in Appendix A from the [*KAS for Social Studies*](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Kentucky_Academic_Standards_for_Social_Studies_2019.pdf)*.* This progression starts on page 160. |
| **Slide 137:**  Have participants engage with the activity on the slide.  Individually, with a partner, small group or PLC, have participants examine additional assignments where students are required to construct arguments in the Student Assignment Library. Have participants ask the reflection questions found on this slide of any additional assignment they explore.  Additionally, participants may want to access the Teacher Notes documents in the [Student Assignment Library](https://kystandards.org/standards-resources/sal/ss_sal/) on [www.kystandards.org](http://www.kystandards.org) for more information on assignments that require students to construct arguments.  For more information on explanatory writing, access the KDE’s *Composition in the Classroom.* Argument/Opinion Writing is discussed on pages 10 - 13.  Resources:  The Kentucky Department of Education. (2020, February). *Composition in the Classroom.* <https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Composition_in_the_Classroom.pdf> |
| **Slide 138:**  Read this slide. |
| **Slide 139:**  In order to reflect on the question presented, have participants engage in a Chalk Talk. In order to conduct a Chalk Talk with participants in person, complete the following steps:   1. Write this question on a large sheet of chart paper. Make several copies of this chart paper and place them around the room. 2. Have participants respond to the question by writing their responses on the chart paper provided at their table. Participants may respond by writing ideas and/or questions on the chart paper. Within this small group, participants should be encouraged to respond to the ideas and questions of their peers. 3. In their small groups, have participants rotate around the room to visit the other pieces of chart paper. At each new piece of chart paper, participants should be encouraged to respond to the ideas and questions of their peers. 4. After the small groups have rotated among the chart papers available, facilitate a discussion of the Chalk Talk. Ask groups to share their paper and identify common themes, responses and/or questions that appeared as they rotated among the chart papers.   It is important to remember that participants are supposed to silently complete the Chalk Talk.  In order to conduct a Chalk Talk virtually, complete the following steps:   1. Create several Google documents, or other virtual collaborative documents, and place the initial question on the top of the page. The collaborative documents may be separate documents the groups access, or the documents can be separate but all within the same file. 2. Assign each Google document with a number and assign each participant to a corresponding Google document. For example, Sarah would be assigned to Google document three. 3. Once participants are in their groups, have participants respond to the question by writing their responses on their assigned Google document. Participants may respond by writing ideas and/or questions on the Google document. Within this small virtual group, participants should be encouraged to respond to the ideas and questions of their peers. 4. After participants have had enough time to respond to the question on their assigned Google document, have participants access another Google document of another group. For example, the group assigned to Google document one would access Google document two; the group assigned to Google document two would access Google document three, and so on. At each new piece of chart paper, participants should be encouraged to respond to the ideas and questions of their peers. 5. After the small groups have rotated among the Google documents available, facilitate a discussion of the Chalk Talk. Ask groups to share their initial responses and identify common themes, responses and/or questions that appeared as they rotated among the Google documents.   Resource:  Project Zero. (2019). *Chalk Talk.* Harvard Graduate School of Education. <https://pz.harvard.edu/sites/default/files/Chalk%20Talk_1.pdf> |
| **Slide 140:**  Pull the group back together and read this slide. |
| **Slide 141:**  Read this slide. |
| **Slide 142:**  Read this slide. |
| **Slide 143:**  Explain: This slide contains information on how Communicating Conclusions standard 4 progresses. Note: Communicating Conclusions standard 4 becomes standard 1 at high school.  Give participants a few minutes to reflect on this slide. Conduct a whole group discussion asking: How does this standard progress from Kindergarten to high school? For guidance on how to conduct a discussion, visit TeachingWorks Resource Library on [Leading a Discussion](https://library.teachingworks.org/curriculum-resources/materials/social-studies-leading-a-discussion/) for leading a large group discussion.  For information on this progression, visit Inquiry Progression: Communicating Conclusions in Appendix A from the [*KAS for Social Studies*](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Kentucky_Academic_Standards_for_Social_Studies_2019.pdf)*.* This progression starts on page 160. |
| **Slide 144:**  Read the slide, and have participants engage in this thinking strategy. At the conclusion of this activity, consider facilitating a whole group discussion where participants can discuss what they have learned about how to build democracy in the classroom.  Resource:   * Knutson, Jeff. (2014, November 26). *How can you build democracy in the classroom?* Common Sense Education. <https://www.commonsense.org/education/articles/how-you-can-build-democracy-in-the-classroom>   Project Zero. (2019). *+1 Routine*. Harvard Graduate School of Education. <https://pz.harvard.edu/sites/default/files/%2B1%20Routine.pdf> |
| **Slide 145:**  Read this slide and have participants engage in this thinking strategy as they watch this clip.  Resources:   * Project Zero. (2019). *Parts, Perspectives, Me.* Harvard Graduate School of Education. <https://pz.harvard.edu/sites/default/files/Parts%20Perspectives%20Me.pdf>   Civic Engagement Research Group- University of California- Riverside. (n.d.) *Student Centered Civic Discussion and Deliberation*. Series CPS/CERG Civic Discussion Videos. <https://vimeo.com/292405879> |
| **Slide 146:**  Read this slide. |
| **Slide 147:**  Explain: This slide contains information on how Communicating Conclusions standard 3 progresses.  Give participants a few minutes to reflect on this slide. Conduct a whole group discussion asking: How does this standard progress from Kindergarten to high school? For guidance on how to conduct a discussion, visit TeachingWorks Resource Library on [Leading a Discussion](https://library.teachingworks.org/curriculum-resources/materials/social-studies-leading-a-discussion/) for leading a large group discussion.  For information on this progression, visit Inquiry Progression: Communicating Conclusions in Appendix A from the [*KAS for Social Studies*](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Kentucky_Academic_Standards_for_Social_Studies_2019.pdf)*.* This progression starts on page 160. |
| **Slide 148:**  Have participants engage with the activity on the slide. Once participants have examined one of the options on the screen, give them additional time to make a list of all of the strategies used in the Teacher Notes to support students in considering local, regional and global problems. If participants would like to explore strategies to identify local, regional and global problems further, have participants record the strategies they found on a large poster board or Google sheet. If using poster paper, have one strategy per posterboard. If using a google document, have clear sections where participants can populate their ideas. Once the poster board or Google sheet is set up, have participants engage in a Gallery Walk. For more information, visit [Gallery Walk](https://www.facinghistory.org/resource-library/teaching-strategies/gallery-walk). As participants engage with the poster or Google sheet, have participants ask questions of the strategies presented and encourage participants to take notes, such as [Cornell Notes](http://lsc.cornell.edu/study-skills/cornell-note-taking-system/) on each poster/Google Sheet. Additionally, encourage participants to identify additional strategies that could support students in this work. At the conclusion of the Gallery Walk, facilitate whole group discussion to ensure that participants are able to discuss and reflect on what they learned about the strategies to support students in engaging with local, regional and global problems. |
| **Slide 149:**  Read this slide. |
| **Slide 150:**  Read this slide.  When students are determining how to create positive change in their community, they must investigate which authority figure or agency in their community is the most appropriate to work with. For example, if students determine that they need to create an additional classroom rule to promote the safety of the members of the classroom community, the authority figure of that classroom may be their classmates or teacher, depending on how rules are constructed in the classroom. Additionally, if students determine that they want to improve the playground by changing the playground equipment, students will need to determine the authority figure or agency that has the control over making changes to the playground. They might need to propose the change to the school principal, but work with the School-Based Decision Making Council (SBDM) to submit a budget that the SBDM would have to approve. This concept applies to situations outside of the classroom as well. For instance, if students want to improve the sidewalks in their community, they might contact the local government as the agency to inspect the sidewalks, but then later understand that it is the homeowner’s responsibility to fix the sidewalks. |
| **Slide 151:**  Explain: This slide contains information on how Communicating Conclusions standard 4 progresses. Note: This standard becomes standard 3 in high school.  Give participants a few minutes to reflect on this slide. Conduct a whole group discussion asking: How does this standard progress from Kindergarten to high school? For guidance on how to conduct a discussion, visit TeachingWorks Resource Library on [Leading a Discussion](https://library.teachingworks.org/curriculum-resources/materials/social-studies-leading-a-discussion/) for leading a large group discussion.  For information on this progression, visit Inquiry Progression: Communicating Conclusions in Appendix A from the [*KAS for Social Studies*](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Kentucky_Academic_Standards_for_Social_Studies_2019.pdf)*.* This progression starts on page 160. |
| **Slide 152:**  Read the slide to participants and have them complete the annotation of the article as described.  Resources:   * Lee, Karen. (2019, December 13). *Civics Education and Student-Driven Civic Action*. Edutopia. [https://www.edutopia.org/article/civics-education-and-student-driven-civic-action](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.edutopia.org%2Farticle%2Fcivics-education-and-student-driven-civic-action&data=04%7C01%7Cheather.ransom%40education.ky.gov%7C22b627440d6c4c66b51408d904228950%7C9360c11f90e64706ad0025fcdc9e2ed1%7C0%7C0%7C637545368642931394%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=lD%2FhmtmxD0qzWYGV%2FbSG63w8Vjn8Wh23g1JDepVZykw%3D&reserved=0). * Eastern Washington University Writing Center. (2020, May 26). *Reading and Study Strategies: What is Annotating and Why do it?* <https://research.ewu.edu/writers_c_read_study_strategies> |
| **Slide 153:**  *Take Action examples modified from Joe Karb, NCSS Board of Directors, Teacher-Springville Middle School, Springville, NY by Mary Ellen Daneels for illinoiscivics.org and the Robert R. McCormick Foundation and adapted by the KDE.*  Have participants use this list to identify ways to take action on a problem. Individually, with a partner, small grade band group or PLC, either in person or virtually, have participants identify a problem that could be solved through civic engagement (if participants need ideas on how to start identifying problems, have them access the Student Assignment Library and engage with the assignments posted there). Once participants have identified a problem, have them engage with the Options Explosion thinking strategy to identify an action strategy (on the list above or another example brainstormed by the group) that can be used to take action on the problem identified. Once participants have engaged in this activity in their small groups, facilitate a whole group discussion so participants may share their work with others. Encourage participants to add to this list of take action examples if their peers identify an additional action strategy.  Resource:  Project Zero. (n.d.). *Options Explosion.* Harvard Graduate School of Education. <https://pz.harvard.edu/sites/default/files/Options%20Explosion_0.pdf> |
| **Slide 154:**  Read this slide, and have participations consider why students should be encouraged to take action as they watch this clip.  Resource:  Civic Engagement Research Group. (2020, February 14). *Encouraging Students to Take Action.* <https://www.youtube.com/watch?v=MYzInovThPU&feature=emb_logo> |
| **Slide 155:**  Read the slide, and have participants engage with the activity presented as they watch the clip.  Resource:  Civic Engagement Research GroupUniversity of CaliforniaRiverside. (n.d.) Structured Academic Controversy (SAC). Series CPS/CERG Civic Discussion Videos. https://vimeo.com/302181 080 |
| **Slide 156:**  Have participants access the Unpacking the Communicating Conclusion Standards template they completed in *Module One: Getting to Know the KAS for Social Studies.* This tool may be accessed here: <https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Unpacking_the_Communicating_Conclusion_Standards.docx>  Read the slide and revise any sections in this document that need to be updated based on what you learned in this section. |
| **Slide 157:**  This slide contains resources for further exploration. |
| **Slide 158:**  Read the slide and discuss the module overview with participants. Indicate the next section they will engage with to further their learning. |
| **Slide 159:**  The KDE needs your feedback on the effectiveness of this module, the learning platform and how the consultants may best support you as you take the next steps in the implementation process. Complete a short survey to share our thinking and provide them with feedback on how the KDE can best meet our needs. Feedback from our surveys will be used by the KDE to plan and prepare future professional learning.  Post-survey: [The Inquiry Practices of the *KAS for Social Studies* Professional Learning Survey](https://docs.google.com/forms/d/e/1FAIpQLSffTPNRAlm0EpnD7VfhUlfV-WtFTE7xVEyq4zjb5TYu9mSNxw/viewform) |
| **Section 3G: Reflection** |
| **Slide 160:**  Read the slide and introduce Section G: Reflection. |
| **Slide 161:**  Read this slide, and indicate to participants that they are going to engage with Section G. |
| **Slide 162:**  Explain that group norms can help to create a safe space where participants feel comfortable sharing their ideas and experiences. This slide is a starter. Take a moment to read the norms.” After people are finished, ask: “Would you like to revise, edit or add any norms to the list?” If so, make changes on the slide; if not, move on to your discussion of the parking lot.  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 module.  If the question is pressing and doesn’t appear to be addressed in the sections of Module 7, 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. |
| **Slide 163:**  Read this slide and discuss the module objectives with participants. |
| **Slide 164:**  Explain: In this reflection, you are being asked to examine the components of the Inquiry Practices in the *KAS for Social Studies* while also identifying the connect between the practices.   1. First, you will be divided into small groups where you will be assigned an Inquiry Practice: Questioning, Investigating through the exploration of the discipline strand standards, Using Evidence and Communicating Conclusions. 2. In your groups, you will complete the [graphic organizer](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/The_Inquiry_Practices_of_the_KAS_Reflection_Document.docx) provided. In this graphic organizer, you must complete the following:    1. You and your group must provide a general overview of the inquiry practice you were assigned by defining/describing the most important components of the inquiry practice.    2. In the space provided, you must include a visual representation of the most important components of the inquiry practice.    3. Once you and your group have completed components A and B, examine the connections between the inquiry practice you were assigned and the other three remaining practices. In the space provided, list three examples of connections to another inquiry practice.   Once groups have completed their graphic organizer, transition to the next slide. |
| **Slide 165:**  Explain: Once the graphic organizers are complete, have participants engage in a Gallery Walk. In this Gallery Walk, have participants read through the information presented on the group generated graphic organizers. As participants engage in the Gallery Walk, have them take post it notes and, either individually or in groups, jot down and post:  - Questions or clarifications about something on the post-it  - Agreement with an idea  - Ideas they think are important but are not on the poster  - Additional connections/applications to consider  At the conclusion of the Gallery Walk and as part of the activity debrief, have participants share their graphic organizers and answer the questions posed by their peers in a whole group discussion conducted by the facilitator.  Once the whole group discussion is complete, transition to the next slide. |
| **Slide 166:**  Read the slide and have participants complete this reflection individually. Conduct a whole group discussion where participants can share out how the Inquiry Practices and the learning experienced in this module will impact their practice.  Resource:  Project Zero. (2019). *Claim, Support, Question*. Harvard Graduate School of Education. <https://pz.harvard.edu/sites/default/files/Claim%20Support%20Question_0.pdf> |
| **Slide 167:**  The KDE needs your feedback on the effectiveness of this module, the learning platform and how the consultants may best support you as you take the next steps in the implementation process. Complete a short survey to share our thinking and provide them with feedback on how the KDE can best meet our needs. Feedback from our surveys will be used by the KDE to plan and prepare future professional learning.  Post-survey: [The Inquiry Practices of the *KAS for Social Studies* Professional Learning Survey](https://docs.google.com/forms/d/e/1FAIpQLSffTPNRAlm0EpnD7VfhUlfV-WtFTE7xVEyq4zjb5TYu9mSNxw/viewform) |