

Learning Goals, Success Criteria and the *KAS for Social Studies*

What is a Learning Goal?

Learning goals represent the learning that occurs during a coherent period of learning, such as a lesson plan, which leads toward mastering standards. They clearly describe the most important knowledge, skills and understanding students will develop during learning. They can be broad in nature, independent of any task and framed more as a learning intention, as with "We are learning about...", or more targeted and with some reference to context and/or task, as with a learning goal that begins with "I can...." They should be written in language accessible to students while still requiring that students use discipline-specific terminology. Learning goals may also be called learning targets, learning intentions, etc. Since there are different ways of constructing learning goals, it is important to know the terminology your local context uses and how to construct these statements accordingly. When constructing learning goals, the most important concept to consider is that the learning goal should provide clarity on what the learning is and how educators will if students have demonstrated mastery of their learning. For more information, visit KDE's [Clarifying and Sharing Learning Goals and Success Criteria](#) Module. In this module, participants focus on how to elicit meaningful evidence of student learning through clarification of learning progressions, learning goals and success criteria.

What are Success Criteria?

Success criteria are aligned to learning goals and are observable demonstrations of student learning. Success criteria specify the knowledge, understanding and/or skills students will demonstrate by saying, doing, making or writing. This will make the status of a student's learning visible. For more information, visit KDE's [Clarifying and Sharing Learning Goals and Success Criteria](#) Module.

What is a Compelling Question?

Compelling questions are open-ended, enduring and center on significant unresolved issues. They 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. A compelling question could span several lessons, a unit or even a semester of learning. For more information, visit KDE's [Inquiry Practices of the KAS for Social Studies](#) Module. Section 3B answers, "What are compelling questions and how do students ask them?"

What is a Supporting Question?

Supporting questions can be answered through use of the concepts and practices of each social studies discipline. These questions support the investigation of the compelling question by asking more focused questions and being discipline specific. Investigating supporting questions should provide students with knowledge they can synthesize to answer the larger compelling question. A supporting question may span a single class period or several days. For more information, visit KDE's [Inquiry Practices of the KAS for Social Studies](#) Module. Section 3C answers "What are Supporting Questions and how do students ask them?"

What is the relationship between a Learning Goal and Success Criteria and Compelling and Supporting Questions?

Understanding and using learning goals and success criteria is essential to supporting students in the mastery of the *KAS for Social Studies*. It is important to note that learning goals and success criteria are not the same as compelling and supporting questions. Learning goals and compelling questions both require understanding of where students are going in their learning, and they are both based on the standards. However, they serve

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different functions when designing instruction. When crafting compelling questions, educators should ask themselves, “What is the “big idea” or the “significant, unresolved issue” for this coherent period of learning. This will inspire students to investigate this question through the discipline strands of social studies (civics, economics, geography and history). Next, educators will need to design supporting questions that align to the standards, feed toward the compelling question, and can be answered through the use of the concepts and practices of each social studies discipline. Investigating supporting questions should provide students with knowledge that they can synthesize to answer the compelling question.

In order to achieve these goals and meet grade-level expectations, teacher and student clarity around learning goals and success criteria are essential. Learning goals should be clearly expressed by the teacher daily, on an ongoing basis, so it is clear to students what they need to know, understand and be able to do as a result of their social studies learning experiences. When teachers are identifying learning goals, they should ask themselves, “What’s the ‘today-sized slice’ of learning” that students should get better at or smarter about at the conclusion of this coherent period of learning? Once the learning goal(s) has been determined, educators will need to determine success criteria that specify what students will need to do to demonstrate learning toward achieving the learning goal for the coherent period of learning.

In the 'real time' of a lesson, a supporting question sets an inquiry context for the standards-based learning called for by a lesson's learning goal, and progress toward the learning goal is measured by its success criteria. Students use their standards-based learning to respond to a supporting question through a particular task, and success criteria allow them to assess how effectively they have done so. This might sound to students like, "I am using today's learning to respond to this question, and I know I am on the right track if I am reaching the success criteria," or, "My response to this question needs to show I have met the success criteria for reaching today's learning goal." This relationship between learning goal, success criteria and inquiry would hold for compelling questions as well, even if the scope of the question and breadth and depth of the targeted learning are greater.

When designing instruction aligned to the *KAS for Social Studies*, it is imperative educators have determined the learning goals and success criteria for the coherent period of learning as the learning goals and success criteria will impact the development of compelling and supporting questions. Knowing the success criteria is essential for developing the supporting questions because the success criteria support students in attaining the learning goals, much like the supporting questions drive the investigation of the compelling question. It is important to note there might be more than one learning goal, and its associated success criteria, connected to helping students be able to effectively address a compelling question. Often, this might entail the combination of a learning goal aligned to a standard from one of the discipline strands (content) and a learning goal aligned to an inquiry standard (process). For more information, visit [Evidence-Based Instructional Practices Clarifying and Sharing Clear Learning Goals and the Kentucky Academic Standards \(KAS\) for Social Studies](#).

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Secondary Example: World History

Context: This planner is for a World History unit. The green table gives its overarching context. The table below shows a segment of a parallel progression of standards-based learning targets and success criteria, supporting questions and formative tasks toward responding to the unit’s compelling question through completing its summative task.

Compelling Question: *What can history teach us about how to change the world?*

Performance Assessment Product(s): In this performance assessment product, you will explore an issue related to the global order and then investigate how a state or non-state actor would address the issue to affect change.

- Gather evidence about an issue related to the global order. The issue needs to be a problem that is of worldwide public concern.
- Next, collaboratively create a video that explains what an activist today would need to understand in order to decide how to approach making change around an issue related to global order. In your video, argue which methods could be most effective for the issue you choose and explain why. Include examples from your learning to support explanations and arguments.

Standard(s):

HS.WH.CO.6 Analyze methods used by state and non-state actors seeking to alter the global order which emerged during the post-World War period, including protests, social media campaigns, non-violent actions, boycotts, terrorism, guerilla warfare, and other methods from 1945-present.

HS.WH.I.Q.2 Generate supporting questions to develop knowledge, understanding and/or thinking relative to key concepts in world history framed by compelling questions.

HS.WH.I.CC.2 Engage in disciplinary thinking and construct arguments, explanations or public communications relevant to compelling/supporting questions in world history.

Sequence of Summatively Assessed Standards, Deconstructed Learning Goals & Success Criteria	Sequence of Questions (Supporting/Compelling)	Sequence of Formative & Summative Assessment Tasks (Checkpoints)
Learning Goals (LG) & Success Criteria (SC): <ul style="list-style-type: none"> ● I can ask questions (about the entry video) that show what I might need to know to understand a complex topic (the global order). (LG) <ul style="list-style-type: none"> ○ I asked <i>at least</i> three questions. (SC) ○ My questions could help a historian understand this topic. (SC) 	Questions (Supporting to Compelling): <ul style="list-style-type: none"> ● What is “the global order”? 	(“Students will demonstrate ____ by doing ____”): <ul style="list-style-type: none"> ● Basic understanding of “the global order” and its causes by completing a graphic organizer

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<ul style="list-style-type: none"> • I can explain what the “global order” is and where it came from. (LG) <ul style="list-style-type: none"> ○ My explanations offer a full (two paragraphs) and accurate account. (SC) • I can ask questions that help me think critically about methods used by state actors who want to alter the global order. (LG) <ul style="list-style-type: none"> ○ I asked <i>at least</i> three questions. (SC) ○ My questions are like those a historian might ask when thinking critically about this topic. (SC) • I can analyze methods used by state actors seeking to alter the global order. (LG) <ul style="list-style-type: none"> ○ I have analyzed multiple methods commonly used by state actors. (SC) ○ My analysis shows different aspects and implications of each method. (SC) • I can ask questions that help me think critically about methods used by non-state actors who want to alter the global order. (LG) <ul style="list-style-type: none"> ○ I asked <i>at least</i> three questions. (SC) ○ My questions are like those a historian might ask when thinking critically about this topic. (SC) • I can analyze methods used by non-state actors seeking to alter the global order. (LG) <ul style="list-style-type: none"> ○ I have analyzed multiple methods commonly used by non-state actors. (SC) ○ My analysis shows different aspects and implications of each method. (SC) • I can synthesize what I understand about methods state and non-state actors use to alter the global order to explain why having a global order affects change. (LG) <ul style="list-style-type: none"> ○ Thinking plotted on my mind map and my explanation of it show understanding of 	<ul style="list-style-type: none"> • How do “state actors” try to change the world? • How do “non-state actors” try to change the world? • Why does having a “global order” affect how change can happen? 	<ul style="list-style-type: none"> • Understanding of “state actor” approaches by writing a two paragraph explanation • Analysis of “non-state actor” approaches by creating a three column cause and effect chart • Understanding of how having a global order affects change by making a mind map of important ideas.
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the relationship between a global order and how change is made. (SC)		
<ul style="list-style-type: none"> I can use disciplinary thinking to construct relevant explanations and arguments in response to the compelling question. (LG) <ul style="list-style-type: none"> My response meets the 'constructing explanations and arguments' criteria on the summative rubric. (SC) 	<ul style="list-style-type: none"> <i>"What can history teach us about how to change the world?" (Compelling Question)</i> 	<ul style="list-style-type: none"> Understanding of the global order and how state and non-state actors seek to alter it by creating a collaborative video.

Adapted from Shelby County Public Schools.

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Secondary Example: Social Studies II

Context: This planner covers an excerpt from a high school Social Studies II unit on the Holocaust. This planner is for a Social Studies II unit and is an excerpt from the Holocaust unit of a Kentucky high school. The green table provides the unit title, the compelling question and one supporting question. The table below shows aligned standards, learning intentions and success criteria. According to the framework for this school, this unit occurs at the end of the Social Studies II course.

Unit 8: The Holocaust
Compelling Question: In times of crisis, what does it take to move from knowledge to action?
Supporting Question: What factors and events lead to the Holocaust?

Standards <i>** Inquiry standards (questioning, using evidence, communicating conclusions) throughout EVERY unit.</i>	Learning Goal	Success Criteria
<ul style="list-style-type: none"> ● HS.C.CP.3 Compare various forms of government and how each maintains order, upholds human rights and interacts within the international community. ● HS.E.MA.4 Analyze the impact of fiscal policies, various government taxation and spending policies on the economy. ● HS.G.HI.3 Explain how people create natural and cultural regions to interpret Earth's complexity. ● HS.WH.CO.2 Analyze examples of conflict created by global expansionist policies and actions between 1750-1945 across global regions. 	1) I can explain what factors and events led to the Holocaust.	I will be successful when I can: <ul style="list-style-type: none"> A. compare how different governments protected human rights and created cultural regions to define acceptable and unacceptable people prior to World War II. B. analyze how Germany's fiscal policies and distribution incentives impacted Jews. C. analyze how examples of conflict in the causes of the Holocaust were created by Germany's expansionist policies.

Adapted from Lincoln County Public Schools.

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Middle School Example: Sixth Grade

Context: This planner is for a sixth grade project. The green table gives its overarching context. The table below shows a segment of a parallel progression of standards-based learning targets and success criteria, supporting questions and formative tasks toward responding to the unit’s compelling question through completing its summative task.

<p>Compelling Question: <i>How has a fascination with space shaped the human story?</i></p>
<p>Performance Assessment Product(s): Conduct research into how space (astrology/astronomy) influenced development of early world religions and increased productivity by examining the Ancient Egyptian, Mayan, Greek, or Chinese civilizations. Use relevant sources from research on your ancient civilization to write an article supported by an infographic or illustrated timeline you create that will appear in our social studies magazine. Include information that answers our compelling question.</p> <p>Within this article, showcase your skills as a writer and graphic designer by:</p> <ul style="list-style-type: none"> • Appealing to your audience (3rd-5th graders) and satisfying a purpose (creating an illustrated timeline or infographic to enhance your published article). Demonstrating communication skills by effectively and clearly explaining your research and conclusions on this topic to your intended audience. • Include an appealing title. Include words, pictures, and/or graphics to appeal to your audience. <p>Within this article (with illustrated timeline or infographic), showcase your historical thinking skills by:</p> <ul style="list-style-type: none"> • Citing primary and secondary sources to include important dates and information that explains: <ul style="list-style-type: none"> ○ Space’s (astrology) impact on early religions ○ How new knowledge, technology, and/or specialization (new jobs) from a fascination with space (astronomy) helped early civilizations to become more productive.

<p>Standard(s):</p> <p>6.H.CH.2 Compare the origins and development of early world religions from River Valley Civilizations to Classical Empires 3500 BCE-600 CE.</p> <p>6.E.ST.2 Examine how new knowledge, technology and specialization increase productivity.</p> <p>6.I.U.E.2 Compare evidence from primary and secondary sources to assist in answering compelling and supporting questions.</p>		
Sequence of Summatively Assessed Standards, Deconstructed Learning Goals & Success Criteria	Sequence of Questions (Supporting/Compelling)	Sequence of Formative & Summative Assessment Tasks (Checkpoints)
<p>Learning Goals (LG) & Success Criteria (SC):</p> <ul style="list-style-type: none"> • I can explain how fascination with space (<i>astrology</i>) contributed to the development of 	<p>Questions (Supporting to Compelling):</p> <ul style="list-style-type: none"> • Why was fascination with space important to religion in ancient cultures? 	<p>(“Students will demonstrate ____ by doing ____”):</p> <ul style="list-style-type: none"> • Understanding of the importance of a fascination with space (astrology) to development of religion in

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<p>religion in an ancient culture. (LG)</p> <ul style="list-style-type: none"> ○ I will demonstrate a general understanding of my ancient culture's religion. (SC) ○ I will identify an ancient culture's knowledge and beliefs about space. (SC) ○ I will identify and infer ways an ancient culture's religion was influenced by its beliefs about space. (SC) <ul style="list-style-type: none"> ● I can examine how an ancient culture used knowledge, technology and specialization gained from its fascination with space (<i>astronomy</i>) to become more productive (LG). <ul style="list-style-type: none"> ○ I will identify/infer things my culture learned from thinking about space. (SC) ○ I will connect what my culture learned from space to growth in knowledge, technology and specialization. (SC) ○ I will synthesize evidence to explain how my culture's productivity increased from their fascination with space . (SC) ● I can compare evidence I determine to be important from primary and secondary sources to assist in answering a question. (LG) <ul style="list-style-type: none"> ○ I can explain to a peer how similarities and differences in primary and secondary sources help me to answer a question. (SC) 		<p>one of four ancient cultures by completing a graphic organizer that synthesizes analysis of sources.</p> <ul style="list-style-type: none"> ● Understanding of how an ancient culture used knowledge, technology and specialization gained from its fascination with space (astronomy) to become more productive by completing a graphic organizer that synthesizes analysis of sources. ● Structured discourse with peer around potential conclusions from evidence determined to be important. Thinking from this discourse will be captured in digital reflection [Google doc with Flip (Flipgrid) video]. <p>★ <i>All standards are assessed in the final product and included on the summative rubric.</i></p>
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Adapted from Jefferson County Public Schools.

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Elementary Example: Third Grade

Context: This planner is for a Grade 3 social studies unit. The green table provides the unit title, the compelling question and one supporting question. The table below shows aligned standards, learning intentions and success criteria.

Unit Title	Trade
Compelling Question	How does where we live affect how we live?
Supporting Question	What are the advantages of trade between countries?

Standards	Learning Intention	Success Criteria
<ul style="list-style-type: none"> • 3.E.MI.1 Explain how producers and consumers interact to determine the prices of goods and services in markets. • 3.E.ST.1 Describe examples of economic interdependence. • 3.I.U.E.2 Explain the relationship between two or more sources on the same theme or topic. 	<p>We are learning about how to construct an explanation on the advantages of trade between countries using two sources.</p>	<ul style="list-style-type: none"> • I can define “producer.” • I can define “consumer.” • I can explain how producers and consumers interact. • I can explain how the interaction of procedures and consumers determines the price of goods and services in markets. • I can define “economic interdependence.” • I can describe examples of economic interdependence. • I can explain the advantages of trade between countries. • I can construct an explanation using two sources.

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Elementary Example: Fifth Grade

Context: This planner is for a Grade 5 social studies unit. The green table provides the unit title, the compelling question and one supporting question. The table below shows aligned standards, learning intentions and success criteria.

Unit Title	Colonization of America
Compelling Question	Why do governments use power?
Supporting Question	What factors motivated European powers to colonize America?

Standards	Learning Intention	Success Criteria
<ul style="list-style-type: none"> ● 5.E.IC.1 Analyze how incentives and opportunity costs impact decision making, using examples from history. ● 5.H.CO.1 Analyze the role conflict and collaboration played in the founding of the United States. ● 5.I.U.E.2 Analyze primary and secondary sources on the same event or topic, noting key similarities and differences in the perspective they represent. 	<p>We are learning about how to analyze the motivations of European powers to colonize America through comparing primary and secondary sources.</p>	<ul style="list-style-type: none"> ● I can explain why European powers were motivated to colonize America based on incentives and opportunity costs. ● I can analyze the role conflict and collaboration played in motivating European powers to conquer America. ● I can analyze the motivations of European powers to colonize America by comparing perspectives in primary and secondary sources.