**Module 4: Elementary Focus: Healthy Integration of the *KAS for Social Studies* and the *KAS for Reading and Writing.***

**Accessible Facilitator Notes**

Below are the accessible facilitator’s notes for Module 4. The slide number is listed, along with the provided notes to guide the facilitation of this module.

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| **Slide 1:**  Module Overview:  Elementary Focus: Healthy Integration*- Kentucky Academic Standards (KAS) for Social Studies* and the *Kentucky Academic Standards (KAS) for Reading and Writing* 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 healthy integration, as defined in this module, 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*](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Kentucky_Academic_Standards_for_Social_Studies_2019.pdf) * [*Kentucky Academic Standards (KAS) for Reading and Writing*](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Kentucky_Academic_Standards_Reading_and_Writing.pdf) * Duke, Nell K. (2019). *Speaking up for Science and Social Studies* [video]. Retrieved from <https://www.youtube.com/watch?v=LAWO2lvAnjI&feature=emb_logo>. * Council of Chief State School Officers. (2018). *The Marginalization of Social Studies* [infographic]. Retrieved from <https://ccsso.org/sites/default/files/2018-11/Elementary%20SS%20Brief%2045%20Minute%20Version_0.pdf>. * [Module 4: Section 4b: “Why teach social studies?” Learning Guide](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Module_4_Section_4b_Learning_Guide_Why_Teach_Social_Studies.docx) * The Teaching Channel. (2019). *Just the Facts: A Social Studies Lesson.* Retrieved from<https://learn.teachingchannel.com/video/teaching-facts-sfusd>.   + Note: Participants will need to create an account to log in. * [Social Studies Assignment Review Protocol](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Social_Studies_Assignment_Review_Protocol.docx) * [Social Studies Student Assignment Library](https://kystandards.org/standards-resources/sal/ss_sal/) * [Reading & Writing Student Assignment Library](https://kystandards.org/standards-resources/sal/rw_sal/) * Assignment Review Protocol - [Reading & Writing Module](https://sway.office.com/2kcaF3MuFTxHJkQN?ref=Link) * [Kindergarten Integration Collection](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Kindergarten_Collection.docx) * [Grade 3 Integration Collection](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Grade_3_Collection.docx) * [Grade 5 Integration Collection](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Grade_5_Collection.docx) * [Grade 5 Social Studies Assignment Example](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Grade_5_Is_it_healthy_stealthy_or_fractured_example.docx) * [Grade 5 Social Studies Assignment Review Protocol- Example](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Module_4_Section_F_Assignment_Review_Protocol_Example_Grade_5.docx)     Goals:  The goals of the Elementary Focus: Healthy Integration of *the Kentucky Academic Standards (KAS) for Social Studies and the Kentucky Academic Standards (KAS) for Reading and Writing* Module are for districts and schools to:   * Engage with the *KAS for Social Studies* and the *KAS for Reading and Writing.* * Answer the question, “Why teach social studies?” * Learn how to incorporate healthy integration between the *KAS for Social Studies* and the *KAS for Reading and Writing* while maintaining discipline integrity * Explore examples of healthy integration between the  *KAS for Social Studies* and the *KAS for Reading and Writing.*   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 document 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 4, recommended activities to prompt meaningful investigation of healthy integration between the *KAS for Social Studies* and the *KAS for Reading and Writing* and guidance on talking points to use with the provided slideshows.    As you work through Module 4, there will be activities provided to aid in developing participant knowledge of healthy integration between the *KAS for Social Studies* and the *KAS for Reading and Writing.* 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 healthy integration between the *KAS for Social Studies* and the *KAS for Reading and Writing* 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* and the *KAS for Reading and Writing.* * 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 Studies* and the *KAS for Reading and Writing*, either:   * A device with access to the *KAS for Social Studies* and the *KAS for Reading and Writing* * A hard copy of the *KAS for Social Studies* and the *KAS for Reading and Writing* (at least one per team) * Participant handouts needed for session (See links in the Facilitator's Guide.)   **Facilitator Work Session Supplies Needed:**   * Computer with Elementary Focus: Healthy Integration between the *KAS for Social Studies* and the *KAS for Reading and Writing* 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)   Work Session Suggestion  **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 4 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. |
| **Slide 3:**  Explain: “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 modules or in the regular webinars for facilitators.  If the question is pressing and doesn’t appear to be addressed in the sections of Module 1, 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 4:**  This slide provides an overview the sections included in this module. |
| **Slide 5:**  Explain: The goals for Module 4 are on this slide |
| **Slide 6:**  Move on by explaining: Section 4A of this module provides an overview of the definition of integration, why this work is important and caveats participants need to consider prior to engaging in this work. One essential question will be answered by the end of the module. Read the question on the slide. |
| **Slide 7:**  Read this slide and discuss the definition with participants to ensure that everyone has the same understanding of the definition of integration prior to them engaging with this work. Possible questions to discuss include:   * What are some key words or phrases found in this definition? * How does this definition of integration align with your understanding of the term? * What are the possible implications for teaching and learning based on this definition?   Consider maintaining a Google document to house these reflections for continued consideration and further application. |
| **Slide 8:**  Explain: This slide helps participants think about why integration is important and how the use of this teaching practice provides learning experiences that more closely reflect how students experience the disciplines in their everyday lives. As stated in the second bullet point, accessing what we know and then connecting that knowledge to other knowledge is common practice and automatic in our everyday lives. So much so that we do it without even realizing it. For example, even a seemingly simple task like determining what time to leave home in order to make it to work on time requires operating within and across disciplines. You must a) know the location of the destination and the appropriate route to take to get there (geography), b) know or determine the distance to the destination and convert that to an amount of time it will take to drive there (math skill), c) know and be able to tell time and calculate elapsed time (more math skills), d) take into account the traffic patterns for the time of the commute (engineering skills), and e) consider any evidence collected over time that would indicate a need to adjust the departure time due to frequently running late or often needing to stop for food or gas (history). Clearly, integration is prevalent and necessary in this real world example. When teachers apply an integrated teaching approach, students are given opportunities to engage in the same process. They are able to draw on their knowledge of various disciplines to maximize their learning in school as well as maximize application of that learning outside of school to make sense of the world around them. |
| **Slide 9:**  **Facilitator’s Note:**  Have participants read the caveats provided on this slide and have them engage in self-reflection to determine whether or not they are truly ready to engage in this work. Designing healthy integration aligned to the *KAS for Social Studies* and the *KAS for Reading and Writing* requires that participants:   * have a good understanding of **both** standards documents * have completed the *Getting to Know the KAS* modules for both disciplines * can evaluate and/or construct strongly aligned assignments to **both** the *KAS for Social Studies* and the *KAS for Reading and Writing*   Having this foundational knowledge will enable participants to allow students to engage with and appreciate the uniqueness of the disciplines of social studies and reading and writing to ensure discipline integrity when engaging in this work. If participants determine that they are not ready to complete this work, honor their feedback and visit [www.kystandards.org](http://www.kystandards.org) to access the materials needed to address the areas where they feel like they might need more support prior to engaging with this module. For example, if a participant feels that they have a good understanding of the the *KAS for Reading and Writing* but not the *KAS for Social Studies*, have them engage with the *Getting to Know the KAS for Social Studies* module. Additional guidance to support participant learning can be found in the [*Social Studies Standards Implementation Guide*](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Standards_Implementation_Guidance_Document_Social_Studies.pdf) found on [www.kystandards.org](http://www.kystandards.org). |
| **Slide 10:**  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 11:**  Bring the group back together and preview the additional contents of this module. |
| **Slide 12:**  Explain: 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. We are going to 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: [Social Studies Healthy Integration Professional Learning Survey](https://forms.gle/NU6gc7j69WrHSa9u5) |
| **Slide 13:**  Materials needed for this section entitled, “Why teach social studies?”:   * [Module 4: Section 4b: “Why teach social studies?” Learning Guide](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Module_4_Section_4b_Learning_Guide_Why_Teach_Social_Studies.docx) * Duke, Nell K. (2019). *Speaking up for Science and Social Studies* [video]. Retrieved from <https://www.youtube.com/watch?v=LAWO2lvAnjI&feature=emb_logo>. * Council of Chief State School Officers. (2018). *The Marginalization of Social Studies* [infographic]. Retrieved from <https://ccsso.org/sites/default/files/2018-11/Elementary%20SS%20Brief%2045%20Minute%20Version_0.pdf>. |
| **Slide 14:**  Explain: “Group norms can help to create a safe space where participants feel comfortable sharing their ideas and experiences. 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. **NOTE: If participants made changes to this slide in the session over Section 4A, you will need to update this slide for their initial reading of the norms.**  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. For additional information on how to design the “parking lot” and address the questions, please see the note for the facilitator in Section 4A. |
| **Slide 15:**  Explain: The goals for Module 4 are on this slide. |
| **Slide 16:**  Move on by explaining: In Section 4B of this module, you will view and reflect on Nell Duke's video, "Speaking up for Science and Social Studies" and view and discuss the "Marginalization of Social Studies" infographic. One essential question will be answered by the end of the module. Read the question on the slide. |
| **Slide 17:**  Have participants access the document entitled, “[Module 4: Section 4b: “Why teach social studies?” Learning Guide](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Module_4_Section_4b_Learning_Guide_Why_Teach_Social_Studies.docx) in order to record their responses to this passage. Provide approximately 5 minutes for participants to engage with this activity.  Facilitate discussion over this passage and address any comments that need further clarification or additional support. This passage is designed to show that while participants may be able to read the words on the screen, they may need additional content or background knowledge in order to fully understand the passage. When facilitating the discussion about this passage, it is important for participants to consider how this experience translates to students in the classroom. Are there times when students may be able to read a passage but not be able to comprehend it because they do not have enough content knowledge?  Note: this passage is used as an example in the video used in the following slides. It is the facilitator’s discretion whether or not you want to share with the participants that this passage is about the game of Cricket as this information will be shared during the video. |
| **Slide 18:**  Explain: Either individually or with your Professional Learning Community (PLC), watch the video provided in the three sections indicated on the learning guide provided. As you watch each section, answer the corresponding questions. Once you complete each section, discuss your answers with a shoulder partner and your facilitator if you are working through this module with your PLC.  Note: The [*Module 4: Section 4b: “Why teach social studies?” Learning Guide*](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Module_4_Section_4b_Learning_Guide_Why_Teach_Social_Studies.docx) provides questions for the video entitled, “*Speaking Up for Science and Social Studies.”* The learning guide divides the video into three sections to allow for participants to reflect on the content of each section. While the entire video is necessary to capture Nell Duke’s argument for the importance of including effective social studies instruction, you may decide to break the video into sections to watch at different times. |
| **Slide 19:**  Have participants answer the questions for Part One on their *Module 4: Section 4b: “Why teach social studies?” Learning Guide*. This section lasts until 9:18. |
| **Slide 20:**  Have participants discuss their responses to the questions found in Part One for *Speaking Up for Science and Social Studies* found on their *Module 4: Section 4b: “Why teach social studies?” Learning Guide.* In their discussions, have participants identify one major takeaway from this section. When participants have shared their responses with their partner(s), have one member of each pair or group share their takeaway with the entire group.  Facilitate discussion over the questions found in Part One 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 21:**  Have participants answer the questions for Part Two on their *Module 4: Section 4b: “Why teach social studies?” Learning Guide*. This section lasts until 20:22. |
| **Slide 22:**  Have participants discuss their responses to the questions found in Part Two for *Speaking Up for Science and Social Studies* found on their *Module 4: Section 4b: “Why teach social studies?” Learning Guide.* In their discussions, have participants identify one major takeaway from this section. When participants have shared their responses with their partner(s), have one member of each pair or group share their takeaway with the entire group.  Facilitate discussion over the questions found in Part Two 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 23:**  Have participants answer the questions for Part Three on their *Module 4: Section 4b: “Why teach social studies?” Learning Guide*. This section will have participants finish the video. |
| **Slide 24:**  Have participants discuss their responses to the questions found in Part Three for *Speaking Up for Science and Social Studies* found on their *Module 4: Section 4b: “Why teach social studies?” Learning Guide.* In their discussions, have participants identify one major takeaway from this section. When participants have shared their responses with their partner(s), have one member of each pair or group share their takeaway with the entire group.  Facilitate discussion over the questions found in Part Three 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 25:**  Use the feedback provided during the reflections on the *Speaking Up for Science and Social Studies* video to transition to the Marginalization of Social Studies infographic. Have participants access the infographic via the link provided in the PowerPoint, or you may choose to provide a hard copy of the document for the participants to review. Ask participants to examine the Marginalization of Social Studies infographic.  Explain: You have 5 minutes to read the infographic. During this time, write down as much information as you want in the time we have, but **record at least one piece of information from the visual that includes a number.**  When discussing this infographic, have participants share a piece of information they wrote down or any additional information that may have resonated with them. In this discussion, have participants consider the following question: How does the *Speaking Up for Science and Social Studies* video support the information found in the marginalization infographic?  Consider maintaining a Google document to house these reflections for continued consideration and further application. |
| **Slide 26:**  Ask participants, individually, with a partner or in a small grade-banded group, to discuss the questions on the slide. You may consider facilitating the questions in a variety of ways. For example, you may have participants work with a partner to answer the question, “What is the relationship between content knowledge and reading proficiency?” You may ask participants to share out their responses so that the group can construct one statement that articulates a collective explanation about the relationship between content knowledge and reading proficiency.  In order to answer the question, “Why teach social studies?”, you may ask participants, individually, with a partner or in a small grade-banded group, to identify the reasons why social studies should be taught on large poster paper. Participants’ reasons could come from their own personal knowledge and/or information from the *Speaking Up for Science and Social Studies* video and/or *Marginalization of Social Studies* infographic. Once the individuals or small groups have recorded their responses, participants may engage in a Gallery Walk where they review the responses of their peers to identify any information they had not previously considered in their original response.  Consider having participants work independently when identifying the barriers to intentionally including social studies in the curriculum, as it will allow individuals to be reflective on the circumstances that impact their teaching and learning everyday. Acknowledging these barriers will allow the facilitator and participants to share what they think, feel and wonder as it applies to the barriers of including social studies in the curriculum. These responses may be captured on page 4 of the *Module 4: Section 4b: “Why teach social studies?” Learning Guide.*  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 27**:  Bring the group back together and preview the additional contents of this module. |
| **Slide 28:**  Explain: 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. We are going to 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: [Social Studies Healthy Integration Professional Learning Survey](https://forms.gle/NU6gc7j69WrHSa9u5) |
| **Slide 29:**  Materials needed for this section entitled, “What is healthy integration?”:   * The Teaching Channel. (2019). *Just the Facts: A Social Studies Lesson.* Retrieved from<https://learn.teachingchannel.com/video/teaching-facts-sfusd>.   + Note: Participants will need to create an account to log in. |
| **Slide 30:**  Explain: “Group norms can help to create a safe space where participants feel comfortable sharing their ideas and experiences. 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. **NOTE: If participants made changes to this slide in the session over Section 4B, you will need to update this slide for their initial reading of the norms.**  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. For additional information on how to design the “parking lot” and address the questions, please see the note for the facilitator in Section 4A. |
| **Slide 31:**  Explain: The goals for Module 4 are on this slide. |
| **Slide 32:**  Explain: In Section 4C of this module defines healthy, stealthy and fractured integration. Teacher testimonials on fractured and stealthy integration are provided for participant reflection. Additionally, participants will evaluate a “real-life” example of social studies and reading and writing in the classroom.  One essential question will be answered by the end of the module. Read the question on the slide. |
| **Slide 33:**  Read this slide and discuss the definition with participants to ensure that everyone has the same understanding of the definition of healthy integration prior to engaging with this work. Possible questions to discuss include:   * What are some key words or phrases found in this definition? * How does this definition of healthy integration align with your understanding of the term? * What are the possible implications for teaching and learning based on this definition?   Consider maintaining a Google document to house these reflections for continued consideration and further application. |
| **Slide 34:**  Read this slide and discuss the definition with participants to ensure that everyone has the same understanding of fractured integration. Have participants take notes on fractured integration by identifying the characteristics of fractured integration.  Consider maintaining a Google document to house these reflections for continued consideration and further application. |
| **Slide 35:**  Explain: You will now watch a teacher’s testimonial about their use of integration in the classroom. As you reflect on this teacher’s experience as you watch this testimonial, answer the following questions:   * What characteristics of fractured integration did you hear in her experience? * Are there components of her story that resonate with you?   At the conclusion of the video, facilitate discussion over the reflection questions and address any comments that need further clarification or support. Consider maintaining a Google document to house these reflections for continued consideration and further application.  **Transcript of Video:** I taught 3rd grade for 15 years. Most of those years I was responsible for teaching all subjects in a self-contained classroom. I struggled. I struggled to get it all in - math, reading, writing, word study, science, social studies, intervention, F&Ps, handwriting, keyboarding, and even bully proofing lessons and probably a few other things I’m forgetting right now.  I was overwhelmed, but I had good intentions to get it all in. I wanted to. I tried. I subscribed to a current events magazine so that on Fridays during the reading block we could integrate social studies into language arts. I was also sure to plan a special activity or two around Black History Month, Election Day, Thanksgiving, or Martin Luther King, Jr. ’s Birthday. I saw those as opportunities to integrate social studies because otherwise, I didn’t have time to teach it.  I felt like I wasn’t doing Social Studies justice then, but I didn’t know that what I was doing had a name. Now, without a doubt, I know I was delivering fractured integration. The activities didn’t connect to one another or build upon previous learning or thinking or set students up for success with the next content they would learn. Because of that, my students weren’t given the chance to really learn social studies - certainly not at a deep level - and, the experiences I did give them weren’t connected to their lives outside of school. |
| **Slide 36:**  Read this slide and discuss the definition with participants to ensure that everyone has the same understanding of stealthy integration. Have participants take notes on stealthy integration by identifying the characteristics of stealthy integration.  Consider maintaining a Google document to house these reflections for continued consideration and further application. |
| **Slide 37:**  Explain: You will now watch another teacher’s testimonial about their use of integration in the classroom. As you reflect on this teacher’s experience as you watch this testimonial, answer the following questions:   * What characteristics of stealthy integration did you hear in her experience? * Are there components of her story that resonate with you?   At the conclusion of the video, facilitate discussion over the reflection questions and address any comments that need further clarification or support. Consider maintaining a Google document to house these reflections for continued consideration and further application.  **Transcript of Video:** When I taught in a self-contained classroom, where I felt a lot of pressure on reading assessment, my instruction often fell into the “stealthy” category. I loved social studies and felt it was important to present the content any way I could fit it in. As a result, I tried to incorporate it into my reading block. I selected texts that were grade level appropriate and related to content that was aligned to our grade level social studies standards. My social studies lesson was disguised as a reading lesson. Even though students were learning appropriate content, the true focus was on reading skills, and students were really being assessed on these reading skills, not the social studies skills.  Further, the lack of a connection to students’ lives was a missed opportunity for students to engage in inquiry.  Later, when I was departmentalized and only responsible for teaching social studies, I attempted to integrate my instruction with reading and writing by incorporating a variety of picture books and chapter books as a hook, and a variety of other text sources related to the content, but my instruction continued to be stealthy, now for the opposite reason as before. I was utilizing rich texts that were grade level appropriate and challenging, but I was only focused on the social studies content and skills. There were many missed opportunities to address reading and writing standards and skills while engaging with these texts. Integrating the contents in a healthy way is more engaging and beneficial for students, and looking back, I could have really focused on both content areas to do them both justice within my instruction in order to move my stealthy integration to healthy. |
| **Slide 38:**  Read this slide and discuss the definition with participants to ensure that everyone has the same understanding of healthy integration. Have participants take notes on healthy integration by identifying the characteristics of healthy integration.  Consider maintaining a Google document to house these reflections for continued consideration and further application. |
| **Slide 39:**  In order to watch this video, the facilitator or participant(s) will need to log in to the Teaching Channel’s website. Please follow the directions on the Teaching Channel website in order to access this content.  Note: It is important to note that this lesson is provided by the Teaching Channel and does not portray a lesson that occurred in Kentucky. Therefore, participants are not asked to focus on the lesson’s alignment to the standards discussed, but to discuss the video as it applies to the questions below:   * Based on what you’ve learned so far, what characteristics of fractured, stealthy or healthy integration of social studies and reading and writing are found in this example? Support your response with evidence from the video. * How are students using their reading and writing skills within the social studies lesson? Explain. * What evidence of prior learning is evident in this lesson? * How are the students operating within and beyond the disciplines of social studies and reading and writing? * What questions do you have about the teacher’s instructional decisions and/or student learning?   The video is provided to participants so that they may evaluate a “real-life” example for any evidence of integration between social studies and reading and writing.  This video with included resource(s) is merely an example. It is not a requirement nor a suggestion for school curriculum. While the Kentucky Department of Education (KDE) is responsible for the development of high-quality academic standards, state law assigns each local district the authority to develop the school’s curriculum and determine appropriate instructional resources based on language found in [Kentucky Revised Statute (KRS) 160.345](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fapps.legislature.ky.gov%2Flaw%2Fstatutes%2Fstatute.aspx%3Fid%3D51319&data=05%7C01%7Cheather.ransom%40education.ky.gov%7Cd7e4118aebe74301935d08da63f51820%7C9360c11f90e64706ad0025fcdc9e2ed1%7C0%7C0%7C637932201576614057%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=Rc3nzYDrUKzW%2B1d%2BmcqO2yz9GtBJanB87W5CDns7LCI%3D&reserved=0). It is under the discretion of the superintendent to determine the local curriculum, including the evaluation and selection of instructional resources. The KDE does not adopt, select or recommend specific curricula for coursework. Per KRS 160.345(g), “the local superintendent shall determine which curriculum, textbooks, instructional materials, and student support services shall be provided in the school after consulting with the local board of education, the school principal, and the school council and after a reasonable review and response period for stakeholders in accordance with local board of education policy.” |
| **Slide 40:**  Explain: As you watch the video entitled, [*Just the Facts: A Social Studies Lesson*](https://learn.teachingchannel.com/video/teaching-facts-sfusd) from the Teaching Channel, answer the questions provided.  At the conclusion of the video, facilitate discussion over the reflection questions and address any comments that need further clarification or support. Consider maintaining a Google document to house these reflections for continued consideration and further application. |
| **Slide 41**:  Bring the group back together and preview the additional contents of this module. |
| **Slide 42:**  Explain: 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. We are going to 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: [Social Studies Healthy Integration Professional Learning Survey](https://forms.gle/NU6gc7j69WrHSa9u5) |
| **Slide 43:**  Materials needed for this section entitled, “How do I integrate social studies and reading and writing?”:   * [*Kentucky Academic Standards (KAS) for Social Studies*](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Kentucky_Academic_Standards_for_Social_Studies_2019.pdf) * [*Kentucky Academic Standards (KAS) for Reading and Writing*](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Kentucky_Academic_Standards_Reading_and_Writing.pdf) |
| **Slide 44:**  Explain: “Group norms can help to create a safe space where participants feel comfortable sharing their ideas and experiences. 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. **NOTE: If participants made changes to this slide in the session over Section 4C, you will need to update this slide for their initial reading of the norms.**  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. For additional information on how to design the “parking lot” and address the questions, please see the note for the facilitator in Section 4A. |
| **Slide 45:**  Explain: The goals for Module 4 are on this slide. |
| **Slide 46:**  Move on by explaining: Section 4D of this module explains the steps for designing healthy integration and explains the design using the Kindergarten integrated collection example. One essential question will be answered by the end of the module. Read the question on the slide. |
| **Slide 47:**  Read the slide.  Note: It is important to activate the knowledge learned in the video *Speaking Up for Science and Social Studies* from earlier in the module. In the video, Dr. Duke states that social studies provides a compelling context for teaching reading and writing. When aligning this concept to the *KAS for Social Studies*, the compelling context is articulated by a standards-aligned compelling question. The *KAS for Social Studies* outlines grade level K-8 and high school grade band questioning standards. Thus, it is critical that participants understand and can identify and compose standards-aligned compelling questions prior to engaging in this work. Additionally, it is essential that participants understand the relationship between compelling and supporting questions and how supporting questions drive the investigation of the disciplinary strands (civics, economics, geography and history) outlined in the *KAS for Social Studies.*  Facilitate discussion over the role of the compelling question as the compelling context for designing healthy integration. Additionally, be sure to examine the relationship between compelling and supporting questions in this work. Address any comments that need further clarification or support. Consider maintaining a Google document to house these reflections for continued consideration and further application. |
| **Slide 48:**  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. Within the inquiry practice of questioning, there are two types of questions: compelling and supporting.  Compelling questions are open-ended, enduring and center on significant unresolved issues. Characteristics of compelling questions are that they:  • Focus on “big ideas”  • Are intellectually challenging  • Generate interest  • Allow for multiple perspectives  • Can be answered in a variety of ways  • Inspire investigation through the discipline strands |
| **Slide 49:**  Explain: Supporting questions support the compelling question by asking more focused questions. These can be answered through use of the concepts and practices of each social studies discipline. Supporting questions should provide students with knowledge that they can synthesize to answer the larger compelling question. |
| **Slide 50:**  Use this slide to explain the connection between a compelling question and supporting questions.  Note: The example provided is an example modified from the *KAS for Social Studies* for Grade 5 and can be found on pages 84 and 85. 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. Students could revisit this question over multiple units or multiple years of study because it aligns with the characteristics of a compelling question.  The supporting questions are supporting because they are more focused, discipline specific and the answers to these questions can be synthesized to answer the larger compelling question. The first question listed could be identified as a supporting question aligned to the economics disciplinary strand in the *KAS for Social Studies* for Grade 5*;* the second question listed could be identified as a supporting question aligned to the history disciplinary strand in the *KAS for Social Studies* for Grade 5; and the third question listed could be identified as a supporting question aligned to the civics disciplinary strand in the *KAS for Social Studies* for Grade 5.  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 51:**  When designing healthy integration, your standards-aligned compelling question becomes the compelling context for integrating social studies and reading and writing. Thus, it is critical that participants be able to distinguish between the two types of questions outlined in the KAS for Social Studies. Thus, have the participants engage in this activity to see if they can distinguish between the two types of questions found in the KAS for Social Studies.  Ask participants, individually, with a partner or in a small grade-banded group, to identify which of the questions on the accompanying slide are compelling questions.  Note: On this slide, there are four questions that meet the characteristics of a compelling question. They are:   * What unites Americans? * What makes a community healthy? * How does a government compromise amidst polarization? * How do complex societies develop?   When addressing why these questions are compelling, have participants evaluate these questions based on the characteristics provided. It is important to note that just because a question is “big” or contains a lot of content (such as “How did cultural groups connect and interact in the past and today to shape the culture of modern Mexico?”), it does not mean that the question is compelling.  Additionally, it is important to note that these question examples can be found in the assignments found in the [Social Studies Student Assignment Library](https://kystandards.org/standards-resources/sal/ss_sal/) on [www.kystandards.org](http://www.kystandards.org).  Facilitate discussion over this slide 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 52:**  **Facilitator’s Notes:**  When designing healthy integration, your standards-aligned compelling question becomes the compelling context for integrating social studies and reading and writing. Thus, it is critical that participants be able to distinguish between the two types of questions outlined in the *KAS for Social Studies.*  The highlighted questions on this slide are the compelling questions because they meet the characteristics identified on a previous slide.  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 53:**  Read the slide. Provide participants with access to the [*Kentucky Academic Standards (KAS) for Social Studies*](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Kentucky_Academic_Standards_for_Social_Studies_2019.pdf) and the [*Kentucky Academic Standards (KAS) for Reading and Writing.*](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Kentucky_Academic_Standards_Reading_and_Writing.pdf) |
| **Slide 54:**  In the examples provided, one supporting question is used that is aligned to a compelling question. However, students may need to engage with more than one supporting question in order to fully engage with a compelling question.  To further develop your understanding of maintaining discipline integrity, consider reading the following blog post by Dr. Tim Shanahan:  Shanahan, Tim. (2018). *Who Should Teach Disciplinary Literacy and Should We Integrate the Curriculum?* [blog]. Retrieved from <https://www.shanahanonliteracy.com/blog/who-should-teach-disciplinary-literacy-and-should-we-integrate-the-curriculum>. |
| **Slide 55:**  Read this slide and discuss the requirements of Step One while participants take notes. Ensure that participants complete the following to start this work:   * Review your grade-level overview in the *KAS for Social Studies* to gain a deeper understanding of the grade-level theme. * Next, review the standards for your grade-level and identify standards that compliment each other in an instructional setting. * As you are identifying the standards, decide on a topic of study identified in the grade-level standards.   + Note: Reviewing the disciplinary clarifications will provide additional clarity to the expectations of the standards.   Facilitate discussion over Step One and address any comments that need further clarification or support. Consider maintaining a Google document to house these reflections for continued consideration and further application. |
| **Slide 56:**  Read this slide and discuss the requirements of selecting standards from the *KAS for Social Studies* for this work. Have participants take notes over this step.  Facilitate discussion on the requirements of selecting standards from the *KAS for Social Studies* for this work and address any comments that need further clarification or support. Consider maintaining a Google document to house these reflections for continued consideration and further application. |
| **Slide 57:**  Read this slide and discuss the Kindergarten standards from the *KAS for Social Studies* that were chosen for this work. Consider posing the following question to participants: Why do the standards selected complement each other when combined in a learning collection? Reflecting on this question will enable participants to see how the inquiry practices and disciplinary strands (here, civics and geography) compliment each other to support an investigation of the classroom, school and/or local community.  Facilitate discussion on the Kindergarten standards selected from the *KAS for Social Studies* for this work and address any comments that need further clarification or support. Consider maintaining a Google document to house these reflections for continued consideration and further application. |
| **Slide 58:**  Read this slide and discuss the compelling and supporting question for the Kindergarten healthy integration collection. Have participants evaluate each question on the characteristics of compelling and supporting questions.  For example, why is “Why do I have to be responsible?” a compelling question?   * Does it focus on “big ideas”? * Is it 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?   Complete the same process for the supporting question. Why is “Why do I have to follow rules?” a supporting question?   * Does it ask a more focused question? * Can it be answered through the disciplinary strand of civics?   Note: While a compelling and/or supporting question may meet the characteristics of each type, a compelling and supporting question is only useful for this work if it is aligned to the grade-level standards being examined. If the questions don’t align to the standards selected or to each other, then the questions must be revised. Students must have the opportunity to engage with grade-level, standards aligned assignments.  It is also important to note that while the *KAS for Social Studies* does not require that students ask supporting questions to engage with compelling questions for Kindergarten, a supporting question was provided for this work to provide a more focused question to drive student investigation of the compelling question. Additionally, the *KAS for Social Studies* outlines the minimum standards Kentucky students should learn in each grade level kindergarten through high school. In Kindergarten, students are not required to generate their own compelling question. However, if a teacher would like to have students generate their own compelling question, the standards do not prevent a student from generating their own questions. Questions are provided in examples from the KDE to illustrate between standards and questions.  Facilitate discussion on the Kindergarten questions selected from the Kindergarten collection and address any comments that need further clarification or support. Consider maintaining a Google document to house these reflections for continued consideration and further application. |
| **Slide 59:**  Discuss Step Three while participants take notes.  Explain: The next step in the design process is selecting *KAS for Reading & Writing* standards that complement the KAS for Social Studies. For the purpose of this integration, primarily select standards from the Reading Literature, Reading Informational Text and/or Composition strands. The *KAS for Reading & Writing* are organized so that users can choose strands by grade level. This slide shows the appropriate kindergarten strands highlighted in yellow and circled in red to draw attention to where the standards for the sample kindergarten collection came from.  Explain more by saying: To help you select complimentary reading and writing standards, make sure you understand the selected social studies standards first and then look for connections/alignment between the social studies and the reading and writing standards. Ask yourself which of the reading and writing standards would best assist students in gaining the knowledge needed to answer the supporting and compelling questions. Keep in mind that once an engaging text and primary and/or secondary sources have been selected, you will want to return to these strands to identify any additional standards that support the reading and/or writing needs brought about by the selected text(s) and primary and/or secondary sources. |
| **Slide 60:**  Continue the discussion of Step Three: Selecting *KAS for Reading & Writing* while participants take notes.  Explain: It is important to know which strand categories to select standards from within the Reading Literature and Reading Informational Text strands. This slide suggests selecting standards mainly from two categories: Key Ideas and Details (Standards 1-3) and Integration of Knowledge and Ideas (Standards 6-9). Move to the next slide for further explanation on why to focus selection from these strands and when to select standards from each of these strand categories. |
| **Slide 61:**  Read this slide and discuss the explanations for why/when to select standards 1-3 or 7-9 for the Reading Informational (RI) Texts and Reading Literature(RL) standards.  Facilitate discussion around the provided explanations for which standards to use when having students work with a single text/source versus multiple texts/sources. Standard 1-3 will be used to make sense of single texts or single primary/secondary sources and standards 6-9 will align when expecting students to think about and discuss two or more texts or primary/secondary sources. Consider maintaining a Google document to record discussion points and/or questions to return to for continued consideration, further explanation and/or clarification. |
| **Slide 62:**  Provide time for participants to read Step Four. Discuss the information on the slide while participants take notes.  Be sure to emphasize bullet point three under the “Questions to consider…” section of the slide. Explain:  It is important to draw attention to and discuss the Interdisciplinary Literacy Practices and especially practice one from the *KAS for Reading & Writing*. Practice one states that text is anything that communicates a message. Move to the next slide and allow time for participants to review the infographic showing practice one as well as the other nine practices that make up the ten Interdisciplinary Literacy Practices.  Further explain the NOTE included on the slide. Say: Literary texts were intentionally selected for the provided healthy integration collection examples because they provide a compelling context for students to become engaged in the content.  These literature texts can provide content information, but they are not considered a primary or secondary source. Non-literary texts may be selected in this step of the design process, as indicated by the examples on this slide; however, in this module you will notice literary texts were selected for the purpose of engaging students in the compelling question and content aligned to the *KAS for Social Studies.* |
| **Slide 63:**  Provide time for participants to process the infographic for the Interdisciplinary Literacy Practices. You may want to provide a copy of the infographic for note taking.  Explain: This infographic foundon page 390 in the *KAS for Reading and Writing* document illustrates how the practices fit together like a puzzle to support, equip and empower students as they build knowledge and master skills within the reading and writing strands. It is important to keep these practices in mind when designing integrated experiences and assignments. A great question to ask is, “How are these practices impacting the instructional process?” If answering this question is difficult, the practices likely need a stronger role in the thinking occurring when designing healthy integration experiences and assignments. |
| **Slide 64:**  Read this slide and explain: In order to understand the purpose and function of the Interdisciplinary Literacy Practices, we must first understand how the practices are different from the content standards for reading and writing. Use the components of the slide to build participant knowledge. Reiterate the Interdisciplinary Literacy Practices are not reading and writing standards and are not assessed.  NOTE: This information is found in the front matter of the *KAS for Reading and Writing*. The relationship between the Reading and Writing Standards and the ten Literacy Practices is different from those found in other KAS documents. This distinction is very important for participants to understand. NOTE: This information is found in the front matter of the *KAS for Reading and Writing*. The relationship between the Reading and Writing Standards and the ten Literacy Practices is different from those found in other KAS documents. This distinction is very important for participants to understand. |
| **Slide 65:**  For participants wanting more time to get to know the *KAS for Reading & Writing*, explain that the *Getting to Know the KAS for Reading & Writing* Module includes:   * sessions intended to support the successful transition to and implementation of the KAS for Reading & Writing. * sections that are designed to be viewed as stand-alone lessons or within the progression of the module as written. * information to build a shared understanding of the *KAS for Reading and Writing* document * information to strengthen the connection between the components of the *KAS for Reading & Writing* and the way those components can support teachers in the process of designing standards-aligned instruction and grade-level assignments. * opportunities to experience how the changes in the *KAS for Reading & Writing* can and will be reflected in student experiences within Kentucky classrooms. |
| **Slide 66:**  Read this slide and discuss the requirements of Step Five while participants take notes.  Note: When identifying the sources, it is critical to emphasize that the standard selection may dictate the way in which the students engage with the sources and which additional reading and writing standard(s) should be included in the integrated learning.  Facilitate discussion over Step Five and address any comments that need further clarification or support. Consider maintaining a Google document to house these reflections for continued consideration and further application. |
| **Slide 67:**  Read this slide and discuss the requirements of Step Six while participants take notes.  Note: When designing grade-level aligned experiences and assignments, students must have the opportunity to demonstrate the knowledge and/or mastery of the standard identified.  Facilitate discussion over Step Six and address any comments that need further clarification or support. Consider maintaining a Google document to house these reflections for continued consideration and further application. |
| **Slide 68:**    Read the information provided in the slide. Have participants discuss why this assignment aligns to the standard identified. Additionally, have participants examine how this assignment aligns to the compelling question provided.  Facilitate discussion over the reading and writing assignment provided and address any comments that need further clarification or support. Consider maintaining a Google document to house these reflections for continued consideration and further application. |
| **Slide 69:**  Read the information provided in the slide. Have participants discuss why this assignment aligns to the standard identified. Additionally, have participants examine how this assignment aligns to the compelling question provided.    Facilitate discussion over the social studies assignment provided and address any comments that need further clarification or support. Consider maintaining a Google document to house these reflections for continued consideration and further application. |
| **Slide 70:**  Read the information provided in the slide.  Facilitate discussion about this slide and address any comments that need further clarification or support. Consider maintaining a Google document to house these reflections for continued consideration and further application. |
| **Slide 71**:  Bring the group back together and preview the additional contents of this module. |
| **Slide 72:**  Explain: 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. We are going to 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: [Social Studies Healthy Integration Professional Learning Survey](https://forms.gle/NU6gc7j69WrHSa9u5) |
| **Slide 73:**  Materials need for this section:   * [Kindergarten Integration Collection](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Kindergarten_Collection.docx) * [Grade 3 Integration Collection](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Grade_3_Collection.docx) * [Grade 5 Integration Collection](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Grade_5_Collection.docx) |
| **Slide 74:**  Explain: “Group norms can help to create a safe space where participants feel comfortable sharing their ideas and experiences. 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. **NOTE: If participants made changes to this slide in the session over Section 4D, you will need to update this slide for their initial reading of the norms.**  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. For additional information on how to design the “parking lot” and address the questions, please see the note for the facilitator in Section 4A. |
| **Slide 75:**  Explain: The goals for Module 4 are on this slide. |
| **Slide 76:**  Move on by explaining: Section 4E of this module provides three different grade level examples of healthy integration collections: Kindergarten, Grade 3 and Grade 5. One essential question will be answered by the end of the module. Read the question on the slide. |
| **Slide 77:**  Read the information provided in the slide. |
| **Slide 78:**  Read the information provided in the slide. |
| **Slide 79:**  Read the information provided in the slide. |
| **Slide 80:**  Read the information provided in the slide. |
| **Slide 81:**  Read the information provided in the slide. Allow participants several minutes to closely read the healthy integration collection selected while marking their noticings by underlining, writing in the margins, circling or highlighting. |
| **Slide 82:**  Read the information on the slide. Emphasize to participants that they will now examine **each** experience and assignment that makes up the collection by answering the questions provided on the slide.  Note: Each experience and/or assignment example will have similar reflection activities; however, the grade-level specific content will vary among the experiences and/or assignments provided. Therefore, your PLC may decide to engage with one, or all three assignments, in your learning for this section. Even though the reflection activities are similar for each assignment, the activities will inspire different conversations among your PLC as the content and methods may be different. Completion of each activity will develop teacher’s understanding and their ability to implement healthy integration. |
| **Slide 83:**  Ask participants, individually, with a partner or in a small grade-banded group, to discuss the questions on the slide after engaging with this section. 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 84**:  Bring the group back together and preview the additional contents of this module. |
| **Slide 85:**  Explain: 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. We are going to 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: [Social Studies Healthy Integration Professional Learning Survey](https://forms.gle/NU6gc7j69WrHSa9u5) |
| **Slide 86:**  The following materials are part of this section:   * [Social Studies Assignment Review Protocol](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Social_Studies_Assignment_Review_Protocol.docx) * [Grade 5 Social Studies Assignment Example](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Grade_5_Is_it_healthy_stealthy_or_fractured_example.docx) * [Grade 5 Social Studies Assignment Review Protocol- Example](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Module_4_Section_F_Assignment_Review_Protocol_Example_Grade_5.docx) |
| **Slide 87:**  Explain: “Group norms can help to create a safe space where participants feel comfortable sharing their ideas and experiences. 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. **NOTE: If participants made changes to this slide in the session over Section 4E, you will need to update this slide for their initial reading of the norms.**  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. For additional information on how to design the “parking lot” and address the questions, please see the note for the facilitator in Section 4A. |
| **Slide 88:**  Explain: The goals for Module 4 are on this slide. |
| **Slide 89:**  Move on by explaining: Section 4F of this module provides a example from Grade 5 that requires participants to evaluate whether or not the example is:   * Strongly, partially or weakly aligned to the *KAS for Social Studies* * Fractured, Stealthy or Healthy integration   One essential question will be answered by the end of the module. Read the question on the slide.  Note: Participants will use the [Social Studies Assignment Review Protocol](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Social_Studies_Assignment_Review_Protocol.docx) to evaluate this example. To aid the facilitator and participant in assessing how well participants evaluated the work, a completed [Social Studies Assignment Review Protocol- example](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Grade_5_SS_Assignment_Review_Protocol-WK.pdf) is provided. This sample [Social Studies Assignment Review Protocol- example](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Grade_5_SS_Assignment_Review_Protocol-WK.pdf) evaluates the alignment to the standards and explains the unsuccessful shift of integrating literacy practices, with suggestions for improving alignment and integration. |
| **Slide 90:**  Read the slide and distribute the Grade 5 example and a blank copy of the Assignment Review Protocol.  Notes: It is important to note that an essential component of a healthy integrated collection is that it contains assignments and experiences that are aligned to the *KAS for Social Studies* and the *KAS for Reading and Writing*. Thus, when you are evaluating all of the experiences and/or assignments in a collection, you will use both the [Social Studies Assignment Review Protocol](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Social_Studies_Assignment_Review_Protocol.docx) and the [Reading and Writing Review Protocol](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Reading_and_Writing_Assignment_Review_Protocol.docx). The protocol used for a specific assignment or experience will be determined based on the standards alignment of the assignment. If the assignment is aligned to the *KAS for Social Studies*, then use the Social Studies Assignment Review Protocol to evaluate the assignment or experience and vice versa for an assignment and/or experience aligned to the *KAS for Reading and Writing.*  For the Grade 5 example provided, use only the Social Studies Assignment Review Protocol for the purpose of this activity. |
| **Slide 91:**  Read the slide. Allow participants several minutes to complete this activity. |
| **Slide 92:**  Read the slide. Allow participants several minutes to complete this activity. |
| **Slide 93:**  Ask participants, individually, with a partner or in a small grade-banded group, to discuss the questions on the slide after engaging with this section. 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 94**:  Bring the group back together and preview the additional contents of this module. |
| **Slide 95:**  Explain: 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. We are going to 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: [Social Studies Healthy Integration Professional Learning Survey](https://forms.gle/NU6gc7j69WrHSa9u5) |
| **Slide 96:**  Materials needed for this section entitled, “How do I integrate social studies and reading and writing?”:   * [*Kentucky Academic Standards (KAS) for Social Studies*](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Kentucky_Academic_Standards_for_Social_Studies_2019.pdf) * [*Kentucky Academic Standards (KAS) for Reading and Writing*](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Kentucky_Academic_Standards_Reading_and_Writing.pdf) |
| **Slide 97:**  Explain: “Group norms can help to create a safe space where participants feel comfortable sharing their ideas and experiences. 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. **NOTE: If participants made changes to this slide in the session over Section 4F, you will need to update this slide for their initial reading of the norms.**  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. For additional information on how to design the “parking lot” and address the questions, please see the note for the facilitator in Section 4A. |
| **Slide 98:**  Explain: The goals for Module 4 are on this slide. |
| **Slide 99:**  Move on by explaining: Section 4G of this module explains the steps necessary for designing a healthy integration collection. One essential question will be answered by the end of the module. Read the question on the slide. |
| **Slide 100:**  Read the slide provided. Facilitate discussion about this slide and address any comments that need further clarification or additional support.  Note: Participants may state that collaboration with others would be beneficial in developing healthy integration collections. For departmentalized teachers who teach only one subject, it is critical that they collaborate with their colleagues. For example, the reading and writing teacher would need to collaborate with the social studies teacher in order maintain discipline integrity when designing experiences and/or assignments in a healthy integration collection. Teachers who are self-contained and are responsible for teaching both subjects may also find collaboration with their grade-level colleagues beneficial to engage in this work. If participants state that they would like to collaborate in order to design a healthy integration collection, discuss opportunities for collaboration within their grade level or school. |
| **Slide 101:**  Read the slide. Provide participants with access to the [*Kentucky Academic Standards (KAS) for Social Studies*](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Kentucky_Academic_Standards_for_Social_Studies_2019.pdf) and the [*Kentucky Academic Standards (KAS) for Reading and Writing.*](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Kentucky_Academic_Standards_Reading_and_Writing.pdf) |
| **Slide 102:**  Explain: Think back to previous learning about the role of compelling questions in this work.  Read this slide and discuss the requirements of Step One and ensure that participants complete the following to start this work:   * Review your grade-level overview in the *KAS for Social Studies* to gain a deeper understanding of the grade-level theme. * Next, review the standards for your grade-level and identify standards that compliment each other in an instructional setting. * As you are identifying the standards, decide on a topic of study identified in the grade-level standards.   + Note: Reviewing the disciplinary clarifications will provide additional clarity to the expectations of the standards.   For more information on this step in the design process, review Section D of this module. |
| **Slide 103:**  Read this slide and discuss the requirements of selecting standards from the *KAS for Social Studies* for this work.  For more information on this step in the design process, review Section D of this module. |
| **Slide 104:**  Read this slide and discuss the compelling and supporting question. When participants have designed their compelling question and supporting question(s), have participants evaluate each question on the characteristics of compelling and supporting questions.  For more information on this step in the design process, review Section D of this module. |
| **Slide 105:**  Explain: The *KAS for Reading & Writing* are organized so that users can choose the reading and writing strands by grade level. When integrating the *KAS for Reading & Writing* with the *KAS for Social Studies*, select standards primarily from the Reading Literature, Reading Informational Text and/or Composition strands. This slide shows these strands highlighted in yellow and circled in red to draw attention to where the standards for the sample kindergarten collection came from. Standards should be selected from these same strands when designing healthy integration experiences and assignments at any grade level.  To help you select complementary reading and writing standards, make sure you understand the selected social studies standards first and look for connections/alignment between the social studies and the reading and writing standards. Ask yourself which of the reading and writing standards would best assist students in gaining the knowledge needed to answer the supporting and compelling questions. Keep in mind that once an engaging text and primary and/or secondary sources have been selected, you will want to return to these strands to identify any additional standards that align to the reading and/or writing needs brought about by the selected text(s) and primary and/or secondary sources.  For more information on this step in the design process, review Section D of this module. |
| **Slide 106:**  Explain: Within the Reading Literature and Reading Informational Text strands, select standards from the Key Ideas and Details (Standards 1-3) and Integration of Knowledge and Ideas (Standards 6-9) strand categories. Move to the next slide for further explanation of selecting standards within these strand categories.  For more information on this step in the design process, review Section D of this module. |
| **Slide 107:**  Read the slide. Standard 1-3 will be used to make sense of single texts or single primary/secondary sources and standards 6-9 will align when expecting students to think about and discuss two or more texts or primary/secondary sources.  For more information on this step in the design process, review Section D of this module. |
| **Slide 108:**  Read this slide and have participants identify a text that will support students’ understanding of the larger compelling question. When making this text selection, consider the questions provided.  For more information on this step in the design process, review Section D of this module. |
| **Slide 109:**  Read this slide and have participants identify primary and/or secondary sources that will provide evidence to help students engage with the compelling and supporting questions and the strongly aligned standards assignments.  For more information on this step in the design process, review Section D of this module. |
| **Slide 110:**  Read this slide and have participants design grade-level aligned assignments and/or experiences that will be a part of your healthy integration collection. Emphasize the bullets listed to ensure that participants understand the role of the experiences and assignments in a collection.  Note: When designing grade-level aligned experiences and assignments, students must have the opportunity to demonstrate the knowledge and/or mastery of the standard identified.  For more information on this step in the design process, review Section D of this module. |
| **Slide 111:**  Read the information provided in the slide. When participants have created their experiences and/or assignments for the collection, have them evaluate their experiences and/or assignments using the appropriate discipline Assignment Review Protocol. Remember, it is important to note that an essential component of a healthy integrated collection is that it contains assignments and experiences that are aligned to the *KAS for Social Studies* and the *KAS for Reading and Writing*. Thus, when you are evaluating all of the experiences and/or assignments in a collection, you will use both the [Social Studies Assignment Review Protocol](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Social_Studies_Assignment_Review_Protocol.docx) and the [Reading and Writing Review Protocol](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Reading_and_Writing_Assignment_Review_Protocol.docx). The protocol used for a specific assignment or experience will be determined based on the standards alignment of the assignment. If the assignment is aligned to the *KAS for Social Studies*, then use the Social Studies Assignment Review Protocol to evaluate the assignment or experience and vice versa for an assignment and/or experience aligned to the *KAS for Reading and Writing.* |
| **Slide 112:**  Ask participants, individually, with a partner or in a small grade-banded group, to discuss the questions on the slide after engaging with this section. 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 113**:  Bring the group back together and preview the additional contents of this module. |
| **Slide 114:**  Explain: 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. We are going to 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: [Social Studies Healthy Integration Professional Learning Survey](https://forms.gle/NU6gc7j69WrHSa9u5) |
| **Slide 116:**  Explain: “Group norms can help to create a safe space where participants feel comfortable sharing their ideas and experiences. 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. **NOTE: If participants made changes to this slide in the session over Section 4G, you will need to update this slide for their initial reading of the norms.**  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. For additional information on how to design the “parking lot” and address the questions, please see the note for the facilitator in Section 4A. |
| **Slide 117:**  Explain: The goals for Module 4 are on this slide. |
| **Slide 118:**  Move on by explaining: Section 4H of this module focuses on reflecting on this module and providing other resources to inform this work. One essential question will be answered by the end of the module. Read the question on the slide. |
| **Slide 119:**  Ask participants, individually, with a partner or in a small grade-banded group, to discuss the questions on the slide after engaging with this module. 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. |