Design of Module:

• The Minding the Gap Module supports districts, local schools and professional learning communities (PLCs) in building knowledge and capacity around the Kentucky Academic Standards (KAS) for Social Studies by supporting educators in building a common understanding of the standards while identifying and addressing gaps and overlaps in current practice and curricula throughout implementation.

• The module contains six sections. Each section of Module 2: Minding the Gap is designed to be administered in a 45-minute PLC session; however, the timeline and work sessions can be adjusted to best fit the needs of schools and districts.

• Module facilitators may include, but are not limited to: district leaders, school administrators, instructional specialists/coaches, department chairs, and/or teacher leaders. With that in mind, the facilitator notes include content information and instructional support intended to provide support to a facilitator who may or may not have an extensive background in social studies.

Goals of Module 2: Minding the Gap

The goals of the Minding the Gap Module are for districts and schools to:

• Build a shared understanding of the KAS for Social Studies progressions and grade level expectations.

• Map the expectations of the KAS for Social Studies to current practice and curricula.

• Identify gaps and overlaps between the KAS for Social Studies and current practice and curricula.

• Identify and prioritize gaps that exist and consider available curriculum resources, time allocation for each content area, and any additional solutions to eliminate gaps.

• Create a proposed plan of action to successfully implement the 2019 KAS for Social Studies and close gaps.

Section 2: Introducing the Module

• Essential objective: Share an overview of Module 2: Minding the Gap

• Key features: Visual to communicate the continuous process of reviewing standards; Reflection questions to prompt thinking how to begin to identify and fill gaps when beginning to implement standards.

Section 2A: Understanding Progressions

• Essential objective: Begin to build a shared understanding of the KAS for Social Studies progressions and grade level expectations.

• Key features: Guidance on the purpose of learning progressions and how they are built into the standards; Discovery task to help teachers begin to identify the learning progressions in the standards.

Section 2B: Unpacking the Standards

• Essential objective: Begin to unpack the standards in order to clearly understand each piece of a standard.

• Key features: Guidance on why and how to break a standard into smaller, more explicit chunks for the purposes of curriculum development, and/or unit and lesson planning; Introduction to a tool and process to begin to unpack standards.
Section 2C: Mapping the Standards to Current Practice
• Essential objective: Map the expectations of the KAS for Social Studies to current practice and curricula.
• Key features: Activities to identify current strengths, gaps and questions after an initial analysis of the standards; Continued use of a tool to unpack standards to begin to map the standards to current practice.

Section 2D: Identifying Gaps and Overlaps in the Standards
• Essential objective: Identify gaps and overlaps between the KAS for Social Studies and current practice and curricula.
• Key features: Questions to guide identification of gaps between the current curriculum and the standards; Strategies and questions to guide multiple conversations within and across grades to clarify an understanding of the gaps.

Section 2E: Bridging the Gaps
• Essential objective: Identify and prioritize gaps that exist and consider available curriculum resources, time allocation for each content area, and any additional solutions to eliminate gaps and create a proposed plan of action to successfully implement the 2019 KAS for Social Studies and close gaps.
• Key feature: Introduction of a tool to begin to plan to fill the gaps; strategies to begin to fill the gaps.