



Kentucky Academic Standards (KAS) for Social Studies

Resources to Support Implementation

My school is trying to figure out the best way to approach standards implementation. What should we consider first?

- ❑ [KAS Rollout Planning Through Teams and Professional Learning Communities](#)
KAS Rollout Planning Through Teams and Professional Learning Communities (archived from April 18): This webcast helps teachers and principals build capacity in highly effective instruction and standards implementation and develop a systematic professional learning plan used to build strong curricula based on the *Kentucky Academic Standards (KAS)*.

I am new to the KAS for Social Studies. Where do I start?

The following are recommended in order:

- ❑ Read the [Social Studies Standards At a Glance](#)
This document provides a quick two page overview of the *KAS for Social Studies*.
- ❑ Read the [KAS for Social Studies document](#)
It is important to spend time becoming familiar with the standards document itself, as this is the foundation for all social studies work in Kentucky.
- ❑ [High School Disciplinary Clarifications](#)
Like the K-8 Disciplinary Clarifications found within the *KAS for Social Studies*, these include sample ideas of content and concepts to help teachers better understand the expectations of the standards. The identified disciplinary clarifications are possible suggestions; however, they are not the only pathways and are not comprehensive to obtain mastery of the standards.
- ❑ Refer to the [Glossary of Terms](#)
After you have read the *KAS for Social Studies*, you may refer to the Glossary of Terms to clarify vocabulary from the document.
- ❑ Module One: Getting to Know the *KAS for Social Studies*
This module provides foundational knowledge of the *KAS for Social Studies*, including the revision process, architecture, implementation supports found within the document and a deeper dive into the inquiry practices and concepts and practices of the disciplines. This module includes a [Facilitator's Guide](#) that provides suggestions for structuring each section of Module 1, recommended activities to prompt meaningful investigation of the new KAS for Social Studies and guidance on talking points to use with the provided slideshows. Additional resources needed to engage with this module are the accompanying [PowerPoint](#) and [Module at a Glance](#) document.
- ❑ Inquiry Practices of the *KAS for Social Studies*
This module provides support for understanding and implementing the inquiry practices of the *Kentucky Academic Standards (KAS) for Social Studies*. The [Facilitator's Guide](#) provides suggestions for structuring each section of Module 3, recommended activities to build teacher capacity, and

guidance on talking points to use with the provided slideshow. Additional resources available to engage with this module are the accompanying [PowerPoint](#) and [Module at a Glance](#) document.

I have a good understanding of the *KAS for Social Studies* document. What next? The following are recommended in order:

- ❑ **Minding the Gap Module**
This module provides guidance on how to identify your school’s social studies program gaps and the following support for the standards: understanding the progressions, unpacking, mapping to current practice, identifying gaps and overlaps and bridging the gaps. This [Facilitator’s Guide](#) provides suggestions for structuring each section of Module 2, recommended activities to prompt meaningful investigation of the *KAS for Social Studies* and guidance on talking points to use with the provided slideshows. Additional resources needed to engage with this module are the accompanying [PowerPoint](#) and [Module at a Glance](#) document.
- ❑ [Social Studies Instructional Resources Alignment Rubric](#)
This document guides districts and schools in assessing existing or purchasing new instructional resources to determine what revisions may be needed to ensure alignment to the *KAS for Social Studies*.
- ❑ **Social Studies Assignment Review Protocol: How to Use the Protocol Professional Learning Module**
In this module, educators will engage with the Social Studies Assignment Review Protocol and utilize this tool to determine a strong, partial or weak alignment of grade-level assignments to the *KAS for Social Studies*. The [Facilitator’s Guide](#) provides suggestions for structuring each section of Module 5, recommended activities to analyze and utilize the Social Studies Assignment Review Protocol and guidance on talking points to use with the provided slideshow. Additional resources available to engage with this module are the accompanying [PowerPoint](#) and [Module at a Glance](#) document.
- ❑ [Social Studies Assignment Review Protocol](#)
This rubric helps teachers, leaders and other stakeholders answer the question, “Does this assignment give students the opportunity to meaningfully engage in worthwhile grade-level content?”
- ❑ [Social Studies Student Assignment Library](#)
The Social Studies Student Assignment Library provides examples of student assignments that are weakly, partially and strongly aligned to standards. The assignments can be used with the [Assignment Review Protocol](#) to develop a better understanding of the tool and how it can be applied to a teacher’s own work.
- ❑ [Social Studies Student Work Review Protocol](#)
The student work review protocol helps teachers answer the question, “Are students demonstrating the expectations of the content and skills of the *KAS for Social Studies*?”
- ❑ **Performance Assessments in Social Studies Module**
This module explains the value of creating and implementing effective performance assessments in social studies. The [Facilitator’s Guide](#) provides suggestions for structuring each section of

Module 6, recommended activities to build teacher capacity for utilizing performance assessments, and guidance on talking points to use with the provided slideshow. Additional resources available to engage with this module are the accompanying [PowerPoint](#) and [Module at a Glance](#) document.

❑ Creating Collaborative Civic Spaces Module

This module explains the value of creating collaborative civic spaces in classrooms to enable effective communication and discourse among students. The [Facilitator's Guide](#) provides suggestions for structuring each section of Module 7, recommended activities to build teacher capacity for creating collaborative civic spaces, and guidance on talking points to use with the provided slideshow. Additional resources available to engage with this module are the accompanying [PowerPoint](#) and [Module at a Glance](#) document.

I am ready to take it to the next level. What are my next steps for implementing the *KAS for Social Studies*?

❑ Elementary Social Studies Focus: Healthy Integration of the *Kentucky Academic Standards (KAS) for Social Studies* and the *Kentucky Academic Standards (KAS) for Reading and Writing* Professional Learning Module

- This module explains the value of social studies experiences for students in elementary school, and the benefits of content knowledge for reading comprehension and writing skills. Additionally, this module focuses on building teacher capacity to effectively implement the *KAS for Social Studies* and the *KAS for Reading & Writing*. Participants will discover the connections between the two sets of standards and be empowered to teach social studies as a compelling context for growing proficient readers and writers.
- The [Facilitator's Guide](#) provides suggestions for structuring each section of Module 4, recommended activities to prompt healthy integration of the *KAS for Social Studies* and *KAS for Reading and Writing* and guidance on talking points to use with the provided slideshow. Additional resources available to engage with this module are the accompanying [PowerPoint](#) and [Module at a Glance](#) document.

What other resources are available?

❑ Social Studies Course Standards documents

- ❑ Course Standards documents are available on the [Social Studies Course Standards Documents webpage](#) for all social studies courses at the elementary, middle, and high school levels for courses that are either required or can be used to fulfill minimum high school graduation requirements.
- ❑ Districts and schools can arrange the essential high school social studies content within the three-credit minimum high school graduation requirement to best meet the needs of their students. A local board of education may substitute an integrated, applied, interdisciplinary or higher-level course for a required course if the alternative course

provides rigorous content and addresses the same academic expectations. Visit the [Kentucky Uniform Course Codes](#) webpage for more information.

- ❑ The Kentucky Department of Education (KDE) has created a three-course social studies series as an additional option for schools and districts to meet the minimum high school graduation requirements for social studies: [Social Studies 1](#), [2](#) and [3](#). The new social studies courses are intended to:
 - Offer schools an additional, integrated way to meet minimum high school graduation requirements for social studies; and
 - Offer a pathway to ensure that students receive instruction in all of the Kentucky Academic Standards for Social Studies during the course sequence.

For more information, including course descriptions, visit the [Searchable State Course Codes Database \(SSCD\)](#).

What resources are available to support parents and caregivers?
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- ❑ [Standards Family Guides](#)

The *Kentucky Academic Standards (KAS)* Family Guides have been developed to help families familiarize themselves with the content of each grade level's standards. Each guide contains a standards overview for Reading & Writing, Mathematics, Science and Social Studies.