Kentucky Academic Standards

Historical and Cultural Influences of the Bible
Elective Social Studies Course

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Kentucky Academic Standards
Historical and Cultural Influences of the Bible Elective Social Studies Course

INTRODUCTION

Background

Teaching about religion in public schools is often controversial and complex. In 1963, the U.S. Supreme Court ruled daily Bible readings and prayer in public schools were unconstitutional, but the same Court ruling allowed religion in public school curriculum. While public schools cannot promote a religion, the Court said students may be taught about religion including its role in history and literature.

Religion plays a significant role in history and society. The National Council for the Social Studies (NCSS) affirms that study about religions is an essential component of social studies scholarship. Knowledge about religions is necessary for active and informed citizenship. It develops cultural literacy, helps dispel stereotypes, supports cross-cultural understandings and encourages respect for the rights of others to religious liberty.

Constitutionality

The First Amendment to the U.S. Constitution prohibits the "establishment" of religion by the government and precludes the government from becoming "entangled" in religion. That is, government shall neither endorse nor prohibit the free exercise of any religion. For example, the government may not forbid students from privately praying; however, the government is not to sponsor group prayer, as that may be an endorsement of a particular religion.

Similarly, excerpts from the Bible may be read in the context of a world history or literature course. Likewise, the tenets of various religions may be covered in a comparative religion course. However, these activities only can be done as long as there is no "establishment" or endorsement of a particular religion by the school. It is important to note these requirements do not apply to private or parochial schools.

Kentucky's Vision for Students

Knowledge about religion develops skills and dispositions (e.g., cultural literacy, respect for rights of others) that directly align with the Kentucky Board of Education's vision that each and every student is empowered and equipped to pursue a successful future. To equip and empower students, the following capacity and goal statements frame instructional programs in Kentucky schools. They were established by the Kentucky Education Reform Act (KERA) of 1990, as found in Kentucky Revised Statute (KRS) 158.645 and KRS 158.6451. All students shall have the opportunity to acquire the following capacities and learning goals:

- Communication skills necessary to function in a complex and changing civilization;
- Knowledge to make economic, social and political choices;
- Understanding of governmental processes as they affect the community, the state and

the nation;

- Sufficient self-knowledge and knowledge of their mental health and physical wellness;
- Sufficient grounding in the arts to enable each student to appreciate their cultural and historical heritage;
- Sufficient preparation to choose and pursue their life's work intelligently; and
- Skills to enable students to compete favorably with students in other states and other parts of the world

Furthermore, schools shall:

- Expect a high level of achievement from all students.
- Develop their students' abilities to:
    - Use basic communication and mathematics skills for purposes and situations they will encounter throughout their lives;
    - Apply core concepts and principles from mathematics, science, arts and humanities, social studies, English/language arts, health, mathematics, practical living, including physical education, to situations they will encounter throughout their lives;
    - Become self-sufficient individuals;
    - Become responsible members of a family, work group or community as well as an effective participant in community service;
    - Think and solve problems in school situations and in a variety of situations they will encounter in life;
    - Connect and integrate experiences and new knowledge from all subject matter fields with what students have previously learned and build on past learning experiences to acquire new information through various media sources
- Increase student attendance rates;
- Reduce dropout and retention rates;
- Reduce physical and mental health barriers to learning; and
- Be measured on the proportion of students who make a successful transition to work, postsecondary education and the military.

Kentucky law establishes minimum requirements for all students to earn a diploma. Local schools and districts, however, have authority over elective courses offered in the school or district. House Bill (HB) 128 (2017) requires the KBE to promulgate academic standards for elective courses for high schools based on the Hebrew Scriptures, ~~and~~ Old Testament of the Bible, the New Testament of the Bible, and/or Hebrew Scriptures and the New Testament of the Bible. The bill also states that any course created shall follow applicable law and all federal and state guidelines in maintaining religious neutrality and accommodating the diverse religious views, traditions and perspectives of students in a school. A course under this section shall not endorse, favor or promote or disfavor or show hostility toward any particular religion or nonreligious faith or religious perspective. Teachers who teach this elective course must be certified to teach high school social studies.

Prior to HB 128, it was permissible for Kentucky public schools to offer elective courses focused on the study of the Bible and other religious texts, provided instruction did not promote or advocate any religion or its beliefs over another, and it was focused on analysis of the literary, cultural or historical influences of these texts. These elective courses were offered based on decisions of local districts and schools. Schools also have offered Bible literacy courses in the past as English/language arts electives.

To ensure legal requirements of these courses are met, the Kentucky Department of Education (KDE) encourages schools to use the *Model Curriculum Framework* to inform development of curricula related to these courses. The *Model Curriculum Framework* encourages putting the student at the center of planning to ensure that

> ...the goal of such a curriculum is to produce students that are ethical citizens in a democratic global society and to help them become self-sufficient individuals who are prepared to succeed in an ever-changing and diverse world. Design and implementation requires professionals to accommodate the needs of each student and focus on supporting the development of the whole child so that all students have equitable access to opportunities and support for maximum academic, emotional, social and physical development.
>
> *(Model Curriculum Framework,* page 19*)*

<u>Legal Basis</u>

The following Kentucky Revised Statutes (KRS) and Kentucky Administrative Regulations (KAR) provide a legal basis for this publication:

KRS 156.160 Promulgation of administrative regulations by the Kentucky Board of Education

> With the advice of the Local Superintendents Advisory Council (LSAC), the KBE shall promulgate administrative regulations establishing standards that public school districts shall meet in student, program, service and operational performance. These regulations shall comply with the expected outcomes for students and schools set forth in <u>KRS 158:6451</u>.

KRS 156.162 Elective course on religious scripture -- Purpose -- Restrictions -- Inclusion of course standards in program of studies

> Requires the Kentucky Board of Education to promulgate administrative regulation that sets forth the required and elective courses for the schools shall include: (a) An elective social studies course on the Hebrew Scriptures, Old Testament of the Bible; (b) An elective social studies course on the New Testament of the Bible; or (c) An elective social studies course on the Hebrew Scriptures and the New Testament of the Bible.

KRS 158.197 Elective course on religious scripture – Purpose – Restrictions -- School council or governing body authorized to display historical and nonreligious artifacts, monuments, symbols and texts in conjunction with course of study

Permits a School-Based Decision Making Council (SBDM) to offer an elective high school social studies course and required the KDE to develop course standards on the Hebrew Scriptures, Old Testament of the Bible, the New Testament or a combination of the Hebrew Scriptures and the New Testament of the Bible.

704 KAR 3:306 Kentucky Academic Standards for Historical and Cultural Influences of the Bible Elective Social Studies Course

Adopts into law the *Kentucky Academic Standards for Historical and Cultural Influences of the Bible Elective Social Studies Course*. The purpose of these courses is to focus on the historical impact and literary style from texts of the Old Testament and/or New Testament, including the Hebrew Scriptures, to teach students knowledge of biblical content, characters, poetry and narratives that are prerequisites to understanding contemporary society and culture, including literature, art, music, mores, oratory and public policy.

A course offered under this section shall follow all applicable laws and federal and state guidelines in maintaining religious neutrality and accommodating the diverse religious views, traditions and perspectives of students in the school. A course under this section shall not endorse, favor, promote, disfavor or show hostility toward any particular religion, non- religious faith or religious perspective. Pursuant to KRS 158.197, a School-Based Decision Making (SBDM) council may offer this course to students in grade 9 or above.

WRITERS' VISION STATEMENT

The writing team was composed of four teachers selected from a pool of approximately thirty applicants. The team was selected based on their expertise in the area of social studies, including a specialty in the study of religions. The selection committee considered state-wide representation as well as both public secondary and higher education instruction when choosing writers (Appendix C).

The writing team envisioned standards that would afford students an opportunity to know major themes and figures depicted in the Bible, analyze the influence of a variety of contexts on the development of the Bible and explore the Bible's relevance to contemporary society and culture, including literature, art, music, mores, oratory, government and public policy. The writers wanted to create standards that would be accessible and appropriately challenging for students in grades 9-12 that follow applicable laws and federal and state guidelines. The writing team wanted students who take this course to understand that religion is diverse, dynamic and culturally embedded.

The KDE provided the following foundational documents to inform the writing team's work:

- Review of state academic standards documents (Arizona, Florida, Georgia, South Carolina, Tennessee and Texas)
- American Academy of Religion (2010). *Guidelines for teaching about religion in K-12 public schools in the United States.* Washington, D.C. Retrieved from https://www.aarweb.org/sites/default/files/pdfs/Publications/epublications/AARK-12CurriculumGuidelines.pdf
- First Amendment Center (1999). *A teacher's guide to religion in the public schools.* Nashville, TN. Retrieved from http://users.clas.ufl.edu/kenwald/pos4291/spring_00/teachersguide_3.pdf
- National Council for the Social Studies (2017). Religious studies companion document for the C3 framework. *College, Career, and Civic Life for Social Studies State Standards, Appendices.* 93-97.
- Pew Research Center (2007). *Religion in the public schools.* Washington, D.C. Retrieved from http://www.pewforum.org/2007/05/09/religion-in-the-public-schools/

Additionally, participants brought their own knowledge to the process, along with documents and information from the following:

- American Academy of Religion. (2010). *Guidelines for teaching about religion in K-12 public schools in the United States.* Washington, D.C. Retrieved from https://www.aarweb.org/sites/default/files/pdfs/Publications/epublications/AARK-12CurriculumGuidelines.pdf
- Resources from the Religious Freedom Center of the Newseum Institute. Retrieved from http://www.religiousfreedomcenter.org/

The standards also were informed by feedback from the public and social studies community. When these standards were open for public feedback, 3,987 individuals provided 11,987 comments. Furthermore, these standards received feedback from two focus groups comprised of higher education members and current social studies teachers. At each stage of the feedback process, data-informed changes were made to ensure the standards would challenge students and enable them to understand the Bible's influence on a rapidly changing, diverse world, all while maintaining religious neutrality.

Design Considerations

The writers designed one set of standards to frame any or all of the three courses established in 704 KAR 3:306 to allow local districts the flexibility to choose the course(s) that best meets the needs of students in grades 9-12. The writers chose to organize the standards into three broad areas: disciplinary literacy, historical thinking and analyzing influences. Standards in each area have been written as performance expectations to depict what students must do to demonstrate proficiency.

STANDARDS USE AND DEVELOPMENT

The Kentucky Academic Standards (KAS) are Standards, not Curriculum

The *Kentucky Academic Standards for Historical and Cultural Influences of the Bible Elective Social Studies Course* outline the minimum content standards Kentucky students should learn in these elective courses. The standards address what is to be learned but do not address how learning experiences are to be designed or what resources should be used.

A standard represents a goal or outcome of an educational program. The standards do not dictate the design of a lesson plan or how units should be organized. The standards establish what students should know and be able to do at the conclusion of a course. The instructional program should emphasize the development of students' abilities to acquire and apply the standards. The curriculum must assure that appropriate accommodations are made for diverse populations of students found within Kentucky schools.

These standards are not a set of instructional or assessment tasks, rather statements of what students should be able to do after instruction. Decisions on how best to help students meet these program goals are left to local school districts and teachers.

Translating the Standards into Curriculum

The KDE does not require specific curriculum or strategies to be used to teach the *Kentucky Academic Standards (KAS)*. Local schools and districts choose to meet those minimum required standards using a locally adopted curriculum. As educators implement academic standards, they, along with community members, must guarantee 21st-century readiness that will ensure all learners are transition-ready. To achieve this, Kentucky students need a curriculum designed and structured for a rigorous, relevant and personalized learning experience, including a wide variety of learning opportunities. The *Kentucky Model Curriculum Framework* serves as a resource to help an instructional supervisor, principal and/or teacher leader revisit curriculum planning, offering background information and exercises to generate "future-oriented" thinking while suggesting a process for designing and reviewing the local curriculum.

Organization of the Standards

The *Kentucky Academic Standards for Historical and Cultural Influences of the Bible Elective Social Studies Course* are organized into three strands: disciplinary literacy, historical thinking and analyzing influences.

Each of the three strands is headed by a strand-specific key idea. The key idea communicates the broad learning goal of the strand by addressing the essential and enduring understandings that should be the focus of teaching and learning for the Historical and Cultural Influences of the Bible elective social studies course(s).

Each key idea is supported by three conceptual understandings. Conceptual understandings are statements that support each key idea. These conceptual understandings provide a more

explicit breakdown of the ways students will engage in their learning around the key idea and allow for broader ideas to be more deeply explored. Ultimately, conceptual understandings work with key ideas to ensure students have meaningful, relevant and engaging learning opportunities associated with each strand.

The overall organization enables teachers to develop and consider instruction in terms of creating integrated learning experiences. An annotated chart of the standards is included below to help understand the organization.

The three strands (Disciplinary Literacy, Historical Thinking and Analyzing Influences) serve as the organizational structure for the standards.

The conceptual understandings (1A, 1B, 1C) clarify the key ideas.

The key ideas (DL1, HT1, A1) communicate the broad learning goal of the strand.

Disciplinary Literacy	Historical Thinking	Analyzing Influences
DL1. Analyze literary aspects of the Bible. **DL1.A.** Determine and analyze the themes, concepts, figures, places and events depicted in biblical texts. **DL1.B.** Recognize and analyze various literary forms and genres found in biblical texts. **DL1.C.** Identify and analyze figurative language and literary structures in biblical texts.	**HT1.** Analyze the interplay of economic, political, social, geographical, historical, cultural, linguistic and anthropological impacts on the development of biblical texts. **HT1.A.** Examine biblical texts considering a variety of textual elements. **HT1.B.** Analyze biblical texts, engaging in the skills of sourcing, close reading, contextualizing and comparing. **HT1.C.** Compare and contrast various Bible versions to analyze the contextual influences of canons, translations and editions.	**AI1.** Analyze the relationships between the Bible and society and culture. **AI1.A.** Examine the influence of the Bible on historical, political and social movements and realities. **AI1.B.** Analyze influences of the Bible on the development of religious and secular identities. **AI1.C.** Determine the interplay between the Bible and cultural expressions through the examination of a variety of literature, art, language, oratory and music.

The coding for the key ideas and conceptual understandings in each of the three strand boxes is used to illustrate the specific practices on which the standards are built. Strand coding includes DL for Disciplinary Literacy, HT for Historical Thinking and AI for Analyzing Influences followed by the specific key idea number. Standards that follow this initial identification are the conceptual understandings of the strand and provide further exploration of the key idea.

Disciplinary Literacy
Key Idea is DL1
Conceptual Understandings are DL1.A, DL1.B, DL1.C

The Disciplinary Literacy standards describe the performance expectations students must meet to demonstrate proficiency in a literary analysis of biblical texts. The disciplinary literacy standards ask students to analyze the concepts, forms, language and structures of biblical texts to determine their impact on the text as a whole.

Historical Thinking
Key Idea is HT1
Conceptual Understandings are HT1.A, HT1.B, HT1.C

The Historical Thinking standards describe the performance expectations students must meet to demonstrate proficiency in a historical analysis of the Bible. Students engage in the skills of sourcing, close reading, contextualizing and comparing so they can make sense of biblical texts, their development and their relationship to one another.

Analyzing Influences
Key Idea is AI1
Conceptual Understandings are AI1.A, AI1.B AI1.C

The Analyzing Influences standards describe the performance expectations students must meet to demonstrate proficiency in an analysis of ways the Bible influences society, culture, geography, etc.

Each of the three strands is organized by color to represent the relationship of the area to its key idea and conceptual understandings. Disciplinary Literacy is orange, Historical Thinking is green and Analyzing Influences is gold. This color coding system extends beyond the standards to the supplementary materials. Following the standards, three charts provide interdisciplinary connections between the *Kentucky Academic Standards for the Historical and Culture Influences of the Bible Elective Social Studies Course*, *KAS for English Language Arts* and *KAS for Social Studies*. The charts are organized as follows:

Strand: Disciplinary Literacy, Historical Thinking or Analyzing Influences
Key Idea for each area Conceptual Understandings for each Key Idea
Connection to KAS
Connections to the *Kentucky Academic Standards - English Language Arts and/or Social Studies*

The *KAS for English Language Arts and Social Studies* that connect to Disciplinary Literacy standards are orange; the *KAS English Language Arts and Social Studies* that connect to Historical Thinking standards are green; the *KAS English Language Arts and Social Studies* that connect to Analyzing Influences Standards are gold.

Supplementary Materials to the Standards

The final set of the *Kentucky Academic Standards for Historical and Cultural Influences of the Bible Elective Social Studies Course* is the result of educator involvement and public feedback. Short summaries of each of the appendices are listed below.

Appendix A: Disciplinary Connections

Interdisciplinary skills are essential to understanding the *Kentucky Academic Standards for Historical and Cultural Influences of the Bible Elective Social Studies Course*. To ensure interdisciplinary skills complement the critical thinking involved with these standards, key connections to content standards are identified in this document.

Appendix B: Glossary of Terms

Disciplinary terms are used throughout the *Kentucky Academic Standards for Historical and Cultural Influences of the Bible Elective Social Studies Course* and its supporting materials. This document provides definitions and descriptions of these terms.

Appendix C: Writing and Review Teams

Background information on the team who wrote the *Kentucky Academic Standards for Historical and Cultural Influences of the Bible Elective Social Studies Course*. Additional information includes those who reviewed the standards and/or provided feedback.

KENTUCKY ACADEMIC STANDARDS:
HISTORICAL AND CULTURAL INFLUENCES OF THE BIBLE ELECTIVE SOCIAL STUDIES COURSE

The purpose of these standards is to provide learning experiences to familiarize students with:

1. The contents of the Hebrew Scriptures or New Testament;
2. The history of the Hebrew Scriptures or New Testament;
3. The literary style and structure of the Hebrew Scriptures or New Testament; and
4. The influence of the Hebrew Scriptures or New Testament on law, history, government, literature, art, music, customs, morals, values and culture.

As such, the standards are organized into three strands to best address the above mentioned purpose: Disciplinary Literacy, Historical Thinking and Analyzing Influences.

Disciplinary Literacy	Historical Thinking	Analyzing Influences
DL1. Analyze literary aspects of the Bible. **DL1.A**. Determine and analyze the themes, concepts, figures, places and events depicted in biblical texts. **DL1.B**. Recognize and analyze various literary forms and genres found in biblical texts. **DL1.C**. Identify and analyze figurative language and literary structures in biblical texts.	**HT1**. Analyze the interplay of economic, political, social, geographical, historical, cultural, linguistic and anthropological impacts on the development of the Bible and other religions' texts. **HT1.A**. Examine biblical texts considering a variety of textual elements. **HT1.B**. Analyze biblical texts, engaging in the skills of sourcing, close reading, contextualizing and comparing. **HT1.C**. Compare and contrast various Bible versions to analyze the contextual influences of canons, translations and editions.	**AI1.** Analyze the relationships between the Bible and society and culture. **AI1.A**. Examine the influence of the Bible on historical, political and social movements and realities. **AI1.B**. Analyze influences of the Bible on the development of religious and secular identities. **AI1.C**. Determine the interplay among the Bible and cultural expressions through the examination of a variety of literature, art, language, oratory and music.

Appendix A: Disciplinary Connections

Interdisciplinary skills are essential to understanding the *Kentucky Academic Standards for Historical and Cultural Influences of the Bible Elective Social Studies Course*. To ensure interdisciplinary skills complement the critical thinking involved with these standards, key connections to the standards are identified in this document.

Disciplinary Literacy
DL1. Identify and analyze literary aspects of the Bible. **DL1.A**. Identify and analyze the themes, concepts, figures, places and events depicted in biblical texts. **DL1.B**. Identify and analyze various literary forms and genres (e.g., narrative, prophetic, poetic, apocalyptic, epistolary, legal, parable and proverb) in biblical texts. **DL1.C**. Identify and analyze figurative language and literary structures and biblical texts (e.g., imagery, plot, irony, conflict, parallelism, satire, allegory and metaphor).
Connection to KAS
Kentucky Academic Standards - English Language Arts **Reading Standards for Literacy in History/Social Studies 9–12** *Key Ideas and Details* Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. *Craft and Structure* Determine the meaning of words and phrases as they are used in a text. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. **Reading Standards for Literature, Grades 9-12** *Key Ideas and Details* Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. *Craft and Structure* Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., parallel plots) and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension or surprise.

Disciplinary Literacy

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Integration of Knowledge and Ideas
Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Brueghel's Landscape with the Fall of Icarus).

Historical Thinking

HT1. Analyze the interplay of a variety of contexts (e.g., economic, political, social, geographical, historical, cultural, linguistic and anthropological) on the development of the Bible and other religion's texts.

HT1.A. Examine biblical texts considering a variety of textual elements (e.g., author, perspective, date and/or place of composition).

HT1.B. Analyze biblical texts engaging in the skills of sourcing, close reading, contextualizing and comparing.

HT1.C. Examine, compare and contrast various Bible versions (e.g., canons, translations, editions).

Connection to KAS

Kentucky Academic Standards - English Language Arts
Reading Standards for Literacy in History/Social Studies 9–12
Key Ideas and Details
Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

Craft and Structure
Determine the meaning of words and phrases as they are used in a text.

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

Historical Thinking
Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. *Integration of Knowledge and Ideas* Compare and contrast treatments of the same topic in several primary and secondary sources.

Analyzing Influences
AI1. Examine the relationships between the Bible and society and culture. **AI1.A.** Analyze influences of the Bible on historical and political movements and realities. **AI1.B.** Analyze influences of the Bible on the development of religious and secular identities (i.e., belief, behavior and belonging). **AI1.C.** Analyze the interplay among the Bible and cultural expressions (e.g., literature, art, language, oratory and music).

Connection to KAS
Kentucky Academic Standards - Social Studies **Big Idea: Cultures and Societies** *Academic Expectations* Students observe, analyze and interpret human behaviors, social groupings and institutions to better understand people and the relationships among individuals and among groups. *High School Enduring Knowledge – Understandings* Students will understand that social institutions (e.g., government, economy, education, religion, family) respond to human needs, structure society and influence behavior within different cultures. *High School Skills and Concepts* Students will · demonstrate an understanding of the nature of culture. · analyze cultural elements of diverse groups in the United States (Reconstruction to present). · describe how belief systems, knowledge, technology and behavior patterns define cultures. · compare examples of cultural elements (e.g., beliefs, customs/traditions, languages, skills, literature, the arts) of diverse groups today to those of the past, using information from a variety of print and non-print sources (e.g., autobiographies, biographies, documentaries, news media, artifacts).

Analyzing Influences
Big Idea: Historical Perspective *High School Enduring Knowledge – Understandings* Students will understand that history is a series of connected events shaped by multiple cause-effect relationships, tying past to present. *High School Understandings (specific to United States History, from Reconstruction to the Present)* U.S. History has been impacted by significant individuals and groups. *High School Understandings (specific to World Civilizations History, 1500 A.D. to the Present)* World civilizations share common characteristics (e.g., government, belief system, economy) and have been impacted by significant individuals and groups.

Appendix B: Glossary of Terms

Disciplinary terms are used throughout the *Kentucky Academic Standards for Historical and Cultural Influences of the Bible Elective Social Studies Course* and its supporting materials. This document provides an alphabetical list of definitions and descriptions of these terms.

Apocalyptic: a literary form/genre describing or prophesying the end of the world or a momentous and catastrophic event.

Bible: Hebrew Scriptures or New Testament.

Biblical Texts: any or all writings that constitute the various versions of the Bible.

Canons: a collection or list of sacred books.

Epistolary: a literary form/genre written in the form of letters.

Figurative Language and Literary Structures: allegory, imagery, metaphor, plot, irony, conflict, parallelism and satire.

Literary Forms and Genres: narrative, prophetic, poetic, apocalyptic, epistolary, legal, parable and proverb.

Prophetic: a literary form/genre describing or predicting what will happen in the future.

Religious and Secular Identities: the essence of identities comprised of beliefs, behaviors and belonging, and the breadth of what this means for individuals both in their own lives and in their dealings with others.

Secular: denoting attitudes, activities or other things that have no religious or spiritual basis.

Sourcing: considering the origin of a document in order to make sense of its purpose.

Textual Elements: author, perspective, date and/or place of composition.

Appendix C: Writing and Review Committees

The writing team, composed of current social studies teachers, represented both rural and urban settings – including representation from several different regions of the state. While these teachers taught a variety of courses and grade levels throughout their careers, the selected committee members were currently teaching courses related to the standards development process: the Bible and Its Influence, Psychology, Advanced Placement (A.P.) Psychology, United States (U.S.) History, A.P. U.S. History and World Religions. Additionally, the selected writers served in many roles in their schools, social studies community and a wide variety of professional organizations. To ensure fidelity to the standards, the writing committee provided feedback at all stages of the development process. The writing and review committee members listed below represented Kentucky's best as evidenced by their countless qualifications.

Writing Committee Members

Dalen Jackson
Kelly O'Riley
Ryan Popplewell
Todd Steenbergen

Feedback Committee Members

Dr. Todd Gooch
Dr. Christine Lindner
Dr. Michael Melton
Tyler Murphy
Nancy New
Ellen Powless
Malcolm Pugh
Adam Webster
Council of State Social Studies Specialists, National Council for the Social Studies Associated Group
Kentucky Historical Society