



Kentucky Academic Standards for Social Studies

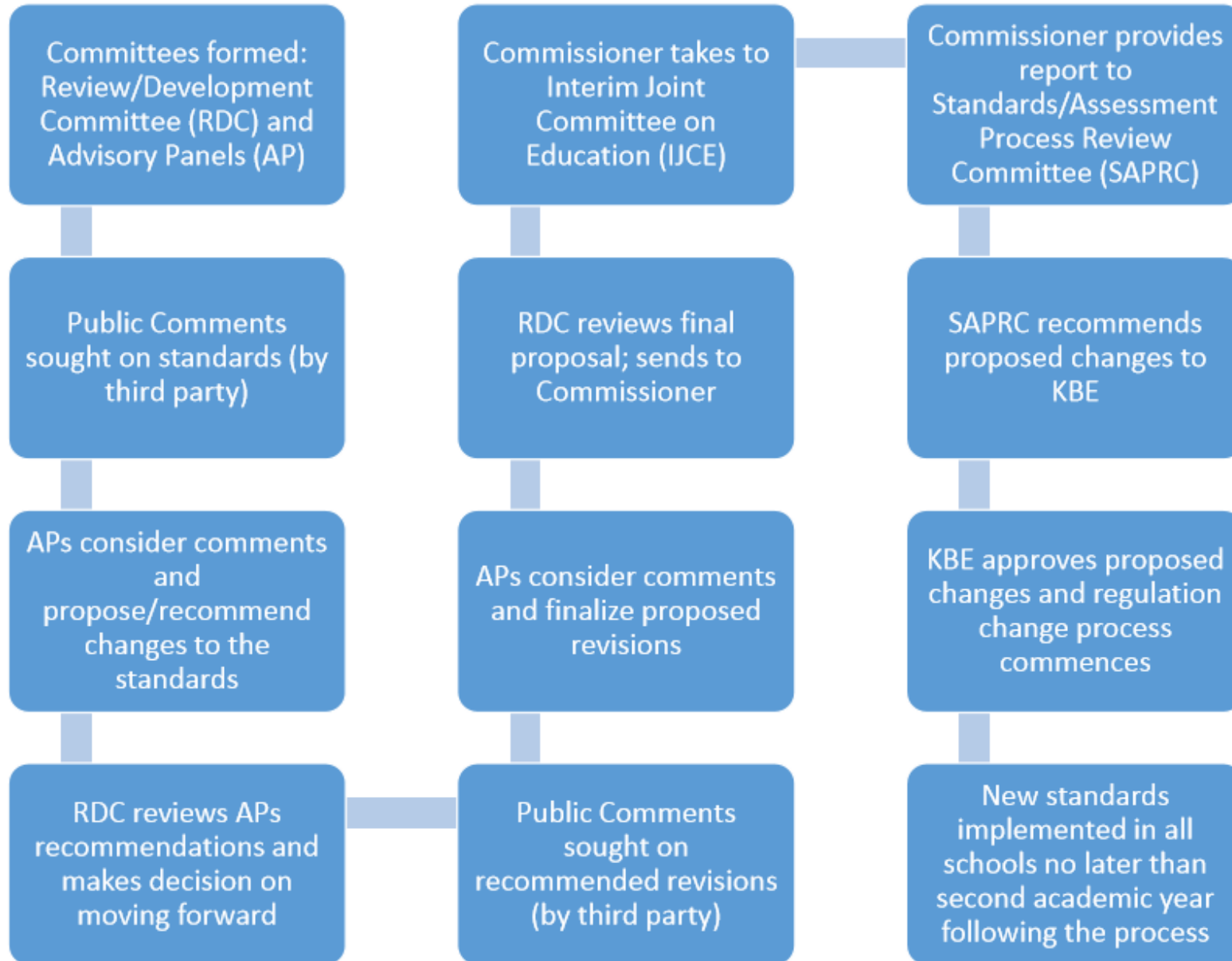
SB1 (2017) Standards Revision Requirements



The standards revision to the content standards shall:

- ▶ Focus on critical knowledge, skills, and capacities needed for success in the global economy;
- ▶ Result in fewer, but more in depth standards to facilitate mastery learning;
- ▶ Communicate expectations more clearly and concisely to teachers, parents, students and citizens;
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Standards (and Assessments) Review Process – to occur every 6 years



Standards and Regulation

- 704 KAR 8:060 Kentucky Academic Standards for Social Studies
- This administrative regulation adopts into law the *Kentucky Academic Standards for Social Studies*

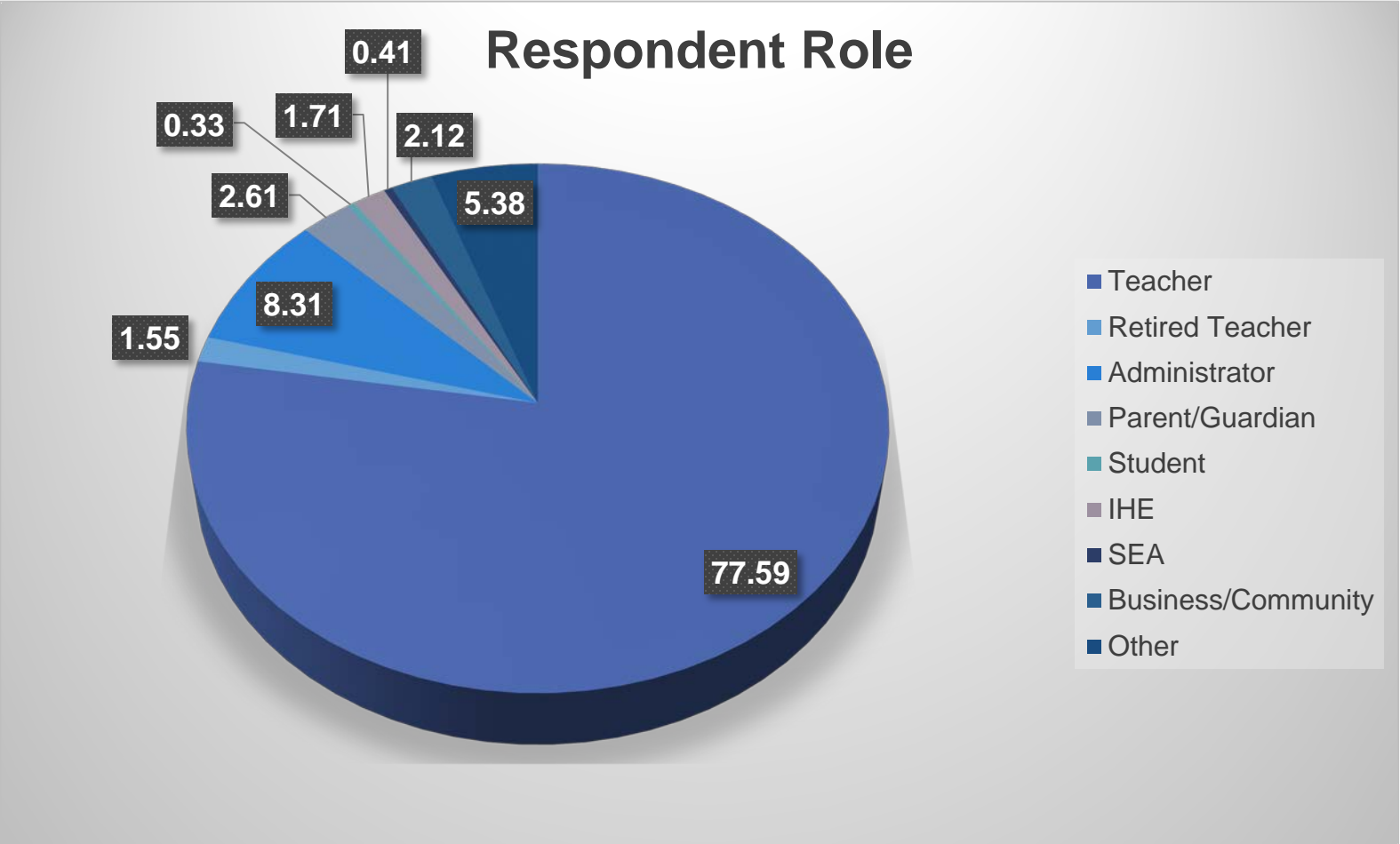


KAS for Social Studies Timeline Overview

- ▶ **January/February** – Call for participation on standards committees; opened current social studies standards for public comment/feedback
- ▶ **March** – Initial Social Studies AP meeting
- ▶ **April** – Initial Social Studies RDC meeting; second Social Studies AP meeting
- ▶ **May** – Joint subcommittees met to review and revise the draft standards; Social Studies RDC met for the second time
- ▶ **June** – Joint subcommittees met to review and revise the draft standards
- ▶ **July/August** – Opened draft standards for public comment/feedback
- ▶ **September/October** – Social Studies APs met again; Social Studies RDCs met again
- ▶ **November** – Interim Joint Committee on Education reviewed draft standards
- ▶ **December** – First reading by the KBE
- ▶ **January** – Standards/Assessment Review and Process Committee reviews
- ▶ **February** – Second reading by the KBE



Public Comment Period- Survey Details and Respondent Roles



1,227 total respondents

78% of respondents were current classroom teachers

Roughly 76% of all KY counties provided responses



Public Comment Period: Standard Ratings

Number of Standards (by Grade Level) to Receive Each Range of Agreement

GRADE	100%	90-99.99%	80-89.99%	70-79.99%	<70%	Total Comments
Kindergarten	0	7	15	4	3	579
Grade 1	0	3	13	15	2	571
Grade 2	0	8	11	14	2	488
Grade 3	0	7	20	4	0	294
Grade 4	0	18	10	1	0	213
Grade 5	0	18	16	0	1	300
Grade 6	0	1	28	9	0	808
Grade 7	0	13	24	2	0	453
Grade 8	0	31	15	1	0	379
High School	0	70	41	5	0	1,221



Additional Feedback

- June—three focus groups
 - Current practicing classroom teachers, instructional coaches and district leaders
- July—one focus group
 - Kentucky organizations: Kentucky Center of African American Heritage, Kentucky Native Heritage Commission and the Muhammad Ali Center
- September—three focus groups
 - Current practicing classroom teachers and pre-service teachers (in collaboration with the Kentucky Council of Social Studies)
 - Current high school students, grades 9-12
- Throughout the process
 - National organizations: Council of Chief State Social Studies Specialists, National Council for the Social Studies Associated Group, National Geographic



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Kindergarten: Myself and My Community

Each elementary and middle school grade level is identified with a title and a theme.

Introduction

The focus of kindergarten is to provide students with information about themselves and their personal environment. They engage in learning about themselves and their personal environment. Students also have opportunities to compare how life in the past is different from today, with respect to their own experiences.

Each grade level has an introduction to provide additional information about the theme.

Concepts and Practices	Standards
I: Questioning	K.I.Q.1 Ask compelling questions about their community.
I: Investigating	Investigating occurs through the exploration of the discipline strand standards.
C: Roles and Responsibilities of a Citizen	K.C.CP.1 Explain the purpose of local government.
E: Microeconomics	K.C.RR.1 Identify roles and responsibilities of self and others at home, in school and in the community.
E: Macroeconomics	K.H.CH.1 Identify and describe how communities change over time.
G: Migration and Movement	K.H.CE.1 Identify the cause and effect of an event in a community.
G: Human Interactions and Interconnections	K.I.U.1 Identify information from two or more sources to investigate a community.
H: Change and Continuity	K.I.U.1 Identify information from two or more sources to investigate a community.
H: Cause and Effect	K.I.U.1 Identify information from two or more sources to investigate a community.
I: Using Evidence	K.I.U.1 Identify information from two or more sources to investigate a community.
I: Communicating Conclusions	K.I.U.1 Identify information from two or more sources to investigate a community.

Each grade level begins with the inquiry practice of questioning.

The disciplinary strands civics, economics, geography and history are color coded and identified with a corresponding character. The discipline specific character appears before the concept and practice title.

The inquiry practices are color coded to indicate the integration of inquiry throughout the grade level standards.

Students engage in the inquiry practice of investigation through the exploration of the discipline strand standards.

Each standard is coded for identification of its grade level, discipline, concept and practice and number within the larger set of standards.

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Civics Progression: Roles and Responsibilities of a Citizen

Exemplifying the characteristics of productive citizenship includes adherence to and understanding of the social contract, consent of the governed, limited government, legitimate authority, federalism and separation of powers. It also includes civic dispositions – such as honesty, mutual respect, cooperation and attentiveness to multiple perspectives – citizens should use when they interact with each other on public matters. It means understanding the diverse arguments made about the underlying principles and founding documents and their meanings. Within this document, the Roles and Responsibilities of a Citizen concept and practice is coded as “RR.”

Grade Level	Concepts and Practices	Standards	
Kindergarten	C: Roles and Responsibilities of a Citizen	K.C.RR.1	Identify roles and responsibilities of self and others at home, in school and neighborhood settings.
		K.C.RR.2	Identify symbols and events that represent American patriotism.
Grade 1	C: Roles and Responsibilities of a Citizen	1.C.RR.1	Identify the rights and responsibilities of citizens.
Grade 2	C: Roles and Responsibilities of a Citizen	2.C.RR.1	Describe the importance of civic participation.
		2.C.RR.2	Compare the rights and responsibilities of citizens in North America.
Grade 3	C: Roles and Responsibilities of a Citizen	3.C.RR.1	Examine how the government maintains order, keeps people safe, and makes and enforces rules and laws in diverse world communities.
Grade 4	C: Roles and Responsibilities of a Citizen	4.C.RR.1	Describe the importance of civic participation and locate examples in past and current events.
Grade 5	C: Roles and Responsibilities of a Citizen	5.C.RR.1	Analyze responsibilities of U.S. citizens by explaining and demonstrating ways to show good citizenship.
		5.C.RR.2	Analyze the personal rights conferred by citizenship, and find examples of citizenship using a variety of sources.
Grade 6	C: Roles and Responsibilities of a Citizen	6.C.RR.1	Evaluate the rights, roles, responsibilities and limitations of the concept of citizen in Classical Greece and Rome.
Grade 7	C: Roles and Responsibilities of a Citizen	7.C.RR.1	Compare rights, roles, responsibilities and limitations of subjects in empires between 600-1600 with those of citizens in modern countries.
Grade 8	C: Roles and Responsibilities of a Citizen	8.C.RR.1	Analyze the role of citizens in the U.S. political system, with attention to the definition of who is a citizen, expansion of



Public Comment Period: Framework Overview (Agree/Strongly Agree)

- Standards are easy to identify on the page. (90.09%)
- It is easy to identify the discipline strand category. (87.24%)
- The color coding is useful and convenient. (90.74%)
- The architecture conveys a unified vision of the disciplines and it establishes connections among the major areas of study. (84.56%)
- The architecture focuses on the core concepts and/or content of the social studies disciplines. (87.03%)
- The architecture promotes integration of inquiry throughout the social studies curriculum. (89.75%)



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Additional Highlights:

- ▶ Organized by the discipline strand – civics, economics, geography and history -- within the social studies
- ▶ Grade level introductions included K-12
- ▶ Grade level content standards to promote foundational learning in K-3
- ▶ Grade level inquiry standards included K-12
- ▶ Kentucky studies through a child's social studies education K-12
- ▶ Organized in progressions from K-12 by grade level, inquiry practice, discipline, and concepts and practices



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Questions?