



Kentucky Academic Standards for Social Studies At a Glance

The *Kentucky Academic Standards (KAS) for Social Studies (2026)* were approved by the Kentucky Board of Education in _____ and officially incorporated into law in _____.

This document provides an overview of what the standards committees revised based on public feedback in accordance with the standards revision process required by KRS 158.6453. Use this document in tandem with the *Getting to Know the KAS for Social Studies* professional learning module to become familiar with these changes as well as implementation considerations.

Focused highlights:

1. The updated **Standards Writer's Vision** is stated on page 6 of the *KAS for Social Studies*.
2. **Links to the Table of Contents** were added above the Specific Overview sections for each grade level for ease of document navigation.
3. **Design Considerations** are detailed on page 7 of the document.
4. The **Organization of the Standards** remains congruent with the 2022 revision. The *KAS for Social Studies* is organized around the inquiry practices of questioning, investigating, using evidence and communicating conclusions. Students consider or pose questions and then investigate those questions through the disciplinary lenses of civics, economics, geography and history. Students complete the inquiry process by communicating evidence-based conclusions.
 - a. The **Inquiry Practice Definition for Questioning (Q)** was updated to clarify the meaning, intent and purpose of questioning referenced in the standards when engaging with each of the social studies disciplines.
5. **Grade Level Overviews** remain for K-5 and 6-8 to summarize each strand of the standards and contextualize the *KAS for Social Studies* within current research. The 9-12 High School Overview was updated to highlight the organization of the standards around the disciplines of civics, economics, geography and history. The 9-12 High School Overview emphasizes the importance of teaching the social studies disciplinary strands in unison rather than in isolation.
6. **Links to the Table of Contents** were added above the Specific Overview sections for each grade level for ease of document navigation.
7. **Disciplinary Clarifications** are provided following the standards for kindergarten through high school. The disciplinary clarifications include sample ideas of content and concepts to help teachers

better understand the expectations of the standards. Language was updated in various disciplinary clarification statements to mirror changes to the standards or to address public feedback.

8. **Opportunities for Interdisciplinary Connections** was changed from “Cross-Disciplinary Connections”, and minor adjustments were made to the content to highlight the opportunities for interdisciplinary connections at each grade level.
9. **Grade-Level Content Changes:** Each of these changes was based on public feedback and current research:
 - a. **Inquiry (I):**
 - **Standards 1-3 in grades 6, 7 and 8 for Questioning (6.I.Q.1, 6.I.Q.2, 7.I.Q.1, 7.I.Q.2, 7.I.Q.3, 8.I.Q.2, 8.I.Q.3)** were revised to include references to the time period or context addressed and explicitly reference each social studies discipline.
 - **Standard 3 in grade 5 for Questioning (5.I.Q.3)** was revised to explicitly reference each social studies discipline.
 - **Standard 5.I.Q.2** verbiage was updated from “generate” to “develop” for developmental appropriateness in engaging with inquiry at grade 5.
 - **Standard 1 in grades K and 1 for Using Evidence (K.I.U.E.1, 1.I.U.E.1)** has revised language from “two or more sources” to “one or two sources” for developmental appropriateness at these grade levels.
 - **Standard 2.I.U.E.4** was updated to reference “using evidence” to maintain and support vertical progression of the skill.
 - **Standard 5 in grades 6, 7 and 8 for Communicating Conclusions (6.I.CC.5, 7.I.CC.5, 8.I.CC.5)** was revised to include references to the time period or context addressed and explicitly reference each social studies discipline.
 - **Standard 1 in grades 9-12 U.S. history and world history for Communicating Conclusions (HS.UH.I.CC.1, HS.WH.I.CC.1)** was updated for consistency with similar standards in civics and geography for high school.
 - **Standard 1.I.CC.2** includes an adjustment (“and” to “and/or”) to provide more options for addressing the standard.
 - **Standard 5.I.CC.1** updated “explanatory products” to “construct explanations” for alignment of vocabulary throughout the grade levels for clarity.
 - **Standard 5.I.CC.3** language was updated to “local, state or national problems” for better alignment with the U.S. history theme in grade 5.
 - b. **Civics (C):**
 - **Standard 1.C.KGO.2** revised the phrase “civic identity” to “community” for better alignment to research-based, developmentally appropriate language and concepts for grade 1.
 - c. **Economics (E):**
 - **Standard 4.E.MI.1** updated language from “economic markets” to “market economy” for clarity and consistency of vocabulary progression across grade level economics standards.

- **Standards 5.E.MA.2 and 6.E.MI.2** were removed and merged with other standards to increase clarity and reduce redundancy.
- **Standard 5.E.ST.1** removed the reference to “comparative advantage” due to developmental appropriateness of terminology at grade 5. The phrase is introduced and maintained in high school standards.
- **Standard 6.E.IC.1** added language to require students to examine the costs and benefits of economic choices of ancient civilizations.
- **Standard HS.E.MA.1** updated language to clarify and better support vertical progression of macroeconomic standards.

d. **Geography (G):**

- **Standard 1.G.HI.1** updated the phrase “culture and experiences” to “places and regions” and “cultural landscape” to “culture and experience” to maintain and support vertical alignment of content and progression of vocabulary across grade levels.

e. **History (H):**

- **Standard K.H.CH.2** verbiage updated from “compare” to “identify” for vertical alignment and developmental appropriateness of practices at grade 1.