***Kentucky Rubric for Instructional Lesson and Unit Analysis: KAS Social Studies Standards (Grades K-12)***

***(adapted from EQuiP rubrics for ELA, Mathematics, & NGSS)***

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| **I. Alignment to the Key Shifts in the KAS Social Studies Standards** |
| *The lesson/unit aligns with the conceptual shifts:** **Targets grade-level KAS Social Studies Standard(s)** that support students in learning the fundamental understandings of social studies.
* **Craft questions that spark and sustain inquiry:** Students have the opportunity both individually and collaboratively to construct compelling and supporting questions to initiate and sustain an inquiry.
* **Cultivate and nurture collaborative civic spaces:** Students work collaboratively when engaging in disciplinary content to develop, examine and apply civic principles to a range of audiences in order to address problems and communicate conclusions.
* **Integrate content and skills purposefully:** The lesson/unit thoughtfully introduces appropriate and relevant content for students to ground their inquiries and build disciplinary skills and conceptual knowledge.
* **Promote literacy practices and outcomes:** The lesson/unit includes text(s) that match the grade-level text complexity band and are of sufficient quality and scope for the stated purpose.
* **Provide tangible opportunities for taking informed action:** Students, where curricularly appropriate, have the opportunity to culminate their academic inquiries through informed action.

***A unit or longer lesson should:**** Build disciplinary knowledge in all four disciplinary concepts, where appropriate (civic mindedness, economic decision-making, geographic reasoning and historical thinking).
* Employ students as empowered active learners, fostering independent questioning and skills to both successfully answer and act on social studies issues.
* Balance the unit of study using both local and **Kentucky** perspectives while presenting or contrasting this within a **global** context.
* Integrate **21st Century skills** (creativity and innovation, critical thinking and problem solving communication and collaboration)
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| **II. Instructional Supports** |
| *The lesson/unit is responsive to varied student learning needs:** Cultivates student interest and engagement in reading, writing and speaking and listening about social studies topics.
* Addresses instructional expectations and is easy to understand and use.
* Integrates the Practice(s) of the Inquiry Cycle, as curricularly appropriate.
* Provides **all** students with multiple opportunities to engage with text (primary and secondary), artifacts and content through technology of the appropriate complexity for the grade level.
* Focuses on challenging sections of text(s) and complex concepts and engages students in a productive struggle using appropriate scaffolding and other supports that build toward independent understanding.
* Integrates appropriate supports in reading, writing, listening and speaking for students who are ELL, have disabilities, or read well below the grade level text band.
* Provides extensions for students who demonstrate a need for further independent study.
* Incorporates resources containing multiple perspectives in order to provide a fair and balanced viewpoint.

***A unit or longer lesson should:**** Include a progression of learning where concepts and skills advance and deepen over time (may be more applicable across the year or several units).
* Gradually remove supports, requiring students to demonstrate their independent capacities (may be more applicable across the year or several units).
* Use technology and media to deepen learning of content and effective communication to demonstrate evidence of learning.
* (Grades K-5) Integrate targeted instruction in all aspects of foundational reading and writing.
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| **III. Monitoring Student Progress of Fundamental Understandings** |
| *The lesson/unit supports and regularly assesses whether students are mastering the underlying concepts and skills of the Disciplinary Core Concepts:** Elicits direct, observable evidence of the degree to which a student can independently demonstrate the major targeted grade-level KAS Social Studies Standard(s).
* Intentionally highlight the fundamental understandings for students, allowing them to chart progress of skills.
* Formative assessments that measure progress of fundamental understandings are embedded throughout instruction, focus on learning target(s) and engage students in self-reflection.
* Assesses student proficiency using methods that are unbiased and accessible to all students.
* Includes aligned rubrics or assessment characteristics and guidelines that provide sufficient characteristic-based evidence for interpreting student performance.

***A unit or longer lesson should:**** Use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.
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**Commitment to a shift:** When creating experiences for students,

instead of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, I will \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .