

CONFERENCE AGENDA

Saturday, September 14, 2019

8:00 - 8:45am	<i>Check-in, Registration, Breakfast</i>	Area outside Auditorium
8:45 - 9:15am	<i>Welcome & Conference Overview</i> KCSS President, Maddie Shepard JCPS Superintendent, Dr. Marty Pollio	Auditorium
9:15 - 10:05am	<i>Break-Out Session One</i>	
10:05 - 10:20am	<i>Snack & Vendor Visit</i>	2 nd Story Hallway
10:20 - 11:15pm	<i>Break-Out Session Two</i>	
11:20 - 12:10pm	<i>Break-Out Session Three</i>	
12:15 - 1:05pm	CATERED LUNCH: <i>Khalil's</i>	Cafeteria
1:05 - 1:55pm	<i>Keynote with Mary Beth Tinker</i>	Auditorium
2:00 - 2:50pm	<i>Awards, New Business, & Elections</i>	Auditorium
3:00 - 3:50pm	<i>NatGeo Committee Meeting (Invite only)</i>	Room 225

9:15 - 10:05am | Break-Out Session One

Session	Title	Presenter(s)	Location
1A	<p>How can I begin to understand the Kentucky Academic Standards (KAS) for Social Studies?</p> <p>This session will provide foundational knowledge on the Kentucky Academic Standards (KAS) for Social Studies to identify implementation resources found within the document. Additionally, consultants from the KDE will preview standards implementation resources that promote a deeper understanding of the KAS for Social Studies.</p>	<p>Lauren Gallicchio Heather Ransom <i>Kentucky Department of Education (KDE)</i></p>	227
1B	<p>How do we use the new standards in elementary social studies?</p> <p>The session will begin with an introduction to the new standards. Examples of incorporating inquiry, specifically questions, sources, and tasks will be given with elementary examples. The session will end with teachers working together to see areas where they could incorporate these standards in their regular practice.</p>	<p>Emily Rentschler <i>University of Kentucky</i></p>	231
1C	<p>Are Social Studies Students Historians?</p> <p>Social studies gets a bad rap for consisting of endless facts. We know otherwise! Come look at the role of the teacher in promoting the skills that make facts come alive. Explore the idea of students as historians and the role of social studies skills in the classroom.</p>	<p>Bonnie Lewis <i>Woodford County High School</i> Grant Stringer <i>Lafayette High School</i></p>	233

1D	<p>Do You Hear What I Hear? Giving Voice to the Voiceless in History</p> <p>Using a variety of FREE online digital resources, discover the power of unleashing the voiceless voices in history. Go beyond textbooks by evaluating primary sources to draw out both the explicit and implicit information. Learn how to provide safe, brave spaces for your students to explore difficult history by utilizing inclusive strategies so that ALL students can recognize themselves in the past.</p>	Rachael Yaden <i>Lincoln County Schools</i>	205
1E	<p>2020 Census - Counting on Kentucky Teachers</p> <p>The 2020 Census is right around the corner, and teachers play a vital role in ensuring every student counts in Kentucky. By educating students and the adults in their household about the importance of participating in the Census, teachers can impact the amount of federal funding received by Kentucky schools over the next decade. Learn about the free resources available through the Census Bureau's Statistics in Schools program, and an exciting opportunity to help your school win \$500 by simply using these materials next week during Constitution Week!</p>	Michelle Elison <i>U.S. Census Bureau</i>	210
1F	<p>How can we integrate Library of Congress Primary Sources into Our Lessons?</p> <p>Participants will learn strategies for integrating primary source materials from the Library Of Congress into their instruction. During the session, participants will examine primary resource materials and perform analysis and discussion tasks that can be utilized in their classrooms.</p>	Melissa Gardner <i>Campbell County Middle School</i>	209
1G	<p>How can Teachers Present Economics in History and Civics Classes? Examples Using FRASER</p> <p>We will model a lesson tied to our historical database, FRASER, which contains primary historical documents on our nation's economy. You will also receive instruction to navigate FRASER and other economic curricula at the St. Louis Fed, which can be used to integrate economic standards into your social studies classrooms.</p>	David Perkis <i>Federal Reserve Bank of St. Louis - Louisville</i>	211
1H	<p>What is more important, security or liberty? Comic books and superheroes as tools for exploration</p> <p>Complex civic constructs from propaganda to political ethics are more accessible with the help of a superhero. Explore how to leverage comics as a tool in civic education. Materials provided.</p>	Caroline Sheffield <i>University of Louisville</i>	215
1I	<p>How do I get started designing inquiry lessons and units?</p> <p>Want to incorporate inquiry practices, but just not sure how to get started? Attend this session and learn how to design inquiry lessons that encourage students to analyze clues and to think like historians. Participate in a sample lesson and leave with a list of social studies sites and resources.</p>	Jana Kirchner	217
1J	<p>Where can I find primary sources for my students to analyze?</p> <p>Many teachers are becoming more comfortable with the new standards, but finding the sources for students to analyze can be an intimidating and time consuming job. This session will involve a presentation of places to find of sources as well as time to explore them and put together sets that you need.</p>	Cassie Lyles <i>Fairdale High School</i>	225

10:20 - 11:15pm | Break-Out Session Two

Session	Title	Presenter(s)	Location
2A	<p>How do we move from IDM to instruction? A Critical Literacy Approach</p> <p>Teachers will participate in a literacy-rich simulated lesson using questions, tasks, and sources related to the Census. Participants will move in and out of the simulated workshop, first as students then as instructional designers. The goal for the session is to move teachers from curricular design to instruction using a critical literacy approach.</p>	Susanne Cramer Rebecca Ingram <i>Jefferson County Public Schools</i>	227
2B	<p>Whose story is this?</p> <p>Kentucky's new standards ask students to learn about "multiple global regions" and "inter-regional connections" on a world-wide scale. Organizing all that can be overwhelming! Participants will re-examine the world history curriculum for middle and high schools to foster respect for diversity and encourage students to develop a truly global perspective.</p>	Michelle Peck Williams <i>Paul Laurence Dunbar High School</i>	231

2C	<p style="text-align: center;">How can local stories inspire activism?</p> <p>On Fourth of July weekend 1831, Thornton and Lucie Blackburn took their future into their own hands and fled enslavement in KY. What happened next would change history. Discover the momentous story of the Blackburns with two members of the Frazier Museum education team and discuss how local stories can be utilized to inspire student activism in their community.</p>	<p>Megan Schanie Heather Gotlib <i>Frazier History Museum</i></p>	233
2D	<p style="text-align: center;">Compelling Question: If we live in the present, why should we care about the past? Supporting Question: Why do we live in such a diverse country?</p> <p>Participants in this session will participate in an inquiry-based lesson based around culture. Teachers will examine primary sources examining the elements of culture in order to answer the supporting question. Teachers will also see how students are able to take informed action in their school building by helping to build a culturally competent learning environment supportive of diversity.</p>	<p>Erin Masterson Carrie Slocum <i>Wilder Elementary</i></p>	205
2E	<p style="text-align: center;">Could We BE Any More Eurocentric?: Easy Ways to Infuse Asia into Your Curriculum</p> <p>Kentucky's standards are full of phrases like "AfroEurasia." If Asian topics feel daunting to you (because even our universities are Eurocentric!), check out this session. With help from the Korean War Legacy Foundation, you'll take away topics, resources, and lesson plans, giving you confidence to teach Asia.</p>	<p>Katie Booth, Bonnie Lewis, <i>Scott County Public Schools</i> Carly Muetterties <i>University of Kentucky</i></p>	210
2F	<p style="text-align: center;">How can gaming increase student engagement and inquiry in the civics classroom? iCivics 101</p> <p>iCivics provides the teacher with a variety of lesson plans and web-based activities (games, document based questions, webquests, and persuasive writing modules) to enhance their practice. The games transform abstract concepts into real life problems. Students gain civic knowledge and skills because the games are fun and challenging.</p>	<p>Cynthia Stilwell <i>Daviess County Public Schools</i></p>	211
2G	<p style="text-align: center;">How Can The National Geographic Educator Certification Transform Your Classroom Into a Community of Changemakers?</p> <p>National Geographic Educator Certification is a free professional development program that recognizes educators committed to inspiring the next generation of changemakers. These educators are part of a movement to improve our world by cultivating young, informed decision-makers. Don't just teach students about the world — teach them how to change it.</p>	<p>Garris Stroud <i>Browning Springs Middle School</i> Scott Dobler <i>Western Kentucky University</i></p>	209
2H	<p style="text-align: center;">Power to the People: Exploring Civic Engagement through Regulation and Change</p> <p>This session will highlight one of the Federal Reserve Bank of Cleveland's traveling exhibits, "Power to the People," which explores the public's role in the regulatory process and the historical origin of regulatory agencies. Using significant historical events, like the Civil Rights movement, and the Freedom Riders, "Power to the People" talks about how everyday citizens can effect change through a better understanding of regulatory agencies like the Federal Reserve. Learn how your school or organization can utilize the Federal Reserve's travelling exhibits, like "Power to the People: Regulation and Change" and other free educational materials to promote civic engagement in the classroom and participate in a classroom activity that makes economics fun!</p>	<p>Alexandria Halmbacher <i>Bank of Cleveland</i></p>	215
2I	<p style="text-align: center;">Goodbye, and Hello: Student's reflections on movement, loss, and new lives</p> <p>Students in the Iroquois A2G program partnered with the Speed Art Museum, whose staff asked the students to share their voices about their journeys to Louisville. Students were asked to find an image in the Speed's collections that reminded them of their journey to the United States. What resulted are student recordings that present authentic expressions of fear, joy, sorrow, and relief.</p>	<p>Donna Neary <i>Iroquois High School</i></p>	217

Session	Title	Presenter(s)	Location
3A	<p>Foundations of the KAS for Social Studies: An Online Learning Module</p> <p>Foundations of the KAS for Social Studies are three online modules for developing an understanding of the new social studies standards. As educators start aligning programs (curricula, pacing guides, assessments, etc.) to the new standards, they may find that they need to be immersed in the instructional shifts that the new standards suggest. These online modules help educators by unpacking the big ideas (inquiry, equity, literacy and action) and instructional tools for the work. This session will allow participants to poke around in the modules with commentary from the folks that developed it.</p>	Kathy Swan, Carly Muetterties, Ryan Crowley, Laura Darolia, Emily Rentschler, <i>University of Kentucky</i> ; Ryan New, <i>Jefferson County Public Schools</i> ; Christy Cartner, Whitney Walker, <i>Fayette County Public Schools</i> ; Ryan Lewis, <i>Woodford County High School</i>	227
3B	<p>Teaching Inquiry to Young Students Using Social Studies Standards</p> <p>The adoption of Kentucky's new social studies standards is an opportunity for primary schools to embrace inquiry-based teaching. Unfortunately, most elementary schools devote extra time to reading and math meaning less time for other subjects. In this session we will discuss how Simpson Elementary School is incorporating social studies in English Language Arts class. Not only will we describe our process for integrating new social studies standards in the early grades, we will walk you through a sample inquiry lesson. Let's expand the curriculum to ready students for life as active citizens in a democratic and global society!</p>	Sam Northern Josh Tucker <i>Simpson County Schools</i>	231
3C	<p>How can unheard voices be heard?</p> <p>Although LGBTQ people have always existed, their voices often remain unheard in our curriculum. By using the resources contained in GLSEN's educator resource portal, we can better incorporate those voices and history into our lessons. Not only does it allow students to cast a light on an overlooked history of a marginalized community, but it will help create a more inclusive environment for all students.</p>	Galen Velonis <i>GLSEN Bluegrass</i> <i>Woodford County High School</i>	233
3D	<p>Religious Literacy in K-12 Public Schools</p> <p>Religious freedom is one of the most cherished values of our democracy. Teachers can protect this value by improving religious literacy in their classrooms. Participants will explore the constitutional parameters of teaching about religion in K-12 public schools by examining the First Amendment and its relevance in the classroom.</p>	Kelly O'Riley <i>Fern Creek High School</i>	205
3E	<p>How can Inner/Outer Discussions support students during the investigating portion of the inquiry process?</p> <p>In this session, you will experience an Inner/Outer Circle Discussion that includes communicating a compelling question, text analysis, text-based discussion, student-student formative feedback, and communicating an initial response.</p>	Wayne Stevens Bradley Abell <i>Washington County Schools</i>	210
3F	<p>How can you develop student changemakers through inquiry?</p> <p>In this interactive session, participants will engage with the National Geographic Geo-Inquiry Process that includes preparing students to ask their own questions, collecting and analyzing data, visualizing data, telling compelling stories and taking informed action in their communities.</p>	Holly Phillips <i>Burns Middle School</i>	211
3G	<p>Power to the People: Exploring Civic Engagement through Regulation and Change</p> <p>"Power to the People: Exploring Civic Engagement through Regulation and Change" will highlight one of the Federal Reserve Bank of Cleveland's traveling exhibits, "Power to the People," which explores the public's role in the regulatory process and the historical origin of regulatory agencies. Using significant historical events, like the Civil Rights movement, and the Freedom Riders, "Power to the People" talks about how everyday citizens can effect change through a better understanding of regulatory agencies like the Federal Reserve. Learn how your school or organization can utilize the Federal Reserve's travelling exhibits, like "Power to the People: Regulation and Change" and other free educational materials to promote civic engagement in the classroom and participate in a classroom activity that makes economics fun!</p>	Alexandria Halmbacher <i>Bank of Cleveland</i>	209
3H	<p>Mapping Your Way Through History! Engaging ways to integrate history and geography</p> <p>Engage middle schoolers in history by grounding events in the places they occurred. Integrate hands-on maps for engagement, fun and retention. Apply hands-on, inquiry strategies to consider the impact geography had on historic figures, their behaviors, places and the events that unfolded. Strategies are applicable to both US and World History.</p>	La Keshia Neal Jennifer Carlson <i>Social Studies School Service</i>	215

3I	<p align="center">Civics and the Census: Why does everyone count?</p> <p>CENSUS 2020 is quickly approaching! EVERYONE needs to be counted not only for Congressional representation, but also because this data is used to distribute a huge quantity of federal dollars and resources to your community. The session will introduce resources including digitized historic documents/images, infographics, interactive activities, local and national data, charts, graphs, diagrams, and more! Session activities will leave you census ready.</p>	<p align="center">Elizabeth Osborn <i>Indiana University Center on Representative Government</i></p>	217
3J	<p>Is Propaganda Prevalent in Education-Centered Conversations from National Leaders?</p> <p>Given the highly partisan political climate that we live in today, critical thinking of information received is important. In this session, participants can see how tweets, speeches, and public forums from prominent leaders in the education-field today may contain propaganda and what this can look like, as well as how to analyze it.</p>	<p align="center">Cory Rawlins <i>Morehead State University</i></p>	225
3J	Student Discussion with Mary Beth Tinker (invite only)		223

3:00 – 3:50pm

3J	<i>NatGeo Committee Meeting (Invite only)</i>		225
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