

Kentucky Alternate Assessment



Kentucky Academic Standards Alternate Assessment Targets

Grade 5 Social Studies

Kentucky Academic Standards Purpose: [KY Standards.Org](http://KYStandards.Org)

The *Kentucky Academic Standards (KAS)* Grades Primary-12 help ensure that all students across the commonwealth are focusing on a common set of standards and have opportunities to learn at a high level. This site provides administrators, teachers, parents, and other stakeholders in local districts with a basis for establishing and/or revising their curricula (for additional guidance, see [Kentucky Model Curriculum Framework](#)).

The instructional program should emphasize the development of students' abilities to acquire and apply the standards and assure appropriate accommodations are made for the diverse populations of students found within Kentucky schools. The resources found in this site specifies only the content for the required credits for high school graduation (program completion) and primary, intermediate, and middle-level programs leading up to these requirements. Schools and school districts are charged with identifying the content for elective courses and designing instructional programs for all areas.

The purpose of the Kentucky Academic Standards is to outline the minimum content knowledge required for all students before graduating or exiting Kentucky public high schools. Kentucky schools and districts are responsible for coordinating curricula across grade levels and among schools within districts. A coordinated curricular approach ensures that all students have opportunities to achieve Kentucky's Learning Goals and Academic Expectations.

Disciplinary Clarifications:

The disciplinary clarifications include sample ideas of content and concepts to help teachers better understand the expectations of the standards. The identified disciplinary clarifications are possible suggestions; however, they are not the only pathways and are not comprehensive to obtain mastery of the standards.

Alternate Assessment Targets: (not a standard)

An Alternate Assessment Target represents limits to a selected Kentucky Academic Standard. An Alternate Assessment Target may reduce parts of the standard with specific guidance to what an assessment item could represent. Not all Kentucky Academic Standards selected for assessments will have an Alternate Assessment Target and may display the language: *"No limitations. All parts of the Kentucky Academic Standard are eligible to be included as an assessment item."* This would mean that the entire standard in its original form is reduced in depth and breadth and is eligible in its entirety to be used in the development of assessment items.

Grade 5 Social Studies Kentucky Academic Standards Assessed by Window

Window	Standard
1	5.E.MI.1
1	5.G.GR.1
1	5.G.HI.1
1	5.G.HE.1
1	5.H.CO.1

Window	Standard
2	5.C.RR.1
2	5.C.CP.2
2	5.C.PR.1
2	5.E.MA.1
2	5.H.CH.1

Social Studies – Grade 5

DOMAIN			Disciplinary Clarifications
Civics			Disciplinary Clarifications
Roles & Responsibilities of a Citizen Test Window 2	5.C.RR.1	Analyze responsibilities of U.S. citizens by explaining and demonstrating ways to show good citizenship. <i>Alternate Assessment Target: No limitations, all parts of the Kentucky Academic Standard are eligible to be included as an assessment item.</i>	Americans can demonstrate good citizenship by participating in the election process, contributing to their community through public service, helping others in their school and community and understanding current events.
Civic and Political Institutions Test Window 2	5.C.CP.2	Analyze the structure of the U.S. government, including separation of power and its system of checks and balances. <i>Alternate Assessment Target: No limitations, all parts of the Kentucky Academic Standard are eligible to be included as an assessment item.</i>	The Articles of Confederation formed shortly after the beginning of the Revolutionary War. This governing document ensured state sovereignty, allowing each state to be independent and govern itself. The central government established had very limited power. Later, the United States Constitution was established, creating the structure and rules for government, the powers and checks of each branch and how changes can be made (the amendment process). The legislative branch makes the laws; the executive branch carries out the laws, and the judicial branch interprets the laws. Each branch has powers that allow them to check and balance the powers of the others. For example, the executive branch is responsible for nominating federal judges, who then must be confirmed by the legislative branch.

<p>Processes, Rules & Laws</p> <p>Test Window 2</p>	<p>5.C.PR.1</p>	<p>Evaluate whether various rules and laws promote the general welfare, using historical and contemporary examples.</p> <p><i>Alternate Assessment Target: No limitations, all parts of the Kentucky Academic Standard are eligible to be included as an assessment item.</i></p>	<p>One of the goals of American government laid out in the Preamble is to promote the general welfare. The government does this in a variety of ways through more formal policies like welfare and informal policies like local food banks.</p>
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Economics			Disciplinary Clarifications
<p>Macroeconomics</p> <p>Test Window 2</p>	<p>5.E.MA.1</p>	<p>Describe why the government collects taxes and what goods and services it provides society.</p> <p><i>Alternate Assessment Target: No limitations, all parts of the Kentucky Academic Standard are eligible to be included as an assessment item.</i></p>	<p>Governments need money to operate and provide services for their citizens. This money comes from taxes.</p>
<p>Microeconomics</p> <p>Test Window 1</p>	<p>5.E.MI.1</p>	<p>Explain the relationship between supply and demand.</p> <p><i>Alternate Assessment Target: No limitations, all parts of the Kentucky Academic Standard are eligible to be included as an assessment item.</i></p>	<p>If demand for a product or service is high, then more producers will make or supply the item, leading to higher supply. If demand is low, producers will create a smaller supply. For example, the British empire needed many ships for their Navy, which required a large demand for lumber and labor from their colonies in the Americas. Because of this demand, a lot of logging and shipbuilding took place in Colonial America to supply that demand.</p>

Geography			Disciplinary Clarifications
<p>Geographic Reasoning</p> <p>Test Window 1</p>	5.G.GR.1	<p>Use a variety of maps, satellite images and other models to explain the relationships between the location of places and regions and their human and environmental characteristics.</p> <p><i>Alternate Assessment Target: Limit full standard to use of maps.</i></p>	<p>In the early United States, many larger cities, such as Charleston, Philadelphia and Boston developed in areas where the geographic location made trade easier, especially near oceans, rivers and other waterways.</p>
<p>Human Interactions & Interconnections</p> <p>Test Window 1</p>	5.G.HI.1	<p>Describe the traditions diverse cultural groups brought with them when they moved to and within the United States.</p> <p><i>Alternate Assessment Target: Limit cultural groups to European immigrants, forced migrants from Africa, American Indian groups.</i></p>	<p>Many cultural groups were present in America at this time, including immigrants from many different European countries, forced migrants from Africa and many different American Indian groups. They all possessed different traditions, beliefs and customs that influenced American culture today, including, but not limited to, holidays, music, food and dances</p>
<p>Human Environment Interaction</p> <p>Test Window 1</p>	5.G.HE.1	<p>Explain how cultural and environmental changes impact population distribution and influence how people modify and adapt to their environments.</p> <p><i>Alternate Assessment Target: No limitations, all parts of the Kentucky Academic Standard are eligible to be included as an assessment item.</i></p>	<p>Throughout U.S. history, there have been geographic push and pull factors that have influenced the movement of people. Depending on proximity to water and natural resources, people have altered the environment for means of survival and economic benefits, among other motivations.</p>

History			Disciplinary Clarifications
<p>Change & Continuity</p> <p>Test Window 2</p>	5.H.CH.1	<p>Describe the impact of foundational documents on the development of the United States.</p> <p><i>Alternate Assessment Target: Limit full standard to the Declaration of Independence and U.S. Constitution</i></p>	<p>The founding documents, including, but not limited to, the Declaration of Independence, U.S. Constitution and Bill of Rights, established the United States government and presented the philosophical, traditional and political foundations on which the nation was built. New political ideologies influenced the democratic principles that guided the founding of the nation and formation of the government. Certain groups, including women, African Americans and American Indians, did not receive equal rights or representation. Protections for slavery were embedded in the founding documents.</p>
<p>Conflict & Compromise</p> <p>Test Window 1</p>	5.H.CO.1	<p>Analyze the role conflict and collaboration played in the founding of the United States.</p> <p><i>Alternate Assessment Target: No limitations, all parts of the Kentucky Academic Standard are eligible to be included as an assessment item.</i></p>	<p>The creation of the nation’s founding documents was not a simple task; a great deal of debate and compromise was involved to reach consensus and ratification. For example, representatives from both Virginia and New Jersey each wanted a legislature based on differing factors, and this argument ultimately led to the compromise of creating a two-house legislature in the central government.</p>

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Kentucky Academic Standards for Social Studies

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