

# **Kentucky Alternate Assessment**



## **Kentucky Academic Standards Alternate Assessment Targets**

### **Grade 8 Social Studies**

## **Kentucky Academic Standards Purpose: [KY Standards.Org](https://www.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 8 Social Studies Kentucky Academic Standards Assessed by Window

Window	Standard
1	8.C.CP.2 *
1	8.E.MA.2
1	8.G.GR.1
1	8.H.CO.1
1	8.H.CE.1

Window	Standard
2	8.C.RR.1
2	8.C.PR.1
2	8.C.CP.2 *
2	8.E.MI.2
2	8.G.MM.1
2	8.H.CH.4

\* In social studies, some standards are tested across both testing windows (Windows 1 and 2).

## Social Studies – Grade 8

DOMAIN		Disciplinary Clarifications	
Civics		Disciplinary Clarifications	
<p><b>Roles &amp; Responsibilities of a Citizen</b></p> <p style="background-color: #e0f7fa; padding: 2px;">Test Window 2</p>	<p><b>8.C.RR.1</b></p>	<p>Analyze the role of citizens in the U.S. political system, with attention to the definition of who is a citizen, expansion of that definition over time and changes in participation over time.</p> <p style="color: red; font-style: italic;"><b>Alternate Assessment Target: No limitations, all parts of the Kentucky Academic Standard are eligible to be included as an assessment item.</b></p>	<p>Citizenship has evolved throughout our nation’s history. Diverse groups, from American Indians to a variety of immigrant groups, have fought long, hard battles to gain U.S. citizenship and recognition of their civil rights. This battle involved people of every race, gender, ethnicity and socio-economic status.</p>
<p><b>Civic &amp; Political Institutions</b></p> <p style="background-color: #fff9c4; padding: 2px;">Test Window 1</p> <p style="background-color: #e0f7fa; padding: 2px;">Test Window 2</p>	<p><b>8.C.CP.2</b></p>	<p>Explain the origins, functions and structure of government, with reference to the Declaration of Independence, the Articles of Confederation, U.S. Constitution, Bill of Rights and other founding documents, and their impacts on citizens.</p> <p style="color: red; font-style: italic;"><b>Alternate Assessment Target: Limit full standard to the Declaration of Independence, US Constitution, and Bill of Rights.</b></p>	<p>Our founding documents derived from experiences with British rule in the colonies. With heavy influence from a variety of European philosophers, the Constitution and the Bill of Rights lay out the system of democratic rule as well as specified citizen rights.</p>

<p>Processes, Rules &amp; Laws</p> <p>Test Window 2</p>	<p>8.C.PR.1</p>	<p>Explain the relationship between federalism and local, state and national governments.</p> <p><i>Alternate Assessment Target: Limit full standard to state and national government.</i></p>	<p>The U.S. Constitution calls for the separation of powers between state and federal governments. Federalism is the principle in which both the state and national government have independent and shared powers. There are certain powers given to the state, federal or both governments, such as the right to tax, regulate business and establish schools. Both national and state governments can levy taxes, but only states have the power to establish and maintain schools.</p>
<p><b>Economics</b></p>			<p><b>Disciplinary Clarifications</b></p>
<p>Macroeconomics</p> <p>Test Window 1</p>	<p>8.E.MA.2</p>	<p>Assess how regions of the United States specialized based on supply and demand due to their geographic locations.</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>As the United States grew, sectionalism brought about distinct specializations between the North and the South in the textile industry. The North specialized in manufactured goods while the South specialized in the growing of raw materials. These economies grew and changed over time.</p>

<p>Microeconomics</p> <p>Test Window 2</p>	<p>8.E.MI.2</p>	<p>Assess the ways factors of production are combined in innovative ways resulting in economic growth and increased standards of living</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>With a wealth of new resources, Americans created new ways to manufacture products and new markets to distribute these goods. These changes to the economy resulted in changes to the American standard of living.</p>
<p><b>Geography</b></p>			<p>Disciplinary Clarifications</p>
<p>Geographic Reasoning</p> <p>Test Window 1</p>	<p>8.G.GR.1</p>	<p>Use maps and other geographic representations, geospatial technologies, and spatial thinking to analyze settlement patterns in the United States from the Colonial Era to Reconstruction from 1600-1877.</p> <p><i>Alternate Assessment Target: Limit full standard to maps and geospatial technologies.</i></p>	<p>Geography influenced how and where Americans migrated during the time period 1600-1877. As people move and adapt to their environments, Earth’s surface changes. For example, as settlers moved through the Cumberland Gap into Kentucky, they searched for areas to settle. Factors that influence these settlement patterns may include water source, fertile soil or elevation.</p>

<p>Migration &amp; Movement</p> <p>Test Window 2</p>	<p>8.G.MM.1</p>	<p>Interpret how political, environmental, social and economic factors led to both forced and voluntary migration in the United States from the Colonial Era to Reconstruction from 1600-1877.</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>People came to the colonies for a variety of reasons. Some came for economic gain or for a better life. Some were forced to move from their homelands and tribes because of land encroachment and slavery. As the colonies gave way to an independent nation, people continued to move. Shifts in economies and environments contributed to these moves.</p>
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History			Disciplinary Clarifications
<p>Conflict &amp; Compromise</p> <p>Test Window 1</p>	<p>8.H.CO.1</p>	<p>Explain how colonial resistance to British control led to the Revolutionary War.</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 American colonies resisted British control. Because of various British actions, such as the Proclamation of 1763, Stamp Act, Sugar Act and Intolerable Acts, the colonists rebelled against Britain to establish a new nation.</p>
<p>Cause &amp; Effect</p> <p>Test Window 1</p>	<p>8.H.CE.1</p>	<p>Analyze how the political, geographic, social and economic choices of the Colonial Era impacted the Revolutionary Period and Early Republic Period</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 location and geography of Americans in the Colonial Era shaped political mindsets, priorities and beliefs of societal roles that led to rebellion and regional differences during the Revolutionary and Early Republic Periods.</p>

<p>Change &amp; Continuity</p> <p>Test Window 2</p>	<p>8.H.CH.4</p>	<p>Evaluate the impact technological innovations made on agriculture, trade and commerce in the years leading up to the Civil War between 1840-1860.</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>Diverse people led to diverse perspectives, which, in turn, often led to a variety of reform movements, new ideas and technologies. Consequently, this led to conflicting ideas about how the nation should move forward - with regards to issues of voting rights, religion, citizenship and the struggles of newly freed slaves, women, American Indians, European and Asian Immigrants.</p>
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## CONTACTS/RESOURCES

### Kentucky Academic Standards for Social Studies

#### Kentucky Department of Education

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