

Kentucky Alternate Assessment



Kentucky Academic Standards Alternate Assessment Targets

Grade 11 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 11 Social Studies Kentucky Academic Standards Assessed by Window

Window	Standard
1	HS.C.RR.1
1	HS.E.IC.1
1	HS.E.KE.2 *
1	HS.E.MI.2
1	HS.G.HI.2
1	HS.G.HE.1

Window	Standard
2	HS.C.CV.3
2	HS.E.KE.2 *
2	HS.UH.CH.1
2	HS.UH.CE.6
2	HS.WH.CE.8

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

Social Studies – Grade 11

Social Studies – Grade 11			Disciplinary Clarifications
DOMAIN		Disciplinary Clarifications	
Civics			Disciplinary Clarifications
<p>Roles & Responsibilities of a Citizen</p> <p>Test Window 1</p>	<p>HS.C.RR.1</p>	<p>Evaluate the civic responsibilities of individuals within a society.</p> <p><i>Alternate Assessment Target: Limit to personal responsibility (e.g., following laws, paying taxes), participatory citizenship (e.g., voicing opinions to public officials), and justice-oriented citizenship (e.g., non-discrimination/inclusion).</i></p>	<p>Engaged citizenship is a crucial element in the success of a democracy. Whether it is through personal responsibility (following laws, paying taxes), participatory citizenship (actively engaging in civic life through organizing groups, voicing opinions to public officials) or more justice-oriented citizenship (working to solve institutional problems and promote equitable social opportunities), locally, nationally and internationally engaged citizens are critical to positively evolving societies.</p>
<p>Civic Virtues & Democratic Principles</p> <p>Test Window 2</p>	<p>HS.C.CV.3</p>	<p>Analyze the impact of the efforts of individuals and reform movements on the expansion of civil rights and liberties locally, nationally and internationally</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>History has shown that laws and principles have not always impacted groups in the same way. Movements that expanded our definition of natural rights (suffrage, abolition, civil rights and labor movements) were all rooted in the work of various individuals and groups. Internationally, efforts to remedy human trafficking, educational disparities for women, access to clean water or eradication of diseases are also examples of individuals and groups working to expand civil rights.</p>

Economics			Disciplinary Clarifications
<p>Incentives, Choices & Decision Making</p> <p>Test Window 1</p>	HS.E.IC.1	<p>Predict the way scarcity causes individuals, organizations and governments to evaluate tradeoffs, make choices and incur opportunity costs.</p> <p><i>Alternate Assessment Target: Limit full standard to individuals (excludes organizations and governments).</i></p>	<p>Individuals, organizations and governments have scarce resources to trade and purchase goods and services. As a result, they make decisions according to their priorities. Individuals might prioritize purchasing food over buying new clothes. The tradeoff they made was eating rather than being fashionable. Being less fashionable was the opportunity cost incurred by purchasing food. Governments also have to prioritize their spending with a limited budget. Every dollar spent on a government priority, such as military or education, has an opportunity cost, as the money could have been spent on something else.</p>
<p>Kentucky Economics</p> <p>Test Window 1</p> <p>Test Window 2</p>	HS.E.KE.2	<p>Analyze how national and international trends and policies impact Kentucky's state and local economies.</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 U.S. and world interact in a global economy, political policy can impact Kentucky economic conditions. For example, the growth of the bourbon industry in Kentucky can be negatively impacted by an increase in foreign tariffs.</p>

<p>Microeconomics</p> <p>Test Window 1</p>	<p>HS.E.MI.2</p>	<p>Analyze and graph the impact of supply and demand shifts on equilibrium price and quantities produced.</p> <p><i>Alternate Assessment Target: Limit full standard to analyzing the impact (excludes student graphing).</i></p>	<p>The discovery and utilization of new oil reserves would cause an outward shift in the supply curve due to an increase in quantity oil and decrease in oil prices. In times of economic hardship, the demand for luxury goods (personal electronics, trending styles) would decrease or shift the demand curve due to a decrease in quantity demanded and the price of these items. On the other hand, some items do not have much price elasticity, meaning the demand does not respond to price in the way it usually does with goods which have high price elasticity. For example, insulin is fairly price inelastic. In other words, an increase or decrease in the price of insulin and other inelastic goods has a smaller effect on the demand for that product.</p>
<p>Geography</p>			<p>Disciplinary Clarifications</p>
<p>Human Interactions & Interconnections</p> <p>Test Window 1</p>	<p>HS.G.HI.2</p>	<p>Analyze how cultural and economic decisions influence the characteristics of various places.</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 people and countries make cultural and economic decisions, characteristics (physical, cultural, etc.) of places are affected both positively and negatively. When a new factory is opened, the positive effects could be that there is job creation and increased migration to an area. Some negative effects would be availability of housing or human resources.</p>

<p>Human Environment Interaction</p> <p>Test Window 1</p>	<p>HS.G.HE.1</p>	<p>Assess the reciprocal relationship between physical environment and culture within local, national and global scales.</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>Culture is developed around and in response to the environment, but humans also shape their environment to fit the needs of their culture. American Indians on the Great Plains developed a culture around bison and the Maasai of East Africa developed a culture dependent on the cattle in their area. However, cities like Las Vegas, built in the middle of a desert, have to reshape the environment to fit their needs.</p>
<p>History</p>			<p>Disciplinary Clarifications</p>
<p>Change & Continuity (US History)</p> <p>Test Window 2</p>	<p>HS.UH.CH.1</p>	<p>Examine the ways diverse groups viewed themselves and contributed to the identity of the United States in the world from 1877-present.</p> <p><i>Alternate Assessment Target: Limit to 1877-1917.</i></p>	<p>Different groups of people migrated to specific areas of the country and shaped identity of those areas. For example, push and pull factors bringing Eastern Europeans to the Eastern Seaboard and Asian immigrants moving toward economic opportunities on the West Coast shaped the culture of both areas and changed the identities of those who immigrated as well as those of the wider population.</p>
<p>Cause & Effect (US History)</p> <p>Test Window 2</p>	<p>HS.UH.CE.6</p>	<p>Analyze how global interactions impacted American culture and society from 1890- present</p> <p><i>Alternate assessment target: Limit to post World War II to present.</i></p>	<p>U.S. global interactions have led to numerous cultural shifts. Immigration, for example, has influenced the United States by infusing each generation with new ideas and customs. As the strength of the U.S. economy grew, industry attracted workers from all over the world, changing American society as new ideas and customs were integrated. As the United</p>

			States participated in global conflicts, there were changes in values and beliefs, and emerging prejudices led to changes in cultural norms. Global interactions also led to the development of trade agreements like the World Trade Organization (WTO) and North American Free Trade Agreement (NAFTA) and regulatory bodies like the Department of Homeland Security, which impacted society.
Cause & Effect (World History) Test Window 2	HS.WH.CE.8	Determine the causes of the World Wars and their global effects between 1900- 1945. <i>Alternate Assessment Target: No limitations, all parts of the Kentucky Academic Standard are eligible to be included as an assessment item.</i>	Major factors leading to the start of both World Wars I and II include competition between European industrialized powers for political, economic and imperial dominance. Nationalism during WWI and hyper-nationalistic ideologies like National Socialism and fascism in WWII promoted the idea that some ethnicities and nations were superior to others and thus had a moral right to dominate others. Alliance Systems and secret agreements between nations also helped spark the beginning of WWI, the effects of which were so horrifying that politicians throughout the period leading to WWII relied on a policy of Appeasement to avoid another war. This reticence on the part of free market democracies, including the policy of isolation and non-interference by the United States, emboldened authoritarian governments like that of Germany, Italy and Japan to push their imperial boundaries and expand, ultimately leading to WWII, first in the Pacific and later in Europe and Africa. Economically, the traditional European powers were undermined as two new global powers with

			<p>antagonistic worldviews, the United States and the Union of Soviet Socialist Republics (USSR), emerged. Socially, the cost of total war led all members of nation-states to become necessary. As nation-states called upon citizens to take part in the war effort, citizens began to push nation-states to recognize and protect their rights. For example, the origin of the many aspects of the women's rights, labor and civil rights movements trace their roots to the role these citizens played in helping win WWII.</p>
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RESOURCES

[Kentucky Academic Standards for Social Studies](#)

CONTACT INFORMATION

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