

★ Appendix VII ★

Alignment Index for Faces of Kentucky with Kentucky's Academic Expectations and Core Content for Social Studies Assessment

(Assessment at Grade 5)

Government and Civics

The study of government and civics allows students to understand the nature of government and the unique characteristics of American democracy including its fundamental principles, structure, and role of citizens.

<p>Academic Expectation 2.14: Students should understand the democratic principles of justice, equality, responsibility, and freedom and apply them to real-life situations.</p> <p>Academic Expectation 2.15: Students can accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy.</p>	
Core Content for Assessment	Chapter(s)
PEOPLE FORM GOVERNMENTS TO ESTABLISH ORDER, PROVIDE SECURITY, AND ACCOMPLISH COMMON GOALS.	
SS-E-1.1.1 Democratic governments function according to the needs and wants of the citizens and provide for society's needs (e.g., police and fire departments, education, highways).	4, 10, 11, 12
SS-E-1.1.2 The purpose of a government's rules and laws (e.g., U.S. Constitution, school rules) is to establish and maintain order.	4, 12
SS-E-1.1.3 The basic purposes of the government of the United States are the establishment of order, security, the protection of the rights of individuals, and the attainment of common goals as specifically listed in the preamble to the U.S. Constitution.	4, 6, 7, 10, 12
THE CONSTITUTION OF THE UNITED STATES ESTABLISHES A GOVERNMENT OF LIMITED POWERS THAT ARE SHARED AMONG DIFFERENT LEVELS AND BRANCHES.	
SS-E-1.2.1 The three levels of government are local, state, and national.	4, 12
SS-E-1.2.2 The three branches of government at each level are legislative (propose bills/make laws), executive (carry out or enforce laws), and judicial (interpret laws).	4, 12
SS-E-1.2.3 Every level of government has specific offices associated with each branch that vary in title but contain similar duties (e.g., executive branch: local–mayor, state–governor, national–president).	4, 12

ALL CITIZENS OF THE UNITED STATES HAVE CERTAIN RESPONSIBILITIES AS MEMBERS OF A DEMOCRATIC SOCIETY.	
SS-E-1.3.1 Rights and responsibilities of the individual are determined by specific roles within various groups, including family, peer group, class, school, community, state, and country.	4, 5, 6, 7, 10, 11, 12
SS-E-1.3.2 The U.S. government guarantees certain rights (e.g., freedom of religion, freedom of press) such as those found in the Bill of Rights, the first ten amendments to the U.S. Constitution.	6, 7, 10, 12
SS-E-1.3.3 In order for a democratic form of government to function, citizens must play an active and responsible role (e.g., participating in election process, obeying the law).	4, 10, 12

Culture and Society

Culture is the way of life shared by a group of people, including their ideas and traditions. In America's multicultural society, students need to understand that culture influences viewpoints, social rules, and social institutions.

<p>Academic Expectation 2.16: Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups.</p> <p>Academic Expectation 2.17: Students interact effectively and work cooperatively with the many diverse ethnic and cultural groups of our nation and world.</p>	
Core Content for Assessment	Chapter(s)
CULTURE IS A SYSTEM OF BELIEFS, KNOWLEDGE, INSTITUTIONS, TRADITIONS, AND SKILLS SHARED BY A GROUP.	
SS-E-2.1.1 Language, music, art, dress, food, stories, and folk tales help define culture and may be shared among various groups.	3, 5, 9
SS-E-2.1.2 Elements of culture (e.g., language, music, art, dress, food, stories, and folktales) serve to define specific groups and may result in unique perspectives.	3, 5, 9
DIFFERENT CULTURES ADDRESS HUMAN NEEDS IN SIMILAR AND DIFFERENT WAYS.	
SS-E-2.2.1 All cultures develop institutions, customs, beliefs, and holidays reflecting their unique histories, situations, and perspectives.	1, 2, 3, 5, 6, 8, 9, 10
SOCIAL INSTITUTIONS (GOVERNMENT, ECONOMY, EDUCATION, RELIGION, FAMILY) RESPOND TO HUMAN NEEDS, STRUCTURE SOCIETY, AND INFLUENCE BEHAVIOR.	
SS-E-2.3.1 Various human needs are met through interaction in and among social groups (e.g., family, schools, teams, and clubs).	3, 8, 11
SOCIAL INTERACTIONS AMONG INDIVIDUALS AND GROUPS ASSUME VARIOUS FORMS.	
SS-E-2.4.1 As cultures emerge and develop, conflict and competition (e.g., disagreements, arguments, stereotypes, prejudice) may occur.	1, 2, 6, 7
SS-E-2.4.2 Compromise and cooperation are tools for social interaction.	7, 10, 12

Economics

Economics includes the study of production, distribution, and consumption of goods and services. Students need to understand how their economic decisions affect themselves, others, and the nation as a whole.

Academic Expectation 2.18: Students understand economic principles and are able to make economic decisions that have consequences in daily living.	
Core Content for Assessment	Chapter(s)
THE BASIC ECONOMIC PROBLEM CONFRONTING INDIVIDUALS AND SOCIETIES IS THE SCARCITY OR IMBALANCE BETWEEN UNLIMITED WANTS AND LIMITED RESOURCES AVAILABLE FOR SATISFYING THOSE WANTS.	
SS-E-3.1.1 Scarcity requires people to make choices about using goods, services, and limited resources.	2, 3, 8, 10
SS-E-3.1.2 Consumers use goods and services to satisfy economic wants and needs.	2, 3, 8, 10
SS-E-3.1.3 Every time a choice is made, an opportunity cost is incurred. Opportunity cost refers to what is given up when an economic choice is made.	2, 8, 10, 12
TO DEAL WITH THE PROBLEM OF SCARCITY, PEOPLE AND SOCIETIES CREATE ECONOMIC SYSTEMS AND INSTITUTIONS.	
SS-E-3.2.1 Economic systems can be large (e.g., U.S. economy) or small (e.g., individuals and households).	8, 12
SS-E-3.2.2 The U.S. economic system has financial institutions.	12
SS-E-3.2.3 The U.S. economic system is based on free enterprise where businesses seek to make profits by producing or selling goods or services.	8, 10, 12
SS-E-3.2.4 Profit is the difference between revenues and the costs entailed in producing or selling goods or services.	2, 8
MARKETS ARE INSTITUTIONAL ARRANGEMENTS THAT ENABLE BUYERS AND SELLERS TO EXCHANGE GOOD AND SERVICES.	
SS-E-3.3.1 A market exists whenever buyers and sellers exchange goods and services. Prices and availability of goods and services are determined by supply and demand.	2, 8, 10, 12
SS-E-3.3.2 The direct exchange of goods and services is called barter. Money has generally replaced barter as a more efficient system for exchange.	2
ALL SOCIETIES DEAL WITH QUESTIONS ABOUT PRODUCTION, DISTRIBUTION, AND CONSUMPTION.	
SS-E-3.4.1 Producers create goods and services; consumers make economic choices about which ones to purchase.	9, 10, 12
SS-E-3.4.2 The government provides goods and services (e.g., police force, fire fighting, education, food surpluses) and pays for them with taxes. Private businesses offer similar goods and services (e.g., security guards, private schools, grocery stores) for profit.	4, 8, 12
SS-E-3.4.3 Producers who specialize create specific goods or services (e.g., computer games, tennis shoes, movie theatres).	8, 10, 12

Geography

Geography is the study of people, places, and environments. Students need geographic knowledge to understand the world and their relationship to it. A geographic perspective also enables students to better understand the past and present and to prepare for the future.

Academic Expectation 2.19: Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations. <i>Note: Physical geography is also assessed in the science section of KCCT.</i>	
Core Content for Assessment	Chapter(s)
PATTERNS ON EARTH'S SURFACE CAN BE IDENTIFIED BY EXAMINING WHERE THINGS ARE, HOW THEY ARE ARRANGED, AND WHY THEY ARE IN A PARTICULAR LOCATION.	
SS-E-4.1.1 Simple physical, political, and thematic maps, globes, charts, photographs, aerial photography, and graphs can be used to find and explain locations and display information.	3
SS-E-4.1.2 Every point on Earth has an absolute location defined by latitude and longitude, and a relative location as compared to other points on Earth's surface.	3
SS-E-4.1.3 Mental maps are used to demonstrate where things are and how they are arranged.	3
SS-E-4.1.4 After looking at spatial factors, decisions (e.g., where to locate a store, house, playground, or equipment on a playground) are made about where to locate human activities on Earth's surface.	2, 3, 12
SS-E-4.1.5 Different factors in one location can have an impact on another location (e.g., natural disasters, damming a river).	1, 2, 3
THE EARTH IS VASTLY COMPLEX, WITH EACH PLACE ON ITS SURFACE HAVING HUMAN AND PHYSICAL CHARACTERISTICS; TO DEAL WITH THIS COMPLEXITY, PEOPLE CREATE REGIONS.	
SS-E-4.2.1 Every place is unique and can be described by its human (e.g., language, religion, housing) and physical characteristics (e.g., landforms, climates, water).	1, 2, 3
SS-E-4.2.2 Regions are areas that have one or more physical or human characteristics in common (e.g., physical: geographical regions of Kentucky, South, Midwest, Western Hemisphere; human: Appalachia, the Cornbelt, Amish country).	3
PATTERNS EMERGE AS HUMANS MOVE, SETTLE, AND INTERACT ON EARTH'S SURFACE.	
SS-E-4.3.1 Human populations gather in groups of different sizes and in different locations in the world.	1, 2, 3, 10
SS-E-4.3.2 Humans usually settle where there are adequate resources to meet their needs (e.g., areas with water, fertile land, protected land, different modes of transportation).	1, 2, 3, 10
SS-E-4.3.3 Technology allows humans to settle in areas previously inaccessible.	8, 10

HUMAN ACTIONS MODIFY THE PHYSICAL ENVIRONMENT AND, IN TURN, THE PHYSICAL ENVIRONMENT LIMITS OR PROMOTES HUMAN ACTIVITIES.	
SS-E-4.4.1 People depend upon the physical environment for food, shelter, and clothing.	1, 2
SS-E-4.4.2 People adapt to or modify the environment (e.g., produce food, build shelter, make clothing) to meet their needs.	1, 2, 3, 5, 8, 10, 12
SS-E-4.4.3 The physical environment both promotes and limits human activities (e.g., mountains as barriers or as protection, rivers used as boundaries or transportation routes).	1, 2, 3, 8, 10, 12
SS-E-4.4.4 People may have different perspectives concerning the use of land (e.g., building developments, cutting down rain forests for farming).	1, 2, 12

Historical Perspective

Historical perspective is the interpretation of events, people, ideas, and their interaction over time. In order for students to understand the present and make plans for their future, they must understand the past.

Academic Expectation 2.20: Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.	
Core Content for Assessment	Chapter(s)
HISTORY IS AN ACCOUNT OF HUMAN ACTIVITIES WHICH IS INTERPRETIVE IN NATURE.	
SS-E-5.1.1 Accounts of historical events are influenced by the perceptions of people and passing of time.	ALL
SS-E-5.1.2 History can be understood by using a variety of primary and secondary sources and tools (e.g., artifacts, diaries, timelines).	ALL
SS-E-5.1.3 Historical events have multiple causes.	ALL
NOTE: The next two assertions for history focus on United States and World History and align with the Program of Studies for Kentucky's Schools, P-12.	
The study of history at this level includes an overview of Kentucky and the United States from beginning to present day.	Timeline (All chapters)
THE HISTORY OF THE UNITED STATES IS A CHRONICLE OF A DIVERSE PEOPLE AND THE NATION THEY FORMED.	
SS-E-5.2.1 Native American cultures, both in Kentucky and the United States, had similarities (e.g., gender roles, family organization, religion, values) and differences (e.g., language, shelter, tools, foods, and clothing).	1
SS-E-5.2.2 People explored and settled America and Kentucky for multiple reasons (e.g., freedoms, opportunities, fleeing negative situations).	2

SS-E-5.2.3 The way we live has changed over time for both Kentuckians and Americans because of changes in many areas (e.g., communication, innovations/inventions, homes, transportation, recreation, traditions, education).	8, 9, 10, 11
SS-E-5.2.4 The study of U.S. history is categorized into broad historical periods and eras (Land and People before Columbus, Age of Exploration, Colonization, War for Independence, the Young Republic, Westward Expansion, Industrialism, the Twentieth Century).	ALL
SS-E-5.2.5 Symbols (e.g., state and national flags), slogans, monuments/buildings, patriotic songs, poems (e.g., the Pledge of Allegiance), and selected readings (e.g., Gettysburg Address) are used to describe or illustrate important ideas and events in Kentucky and American history.	Appendix in Faces text (images in all chapters)
SS-E-5.2.6 The United States, Canada, and Mexico have basic similarities and differences (e.g., indigenous peoples, immigrants, colonial backgrounds, cultural characteristics).	NA
THE HISTORY OF THE WORLD IS A CHRONICLE OF HUMAN ACTIVITIES AND HUMAN SOCIETIES.	
NOTE: World History is not assessed at the elementary level.	NA