**High School Social Studies Assignment**

**This assignment is *partially* aligned to the standards.**

Sample student assignments are being used to illustrate weak, partial and strong alignment to the[*Kentucky Academic Standards (KAS) for Social Studies*](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Kentucky_Academic_Standards_for_Social_Studies.pdf). This assignment with included resource(s) is merely an example. It is not a requirement nor a suggestion for school curriculum. While the Kentucky Department of Education (KDE) is responsible for the development of high-quality academic standards, state law assigns each local district the authority to develop the school’s curriculum and determine appropriate instructional resources based on language found in [Kentucky Revised Statute (KRS) 160.345](https://apps.legislature.ky.gov/law/statutes/statute.aspx?id=53054). It is under the discretion of the superintendent to determine the local curriculum, including the evaluation and selection of instructional resources. The KDE does not adopt or select specific curricula for coursework. Per KRS 160.345(g), “the local superintendent shall determine which curriculum, textbooks, instructional materials, and student support services shall be provided in the school after consulting with the local board of education, the school principal, and the school council and after a reasonable review and response period for stakeholders in accordance with local board of education policy.”

To examine why this assignment is partially aligned to the *KAS for Social Studies*, engage with the [high school Assignment Review Protocol for this assignment](https://www.education.ky.gov/curriculum/standards/kyacadstand/Documents/High_School_SS_Assignment_Review_Protocal_P.pdf).

**Overview:**

Students will explore whether or not the lawmaking process is just by identifying the laws that granted rights to groups facing discrimination in America.

**Compelling Question:**

Is the lawmaking process just?

*Note: Compelling questions are used here to show the alignment between a compelling question, a supporting question and assignments. In this example, one supporting question is provided that is aligned to a compelling question. However, students may need to engage with more than one supporting question in order to fully engage with a compelling question.*

**Supporting Question:**

What laws granted rights to groups facing discrimination in America?

***Kentucky Academic Standards (KAS) for Social Studies* standards alignment:**

* HS.C.I.Q.1 Generate compelling questions to frame thinking, inquiry and/or understanding of key civics concepts.
* HS.C.I.Q.2 Generate supporting questions to develop knowledge, understanding and/or thinking relative to key civics concepts framed by compelling questions.
* HS.C.RR.2 Explain how active citizens can affect the lawmaking process locally, nationally and internationally.
* HS.UH.CE.5 Evaluate the ways in which groups facing discrimination worked to achieve expansion of rights and liberties from 1877-present.
* HS.C.I.UE.3 Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics.
* HS.UH.I.CC.2 Engage in disciplinary thinking and construct arguments, explanations or public communications relevant to compelling and/or supporting questions in U.S. history.
* HS.UH.I.CC.3 Engage in disciplinary thinking and apply appropriate evidence to propose a solution or design an action plan relevant to compelling and/or supporting questions in U.S. history

**Sources:**

* *How Laws Are Made and How to Research Them.* (2019, August 27). Retrieved from <https://www.usa.gov/how-laws-are-made#item-35837>
* *Civil Rights Act*, 42 USCS § 2000e (1964)

# *Congress and the Voting Rights Act of 1965.* (June 19, 2019). Retrieved from <https://www.archives.gov/legislative/features/voting-rights-1965>

# *Civil Rights Act, July 2, 1964*. (July 22, 2019). Retrieved from <https://www.archives.gov/legislative/features/civil-rights-1964/civil-rights-act-1964.html>

* *Equal Protection and Race.* Retrieved from <https://www.law.cornell.edu/constitution-conan/amendment-14/section-1/equal-protection-and-race>

**Task Aligned to the Supporting Question:**

Using your knowledge of the ways in which groups facing discrimination worked to achieve expansion of rights and liberties and how active citizens can affect the lawmaking process locally, nationally and internationally, construct an argument to the following question: “What laws granted rights to groups facing discrimination in America from 1877-present?” Cite two or more sources in your response.

**Task Aligned to the Compelling Question:**

Part One: Construct an argument to the following question: Is the lawmaking process just?

Part Two: Using your knowledge of laws that granted rights to groups facing discrimination in America, engage in disciplinary thinking and apply appropriate evidence to propose a solution or design an action plan relevant to the lawmaking process.