**High School Social Studies Assignment Example Three**

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

**Introduction**

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://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fapps.legislature.ky.gov%2Flaw%2Fstatutes%2Fstatute.aspx%3Fid%3D51319&data=05%7C01%7Cheather.ransom%40education.ky.gov%7Cd7e4118aebe74301935d08da63f51820%7C9360c11f90e64706ad0025fcdc9e2ed1%7C0%7C0%7C637932201576614057%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=Rc3nzYDrUKzW%2B1d%2BmcqO2yz9GtBJanB87W5CDns7LCI%3D&reserved=0). 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, select or recommend 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 strongly aligned to the *KAS for Social Studies*, engage with the high school [High School Example 3 Assignment Review Protocol.](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/HS_SS_Strongly_Aligned_Assignment_ARP.pdf)

**Overview:**

Students will investigate September 11, 2001, to analyze the impact of this event on American culture and society. Additionally, they will analyze legislative, executive and judicial branch decisions made in response to September 11, 2001, in terms of constitutionality and students will determine the impact of these decisions on citizens and states. Finally, students will examine how September 11, 2001, impacts their lives today.

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| **Compelling Question:** “How do global interactions impact me?” |

*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.*

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| **Supporting Question:** “How have global interactions resulting from September 11, 2001, impacted American culture and society from 2001 to the present?” |

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

* HS.UH.I.Q.1 Generate compelling questions to frame thinking, inquiry and/or understanding of key concepts in U.S. history.
* HS.UH.I.Q.2 Generate supporting questions to develop knowledge, understanding and/or thinking relative to key concepts in U.S. history framed by compelling questions.
* HS.C.CP.2 Analyze legislative, executive and judicial branch decisions in terms of constitutionality and impact on citizens and states.
* HS.UH.CE.6 Analyze how global interactions impacted American culture and society from 1890- present.
* HS.UH.I.UE.2 Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in U.S. history.
* HS.UH.I.UE.3 Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in U.S. history.
* 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.

**Sources:**

* Britannica, The Editors of Encyclopedia. (2020, May 11). *Soviet invasion of Afghanistan*. Encyclopedia Britannica. <https://www.britannica.com/event/Soviet-invasion-of-Afghanistan>.
* Britannica, The Editors of Encyclopedia. (2023, January 9). *Persian Gulf War*. Encyclopedia Britannica. <https://www.britannica.com/event/Persian-Gulf-War>.
	+ Note: Teachers may excerpt this article to meet the needs of their classroom. Additionally, this resource provides summaries of the event and "Top Questions" with answers to support students when engaging with this content.
* Khan Academy, The Editors of. (2021). *September 11th.* The Khan Academy. <https://www.khanacademy.org/humanities/us-history/modern-us/us-after-2000/a/september-11th>.
	+ Note: For the purposes of this work, students will only read the section of the article entitled, “The road to 9/11.”
* Associated Press. (2019, September 11). *Today in History for September 11* [video]. <https://www.youtube.com/watch?v=-MIth8umRyo>.
* National September 11 Memorial & Museum. (2021). *9/11 FAQs: What happened on 9/11?*. National September 11 Memorial & Museum*.* <https://www.911memorial.org/911-faqs>.
* Green, Matthew (2017, September 8). *How 9/11 Changed America: Four Major Lasting Impacts (with Lesson Plan)*. KQED*.* <https://www.kqed.org/lowdown/14066/13-years-later-four-major-lasting-impacts-of-911>
	+ *Note: KQED is the PBS station for the San Francisco Bay area; therefore, it discusses the California connection in each section of the article. Educators may explain this to students and are encouraged to discuss Kentucky connections when discussing this article.*
* Department of Justice. (n.d.). *Highlights of the USA Patriot Act.* <https://www.justice.gov/archive/ll/highlights.htm>.
* History.com. (2019, February 1). *A Timeline of the U.S.-Led War on Terror*. <https://www.history.com/topics/21st-century/war-on-terror-timeline>.
* History.com. (2019, October 7). *The Office of Homeland Security is founded.* <https://www.history.com/this-day-in-history/office-of-homeland-security-founded>.
* Transportation Security Administration. (n.d.). *Transportation Security Timeline*. <https://www.tsa.gov/timeline>.
* U.S. Senate Committee on Homeland Security & Governmental Affairs. (n.d.). *9-11 Commission, Homeland Security, and Intelligence Reform*. <https://www.hsgac.senate.gov/issues/9-11-commission>.
* Hartig, Hannah and Doherty, Carroll. (2021, September 2). *Two Decades Later: The Enduring Legacy of 9/11.* <https://www.pewresearch.org/politics/2021/09/02/two-decades-later-the-enduring-legacy-of-9-11/#CHAPTER-9-11-transformed-u-s-public-opinion-but-many-of-its-impacts-were-short-lived>.
* Florida PASS Program. (2021) *Reading Graphs.* <https://www.youtube.com/watch?v=12MFPC1D4zE>

**Task Aligned to the Supporting Question:**

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| How have global interactions resulting from September 11, 2001, impacted American culture and society from 2001 to the present?In order to answer the supporting question, use your understanding of:* Global interactions and how they impacted American culture and society from 2001 to the present; and
* Legislative, executive and judicial branch decisions in terms of constitutionality and impact on citizens and states.

In your response, analyze legislative, executive and judicial branch decisions due to September 11, 2001, in terms of constitutionality and impact on citizens and states. Be sure to use appropriate evidence to construct and revise claims in your response.  |

**Task Aligned to the Compelling Question**

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| Based on your explanation to the supporting question, engage in disciplinary thinking and construct an argument to answer the following question: “How do global interactions impact me?” In order to support your argument, gather information and evidence from credible sources representing a variety of perspectives in U.S. history.  |