

Kentucky Summative Assessments



Grade 11 Social Studies Released Items 2024



1

SS1120074_3

This source is about climate change in the early twenty-first century.

The changing climate has serious implications for farmers. The warming climate has extended the length of the growing season because there are more frost-free days. While a longer growing season may seem like a good thing, it presents problems such as an increase in invasive species and a shift in where farming can take place. Other issues farmers will need to contend with include more severe storms and differences in precipitation as some regions experience heavier rains while others experience increased drought.

—based on “Length of Growing Season,” Environmental Protection Agency, August 2016, and “Climate Solutions,” U.S. Department of Agriculture, c. 2020

Which proposed solution would be **best** for U.S. farmers to implement?

- A** They should move to areas unaffected by the longer growing season.
- B** They should search for new crops that thrive at lower temperatures.
- C** They should adopt new practices to accommodate weather extremes.
- D** They should reduce pesticide use during the longer growing season.



Released Item Performance

Kentucky Summative Assessments

Spring 2024

Grade 11

Social Studies

Item: SS1120074

Book Question Number: 1

Standard: HS.G.GR.1

Item Type: MC

Key: C

Student Group	Number of Students	Percent Correct	Average Item Score	Item Breakout Statistics - Answer Choice Options			
				A (%)	B (%)	C (%)	D (%)
All Students	46,017	68%	0.68	13%	12%	68%	7%
Gender							
Female	22,704	71%	0.71	12%	11%	71%	7%
Male	23,309	65%	0.65	14%	13%	65%	8%
Ethnicity							
African American	4,927	55%	0.55	17%	17%	55%	10%
American Indian or Alaska Native	73	58%	0.58	15%	14%	58%	14%
Asian	903	73%	0.73	13%	7%	73%	6%
Hispanic or Latino	4,225	61%	0.61	16%	14%	61%	9%
Native Hawaiian or Pacific Islander	72	65%	0.65	18%	8%	65%	8%
White (non-Hispanic)	33,778	71%	0.71	12%	11%	71%	6%
Two or more races	2,033	65%	0.65	14%	13%	65%	7%
Migrant							
Migrant	183	51%	0.51	19%	16%	51%	13%
English Learner							
English Learner	1,901	43%	0.43	23%	18%	43%	17%
Economically Disadvantaged							
Economically Disadvantaged	25,002	63%	0.63	15%	14%	63%	9%
Students with Disabilities							
Students with Disabilities	4,346	48%	0.48	18%	20%	48%	13%

**2**

SS1120024_4

Which statement describes one way that events in world history had an impact on Kentuckians living in coal-mining regions between 1914 and 1945?

- A** Decreased demand for factory labor because of an economic depression led to more people working in coal mines.
- B** Increased demand for soldiers because of U.S. involvement in a war led to the collapse of coal-mining towns.
- C** Decreased agricultural production because of an economic depression caused people to seek work in coal mines.
- D** Increased industrial production because of U.S. involvement in a war caused an expansion of the coal-mining industry.



Released Item Performance

Kentucky Summative Assessments

Spring 2024

Grade 11

Social Studies

Item: SS1120024

Book Question Number: 2

Standard: HS.WH.KH.1

Item Type: MC

Key: D

Student Group	Number of Students	Percent Correct	Average Item Score	Item Breakout Statistics - Answer Choice Options			
				A (%)	B (%)	C (%)	D (%)
All Students	45,983	34%	0.34	19%	24%	23%	34%
Gender							
Female	22,692	33%	0.33	20%	23%	25%	33%
Male	23,287	35%	0.35	19%	26%	20%	35%
Ethnicity							
African American	4,914	27%	0.27	22%	27%	25%	27%
American Indian or Alaska Native	72	31%	0.31	17%	28%	25%	31%
Asian	902	48%	0.48	14%	20%	18%	48%
Hispanic or Latino	4,220	30%	0.30	21%	25%	24%	30%
Native Hawaiian or Pacific Islander	72	39%	0.39	17%	19%	25%	39%
White (non-Hispanic)	33,766	35%	0.35	19%	24%	22%	35%
Two or more races	2,031	32%	0.32	21%	25%	23%	32%
Migrant							
Migrant	182	22%	0.22	24%	22%	32%	22%
English Learner							
English Learner	1,896	22%	0.22	24%	29%	25%	22%
Economically Disadvantaged							
Economically Disadvantaged	24,977	30%	0.30	21%	25%	25%	30%
Students with Disabilities							
Students with Disabilities	4,346	24%	0.24	23%	29%	24%	24%



3

SS1120053_2

Which headline **best** indicates how fiscal policy can be used to encourage the growth of an industry?

- A** New Legislation Increases Carbon Tax for Factories
- B** Consumers Receive Tax Incentive for Adding Solar Energy
- C** Tax Revenue to Be Used for Environmental Protection Zone
- D** New Corporate Tax to Be Used for Wildlife Protection



Released Item Performance

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Social Studies

Item: SS1120053

Book Question Number: 3

Standard: HS.E.MA.3

Item Type: MC

Key: B

Student Group	Number of Students	Percent Correct	Average Item Score	Item Breakout Statistics - Answer Choice Options			
				A (%)	B (%)	C (%)	D (%)
All Students	45,975	39%	0.39	20%	39%	32%	10%
Gender							
Female	22,684	36%	0.36	20%	36%	34%	10%
Male	23,287	42%	0.42	19%	42%	29%	10%
Ethnicity							
African American	4,916	31%	0.31	23%	31%	36%	11%
American Indian or Alaska Native	72	51%	0.51	14%	51%	28%	7%
Asian	902	50%	0.50	18%	50%	26%	6%
Hispanic or Latino	4,218	34%	0.34	21%	34%	33%	12%
Native Hawaiian or Pacific Islander	72	28%	0.28	26%	28%	35%	11%
White (non-Hispanic)	33,759	40%	0.40	19%	40%	31%	10%
Two or more races	2,030	36%	0.36	21%	36%	31%	11%
Migrant							
Migrant	182	30%	0.30	26%	30%	32%	12%
English Learner							
English Learner	1,891	28%	0.28	24%	28%	35%	14%
Economically Disadvantaged							
Economically Disadvantaged	24,973	34%	0.34	21%	34%	34%	11%
Students with Disabilities							
Students with Disabilities	4,344	31%	0.31	22%	31%	33%	14%



SS1120001_IN

Analyze each source and then answer the questions that follow.

**While you are analyzing the sources, think about the compelling question
“When should individual rights be limited?”**

Introduction

Analyze these sources about search and seizure in order to investigate the compelling question
“When should individual rights be limited?”



Source 1

This source describes a right protected by the Bill of Rights.

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

—U.S. Constitution, Fourth Amendment

**Source 2**

This source is about the U.S. Supreme Court case *New Jersey v. T.L.O.* (1985).

Case background

In 1980, a 14-year-old student (referred to as T.L.O.) was caught smoking in the school restroom. The principal searched her purse and found evidence that T.L.O. was selling drugs. T.L.O. later admitted her guilt. Her lawyer argued that the principal's search of her purse had violated the Fourth Amendment.

Excerpt from the decision

Although the underlying command of the Fourth Amendment is always that searches and seizures be reasonable, what is reasonable depends on the context within which a search takes place. . . .

. . . It is evident that the school setting requires some easing of the restrictions to which searches by public authorities are ordinarily subject. . . .

We . . . [conclude] that the accommodation of the privacy interests of schoolchildren with the substantial need of teachers and administrators . . . to maintain order . . . does not require strict adherence to the requirement that searches be based on probable cause.

—Justice Byron White, writing for the majority, 1985



Source 3

This source is about the U.S. Supreme Court case *Vernonia School District 47J v. Acton* (1995).

Case background

In 1989, the school board of Vernonia, Oregon, instituted a random drug-testing policy for students involved in extracurricular athletics. A seventh-grade student and his parents refused to consent to a drug test, and he was barred from participating in athletics. The parents claimed that the drug test violated the Fourth Amendment.

Excerpt from the court's summary

The Policy is constitutional. . . .

. . . The subjects of the Policy are children who have been committed to the temporary custody of the State as schoolmaster; in that capacity, the State may exercise a degree of supervision and control greater than it could exercise over free adults. The requirements that public school children submit to physical examinations and be vaccinated indicate that they have a lesser privacy expectation with regard to medical examinations and procedures than the general population. Student athletes have even less of a legitimate privacy expectation.

—Syllabus, *Vernonia School District 47J v. Acton*, 1995

**Source 4**

This source is about the U.S. Supreme Court case *United States v. Jones* (2012).

Case background

The Government obtained a search warrant permitting it to install a Global-Positioning-System (GPS) tracking device on a vehicle registered to respondent Jones's wife. The warrant authorized installation in the District of Columbia and within 10 days, but agents installed the device on the 11th day and in Maryland. The Government then tracked the vehicle's movements for 28 days. It subsequently secured an indictment of Jones. . . . Jones was convicted. The D.C. Circuit reversed, concluding that admission of the evidence obtained by warrantless use of the GPS device violated the Fourth Amendment.

Held: The Government's attachment of the GPS device to the vehicle, and its use of that device to monitor the vehicle's movements, constitutes a search under the Fourth Amendment.

—Syllabus, *United States v. Jones*, 2012

Excerpt from a concurring opinion

I join the Court's opinion because I agree that a search within the meaning of the Fourth Amendment occurs, at a minimum, "[w]here, as here, the Government obtains information by physically intruding on a constitutionally protected area." . . .

. . . Physical intrusion is now unnecessary to many forms of surveillance. . . .

Awareness that the Government may be watching chills associational and expressive freedoms. And the Government's unrestrained power to assemble data that reveal private aspects of identity is susceptible to abuse.

—Justice Sonia Sotomayor, concurring opinion, 2012



Source 5

This source is about the U.S. Supreme Court case *Riley v. California* (2014).

Case background

In 2009, a man was arrested on weapons charges. The arresting officer confiscated the man's cell phone. Text messages, pictures, and videos led officers to believe that the man was associated with a gang. Based on this evidence, the state charged him with a crime that had occurred a few weeks earlier. The state also sought a more serious sentence because of his gang membership. The lawyer for the accused man argued that the search of the cell phone violated the Fourth Amendment.

Excerpt from the decision

Not every search “is acceptable solely because a person is in custody.” . . .

We cannot deny that our decision today will have an impact on the ability of law enforcement to combat crime. Cell phones have become important tools in facilitating coordination and communication among members of criminal enterprises, and can provide valuable incriminating information about dangerous criminals. Privacy comes at a cost.

Our holding, of course, is not that the information on a cell phone is immune from search; it is instead that a warrant is generally required before such a search.

—Chief Justice John Roberts, writing for the majority, 2014



4

SS1120001_05_4

Which claim about technological innovation is **best** supported by evidence in the sources?

- A** The Supreme Court uses cases involving drug testing to decide cases about the use of new technologies.
- B** New forms of communication technology make it easier for the Supreme Court to determine constitutionality.
- C** New forms of government censorship slow the development of communication technologies.
- D** The constitutionality of searches must be reevaluated as new technologies are developed.



Released Item Performance

Kentucky Summative Assessments

Spring 2024
Grade 11
Social Studies

Item: SS1120001_05
Book Question Number: 4

Standard: HS.UH.CH.5

Item Type: MC
Key: D

Student Group	Number of Students	Percent Correct	Average Item Score	Item Breakout Statistics - Answer Choice Options			
				A (%)	B (%)	C (%)	D (%)
All Students	45,991	46%	0.46	10%	29%	15%	46%
Gender							
Female	22,690	49%	0.49	10%	29%	13%	49%
Male	23,297	43%	0.43	11%	29%	16%	43%
Ethnicity							
African American	4,920	31%	0.31	14%	36%	19%	31%
American Indian or Alaska Native	73	48%	0.48	11%	29%	12%	48%
Asian	902	62%	0.62	8%	22%	8%	62%
Hispanic or Latino	4,221	39%	0.39	14%	31%	16%	39%
Native Hawaiian or Pacific Islander	72	42%	0.42	8%	33%	17%	42%
White (non-Hispanic)	33,766	49%	0.49	10%	27%	14%	49%
Two or more races	2,031	45%	0.45	11%	30%	14%	45%
Migrant							
Migrant	182	30%	0.30	21%	31%	18%	30%
English Learner							
English Learner	1,895	17%	0.17	22%	38%	22%	17%
Economically Disadvantaged							
Economically Disadvantaged	24,985	40%	0.40	12%	31%	17%	40%
Students with Disabilities							
Students with Disabilities	4,342	27%	0.27	16%	36%	21%	27%



5

SS1120001_07_3

How do U.S. Supreme Court decisions help protect individual rights?

- A** By making rules that disregard changes in society
- B** By defining the qualifications for obtaining citizenship
- C** By establishing restrictions on governmental power
- D** By explaining the consequences of limiting majority rule



Released Item Performance

Kentucky Summative Assessments

Spring 2024

Grade 11

Social Studies

Item: SS1120001_07

Book Question Number: 5

Standard: HS.C.CP.4

Item Type: MC

Key: C

Student Group	Number of Students	Percent Correct	Average Item Score	Item Breakout Statistics - Answer Choice Options			
				A (%)	B (%)	C (%)	D (%)
All Students	24,199	63%	0.63	11%	14%	63%	12%
Gender							
Female	11,875	63%	0.63	10%	15%	63%	12%
Male	12,321	62%	0.62	12%	14%	62%	12%
Ethnicity							
African American	2,634	49%	0.49	15%	21%	49%	15%
American Indian or Alaska Native	41	71%	0.71	10%	5%	71%	15%
Asian	502	69%	0.69	8%	8%	69%	15%
Hispanic or Latino	2,272	54%	0.54	15%	16%	54%	15%
Native Hawaiian or Pacific Islander	34	53%	0.53	9%	26%	53%	12%
White (non-Hispanic)	17,671	66%	0.66	10%	13%	66%	11%
Two or more races	1,040	60%	0.60	10%	16%	60%	13%
Migrant							
Migrant	116	41%	0.41	21%	15%	41%	23%
English Learner							
English Learner	1,121	30%	0.30	23%	23%	30%	24%
Economically Disadvantaged							
Economically Disadvantaged	13,387	57%	0.57	13%	16%	57%	14%
Students with Disabilities							
Students with Disabilities	3,198	42%	0.42	17%	21%	42%	20%



6

SS1120001_02_2

Which claim **best** uses the sources to answer the supporting question “How have U.S. Supreme Court decisions about the Fourth Amendment affected individual rights?”

- A** The court has consistently ruled in favor of law enforcement rather than individual rights.
- B** The court has revised the interpretation of search and seizure as defined by the Constitution.
- C** The court has consistently ruled in favor of majority rule rather than individual rights.
- D** The court has refused to declare that government actions related to search and seizure violate the Constitution.



Released Item Performance

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Spring 2024

Grade 11

Social Studies

Item: SS1120001_02
Book Question Number: 6

Standard: HS.C.CP.2

Item Type: MC
Key: B

Student Group	Number of Students	Percent Correct	Average Item Score	Item Breakout Statistics - Answer Choice Options			
				A (%)	B (%)	C (%)	D (%)
All Students	45,988	46%	0.46	20%	46%	19%	16%
Gender							
Female	22,689	46%	0.46	20%	46%	18%	16%
Male	23,295	46%	0.46	19%	46%	20%	15%
Ethnicity							
African American	4,912	38%	0.38	22%	38%	23%	18%
American Indian or Alaska Native	73	53%	0.53	23%	53%	11%	12%
Asian	902	57%	0.57	17%	57%	14%	11%
Hispanic or Latino	4,225	41%	0.41	21%	41%	21%	17%
Native Hawaiian or Pacific Islander	72	44%	0.44	18%	44%	21%	17%
White (non-Hispanic)	33,766	47%	0.47	19%	47%	18%	15%
Two or more races	2,032	44%	0.44	20%	44%	19%	17%
Migrant							
Migrant	182	40%	0.40	23%	40%	24%	14%
English Learner							
English Learner	1,899	31%	0.31	23%	31%	26%	20%
Economically Disadvantaged							
Economically Disadvantaged	24,985	41%	0.41	21%	41%	21%	17%
Students with Disabilities							
Students with Disabilities	4,340	36%	0.36	22%	36%	24%	19%



7

SS1120001_03_1

How can another branch of government take action against a Supreme Court decision that limits individual rights?

- A** The legislative branch can propose a constitutional amendment to protect individual rights.
- B** The executive branch can pass a law to revise the court's decision.
- C** The legislative branch can elect judges who would protect individual rights.
- D** The executive branch can veto the court's decision.



Released Item Performance

Kentucky Summative Assessments

Spring 2024

Grade 11

Social Studies

Item: SS1120001_03

Book Question Number: 7

Standard: HS.C.PR.1

Item Type: MC

Key: A

Student Group	Number of Students	Percent Correct	Average Item Score	Item Breakout Statistics - Answer Choice Options			
				A (%)	B (%)	C (%)	D (%)
All Students	45,990	43%	0.43	43%	15%	18%	24%
Gender							
Female	22,693	42%	0.42	42%	15%	17%	25%
Male	23,293	43%	0.43	43%	15%	20%	22%
Ethnicity							
African American	4,913	39%	0.39	39%	18%	22%	22%
American Indian or Alaska Native	73	41%	0.41	41%	18%	16%	25%
Asian	903	51%	0.51	51%	14%	13%	21%
Hispanic or Latino	4,222	41%	0.41	41%	18%	21%	20%
Native Hawaiian or Pacific Islander	72	35%	0.35	35%	18%	21%	26%
White (non-Hispanic)	33,768	43%	0.43	43%	15%	18%	24%
Two or more races	2,033	40%	0.40	40%	16%	18%	25%
Migrant							
Migrant	182	41%	0.41	41%	18%	29%	12%
English Learner							
English Learner	1,898	40%	0.40	40%	18%	28%	14%
Economically Disadvantaged							
Economically Disadvantaged	24,987	40%	0.40	40%	16%	21%	23%
Students with Disabilities							
Students with Disabilities	4,342	36%	0.36	36%	18%	27%	19%



8

SS1120001_08

Read the question carefully. Then enter your answer in the space provided.

Using your knowledge of checks and balances, evaluate the following claim.

Claim: The principle of checks and balances makes it harder for the government to violate the rights of individuals.

In your response, use evidence from multiple sources to support or refute the claim. Explain your answer in **at least** two sentences.



Released Item Performance

Kentucky Summative Assessments

Spring 2024

Grade 11

Social Studies

Item: SS1120001_08

Book Question Number: 8

Standard: HS.C.CP.1

Item Type: SA

Key: Rubric

Student Group	Number of Students	Percent Correct	Average Item Score	Item Breakout Statistics - Score Percentages		
				Score 0 (%)	Score 1 (%)	Score 2 (%)
All Students	40,590	47.1%	0.94	27%	51%	22%
Gender						
Female	20,653	52.6%	1.05	21%	52%	27%
Male	19,933	41.4%	0.83	34%	50%	16%
Ethnicity						
African American	3,843	33.9%	0.68	43%	46%	11%
American Indian or Alaska Native	68	44.9%	0.90	28%	54%	18%
Asian	855	60.6%	1.21	16%	48%	37%
Hispanic or Latino	3,620	40.8%	0.82	35%	48%	17%
Native Hawaiian or Pacific Islander	64	42.2%	0.84	36%	44%	20%
White (non-Hispanic)	30,406	49.2%	0.98	25%	52%	23%
Two or more races	1,729	45.6%	0.91	28%	53%	19%
Migrant						
Migrant	153	30.1%	0.60	50%	41%	10%
English Learner						
English Learner	1,494	20.8%	0.42	62%	34%	4%
Economically Disadvantaged						
Economically Disadvantaged	21,408	41.3%	0.83	34%	50%	16%
Students with Disabilities						
Students with Disabilities	3,600	22.3%	0.45	60%	35%	5%

Rubric	
2	The student response provides a valid answer supported by relevant examples and details from the sources.
1	The student response provides a valid answer but has inaccurate or missing examples and details.
0	The student response is incorrect, irrelevant, or missing.
Exemplar	
2	The principle of checks and balances makes it harder for the government to violate the rights of individuals because it allows the judicial branch to review actions taken by law-enforcement agencies that are part of the executive branch. For example, in <i>United States v. Jones</i> , the Supreme Court decided that under the Fourth Amendment, law enforcement needed a warrant from a judge in order to attach a GPS tracking device to a vehicle. Doing so without a warrant was a violation of individual rights. Similarly, the Court ruled against action by the executive branch in <i>Riley v. California</i> .
Answer Cues	
Valid answers may include but are not limited to: <ul style="list-style-type: none"> Support <ul style="list-style-type: none"> Overturn actions by the executive branch, such as in <i>United States v. Jones</i> (Source 4) Overturn actions by the executive branch, such as in <i>Riley v. California</i> (Source 5) Refute <ul style="list-style-type: none"> Rights protected by Fourth Amendment rather than checks and balances (Source 1) Court decisions not always unanimous, which indicates limits on checks and balances (implied by Sources 2, 3, 4, and 5) Decisions not always in the general welfare of students (Sources 2 and 3) 	

Anchor Set

A1

the checks and balances cn evaluate into something bigger

Anchor Annotation, Paper 1
Score Point 0

The response is irrelevant to the task.

A2

I think that they should be equal.
the people should get all that money evenly.

Anchor Annotation, Paper 2
Score Point 0

The response is irrelevant to the task.

A3

If the person did something wrong that maybe could be said as a fourth amendment right but it obviously was wrong then they should just serve their time or do whatever is necessary lor their punishment.

Anchor Annotation, Paper 3
Score Point 0

The response does not adequately address the task. There is no clear position on whether checks and balances makes it harder for government to violate the rights of individuals is taken. While the fourth amendment is mentioned in passing, no explanation of its substance or significance is attempted.

checks and balances make it easier to protect the rights of individuals. with checks and balances, It makes it a lot more hard for someone to violate the rights than it would be without them.

Anchor Annotation, Paper 4
Score Point 1

The student response provides a valid answer in that the student has explicitly affirmed the prompt statement (*checks and balances makes it easier to protect the rights of individuals...it makes it a lot more hard for someone to violate the rights than it would be without them.*) but has provided no examples or details from the source material.

It is true that the principle of checks and balances makes it harder for the government to violate the rights of individuals because it keeps the power of the government limited. In order to make a ruling, others have to weigh in and it allows the government to not abuse their power.

Anchor Annotation, Paper 5
Score Point 1

The student response provides a valid answer in that the student has explicitly affirmed the prompt statement (*It is true that the principle of checks and balances makes it harder to violate the rights of individuals because it keeps the power of government limited.*) but has provided no examples or details from the source material.

Cecks and balences makes it hard for the government to violate tile rights of individuls. But there has been different interpetations on the fourth amendment and individual rights like drug seaches, warrents and unlawful things that violated the rights of an indicidual.

Anchor Annotation, Paper 6
Score Point 1

The student response provides a valid answer in that the student has explicitly affirmed the prompt statement (*Cecks and balences makes it hard for the government to violate the rights of individuls.*) but the attempt to cite examples or details from the source material (*But there has been different interpetations of the fourth amendment and individual rights...*) is vague and incomplete.

The principle of checks and balances make it harder for the government to violate individuals rights because Source one states unreasonable search and seizures shall not be violated and no warrants shall issue but upon probable cause. Source 4 states that using a GPS system warrantless was a Violation to the 4th amendment.

Anchor Annotation, Paper 7
Score Point 2

The student response provides a valid answer (*The principle of checks and balances makes it harder for government to violate the rights of individuals because...*) supported by relevant examples and details from the sources (*Source one states...no warrants shall issue but upon probable cause. Source 4 states that using a GPS system warrantless was a violation to the 4th amendment.*).

I guess that I can see how this claim may be true. Checks and balances help the government check each other and make sure that what they are doing is constitutional before doing so. This makes it harder for them to violate the rights of individuals. For example source 2 talks about how searches and seizures helped them find out what illegal stuff was happening on school property. Using checks and balances the government was able to figure out what was the most just response to this illegal act. Source 5 talks about how a man with weapons was charged after being associated with gang violence. They were able to use checks and balances to check and see what punishment would be the most constitutional in this situation. This way they weren't overstepping the boundaries or rights of anyone

Anchor Annotation, Paper 8
Score Point 2

The student response provides a valid answer (*I guess that I can see how this claim may be true. Checks and balances help the government check each other and make sure what that they are doing is constitutional before doing so.*) supported by relevant examples and details from the sources (*...source 2 talks about how searches and seizures helped them find out what illegal stuff was happening on school property...Source 5 talks about how a man with weapons was charged after being associated with gang violence...*)

Due to how often not only society, but technology itself evolves, it all creates new boundries, and people try to test said boundries as these things evolve BaSically there becomes new reasons to break the law, and as the law, the government has to hold up the law by punishing those who break it. With that. people will often refute and claim that "This violates my rights because...!" All in all. the supreme court have to best interpret the law as it was initially intended due to how society itself changes overtime. I disagree, because the Supreme court basically is the law, they vote to whether or not you are guilty or innocent. And with that, they can say that what it is that they do, is not a violation of human rights, and that it is a right for them to search you no matter what happens. As stated in all sources, someone believes that being searched without a warrant is a violation. And in most cases, I'll agree_ However. sources 2 and 3 show instances in a school where students are searched for various reasons. With that, the students are still children, and therefore are not yet full ccitizens yet With Sources 4 and 5, they show using technology to track the convicted And on Source 4 I believe that it is indeed a violation of the Fourth Amendment because of the fact that they can just track you wherever you go and you have no say on it. Source 5 is a similar case, except that the officer confiscated the convicted's cellphone and used the information on it to convict him. Source 5 shows a case where the device has evidence of a crime, but there should have been a warrant or some form of higher authorization to confiscate. I say this because some things such as what is stored on a device can be misleading without proper context, and mistake cause for effect

Anchor Annotation, Paper 9
Score Point 2

The student response provides a valid answer (*I disagree, because the Supreme court basically is the law....*) supported by ample relevant examples and details from the sources (*... Sources 2 and 3 show instances in a school where students were searched for various reasons...With Sources 4 and 5, they show using technology to track the convicted.*).



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