

Overview

This unit covers assessments to be used to assess the ten standards below. It includes six summative assessments and three formative assessments that align to a process skill standard. Each assessment includes standards addressed, task description, criteria, and a rubric. The project is designed for a freshman English class on the study of social justice. The anchor text of the unit is *To Kill A Mockingbird*. Supplemental informational texts include “I Have A Dream” and “Letter from Birmingham Jail” by Martin Luther King, Jr. The entire unit works towards the culminating service learning project: “Violence... How Can We Kill It?” The unit is designed for students to learn from literature, informational texts, and real-world situations in order to transfer knowledge of social justice.

Standards

Reading: Literature

1. Analyze a particular point of view based on a cultural experience reflected in a work of literature.

Reading: Informational Text

2. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
3. Analyze how seminal U.S. documents of historical and literary significance address related themes and concepts of literature.
4. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Writing

5. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension
6. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

Speaking/Listening

7. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Process Skills

8. Explain how experiences shape perspectives.
9. Apply and adapt a variety of appropriate strategies to solve problems.
10. Work cooperatively with others to achieve a common goal.