

# Unit 1: Citizens and U.S. Citizenship

## Summative Assessment

*Criterion C: Communication*

*Criterion D: Critical Thinking*

**Due Date: Monday, September 18, 2017**

**Requirements:** Your essay can be handwritten or typed. It must meet the required length and follow the essay outline. Compare your essay to the IB rubrics to gain an understanding of how you will be assessed. Use proper grammar, spelling, and sentence structure.

**Directions:** Read the article, "Two Sisters, Two Americas," from the January 2016 issue of Junior Scholastic Magazine. This article discusses the issue of immigration. As you read, reflect on class discussions we have had on the multiple perspectives of this issue. Then, write a three-paragraph essay using the following outline.

**Minimum of 5 sentences in each paragraph.**

**Paragraph 1-** Summary of what the article was about. This must be in YOUR OWN WORDS. If you learned a new word while reading the article, define it in your summary.

**Paragraph 2-** Describe how this article relates to the material we've learned in this unit. Refer to your class notes to make connections.

**Lesson 1: Who is a US Citizen-Breaking Down the 14<sup>th</sup> Amendment**

**Lesson 2: Who is US Citizen- Natural Born Citizens**

**Lesson 3: Who is a US Citizen- Naturalized Citizens**

**Lesson 4: Naturalization**

You must include a minimum of four vocabulary words from this unit.

The vocabulary words you may choose from are:

**14<sup>th</sup> Amendment, Citizen, Law of Blood, Law of Soil, Immigrant, Alien, Natural Born Citizen, Legal Permanent Resident, Naturalized Citizen, Naturalization, Oath of Allegiance, Obligation, Responsibility, Common Good**

**Paragraph 3-** Answer at least three of the following questions.

How does this article affect you? Does it have to do with your community, family or friends? Does it affect you personally? What is your opinion on this issue? Does what's happening in this situation go against your personal values or beliefs? What would you do if you were in a similar situation? How can you get involved or help?

**Criterion C: Communicating Year 3**

Achievement Level	Level descriptor	Task Specific Indicators
0	The student does not reach a standard described by any of the descriptors below.	The student does not turn in the assignment or does not meet any of the level descriptors below.
1-2	The student: i. communicates information and ideas in a style that is not always clear ii. organizes information and ideas in a limited way iii. lists sources of information inconsistently.	Students ideas are disorganized and essay develops no flow. Information was scarce and lacked detail. Quality of work is below grade level standards.
3-4	The student: i. communicates information and ideas in a way that is somewhat clear ii. somewhat organizes information and ideas iii. creates an adequate reference list and sometimes cites sources.	Students ideas are sometimes disorganized and essay does not have constant flow. Information was provided but lacked detail. Quality of work is slightly below or barely meeting grade level standards.
5-6	The student: i. communicates information and ideas in a style that is mostly appropriate to the audience and purpose ii. mostly structures information and ideas according to the task instructions iii. creates an adequate reference list and usually cites sources.	Students ideas are organized and essay has flow. A lot of detailed information is provided, covering the entire topic and outline. Quality of work is meeting grade level standards.
7-8	The student: i. communicates information and ideas in a style that is completely appropriate to the audience and purpose ii. structures information and ideas completely according to the task instructions iii. creates a complete reference list and always cites sources.	Student presents multiple ideas that are organized, giving the paper constant flow. Many detailed pieces of information is included. The entire outline and topic is completed and student added more ideas or details than were required. Quality of work is above grade level standards.
<b>Your Level</b>	<b>Teacher Comments</b>	

**Criterion D: Thinking critically Year 3**

Achievement Level	Level descriptor	Task Specific Indicators
0	The student does not reach a standard described by any of the descriptors below.	The student does not turn in the assessment or fails to meet any of the indicators below.
1-2	The student: i. begins to analyse concepts, issues, models, visual representation and/or theories in a limited way ii. begins to identify connections between information to make simple arguments iii. recognizes the origin and purpose of few sources/data as well as few values and limitations of sources/data iv. identifies different perspectives.	Students connections to class material are weak. Arguments are brief and unjustified. Multiple questions remain unanswered.
3-4	The student: i. completes a simple analysis of concepts, issues, models, visual representation and/or theories ii. summarizes information to make some adequate arguments iii. analyses sources/data in terms of origin and purpose, recognizing some values and limitations iv. recognizes different perspectives and suggests some of their implication	Students connections to class material are average. Arguments are stated clearly but not always justified. Some questions remain unanswered.
5-6	The student: i. completes a substantial analysis of concepts, issues, models, visual representation and/or theories ii. summarizes information in order to make usually valid arguments iii. analyses sources/data in terms of origin and purpose, usually recognizing values and limitations iv. clearly recognizes different perspectives and describes most of their implications.	Students connections to class material are strong. Arguments are clearly stated and well justified. No questions remain.
7-8	The student: i. completes a detailed analysis of concepts, issues, models, visual representation and/or theories ii. summarizes information to make consistent, well-supported arguments iii. effectively analyses a range of sources/data in terms of origin and purpose, consistently recognizing values and limitations iv. clearly recognizes different perspectives and consistently explains their implications.	Students connections to class material are superior. Arguments are clearly stated, thorough and well justified from multiple perspectives. No questions remain
<b>Your Level</b>	<b>Teacher Comments</b>	

