**MUSIC AS A FORCE FOR SOCIAL CHANGE Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
Song for Social Change Analysis** “Can we listen to another John Mayer song?” – anonymous PSL student

Song Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Musical Artist: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Year: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Power Objective #12 – Analyze issues through the critical use of credible sources** | | | |
| Advanced | Proficient | In Progress | Not Yet Met |
| Student thoroughly analyzes the political, social and/or economic issues the song addresses. | Student analyzes the political, social and/or economic issues the song addresses. | Student attempts to analyze the political, social and/or economic issues the song addresses. | Student does not analyze the political, social and/or economic issues the song addresses. |

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| **Power Objective # 7 – Assess the impact of human activities on current and future generations** | | | |
| Advanced | Proficient | In Progress | Not Yet Met |
| Student gathers sufficient, credible, and relevant information to thoroughly assess the *measurable* short term and long term impact the song had on current and future generations. | Student gathers sufficient, credible, and relevant information to assess the *measurable* short term and long term impact the song had on current and future generations. | Student gathers some credible information, and identifies the short term and/or long term impact the song had on current and future generations. | Student relies on insufficient, irrelevant, or unreliable information and/or does not address the impact the song had on current and future generations. |

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| **Power Objective # 7 - Demonstrate a command of the conventions of standard English** | | | |
| Advanced | Proficient | In Progress | Not Yet Met |
| Student demonstrates mastery of the conventions of standard English, including capitalization, punctuation, and spelling when publishing. | Student demonstrates a command of the conventions of standard English, including capitalization, punctuation, and spelling when publishing. | Student demonstrates an understanding of the conventions of standard English, including capitalization, punctuation, and spelling when publishing; may have minor errors. | Student attempts to show an understanding of the conventions of standard English, including capitalization, punctuation, and spelling when publishing; may have major errors. |