# Topic : Improving your community - Water Crisis

# Objective

Students will research the effects of water crisis and issues related to the water crisis both nationally and locally in Jordan communities and suggest solutions for the water crisis.

# Assessed Subjects

|  |  |
| --- | --- |
| Subject | Subject specific objective |
| English | Communication (oral skills) |
| Global perspectives | Analysis, Research and Collaboration |

# 

# Teams and work

Team work – 3 students per group

**The PowerPoint slides should be 6-8 slides and needs to include:**

1. Introduction of water crisis and issues related to the water crisis both nationally and locally in Jordan

2. Highlight causes and consequences for others

3. Course of actions (suggest solutions with some reasoning)

4. Conclude (wrap-up)

5. Citation and resources (referencing sources)

# Outcome

|  |  |
| --- | --- |
| Subject | Deliverable / Outcome |
| English | **English:** An oral presentation that should be 2-3 minutes. Students are required to present the information from the power point according to the English rubric and according to the ‘Teams and Work’ section mentioned above. |
| Global perspectives | Power Point Presentation **-** please refer to the ‘Teams and Work’ sectioned mentioned above |

# Audience

# NOS Students, Grades 6-8

# Submission deadline

May 20th, 2023

# Submission format / Details

The designated group leader will upload the PowerPoint presentation on LMS Assignments for both the English and Global Perspectives teachers.

# Resources

Students can refer to the Learning Centre at school, or refer to safe and acknowledged search engines, introduced and discussed in class.

Students need to refer to 3 different resources at least.

# 

# Assessment Criteria

Students’ work will be assessed based on the following rubrics.

\*Please note that the oral presentation mark for Global Perspectives will be provided by the English teacher\*

**English Language Rubric**

|  |  |  |  |
| --- | --- | --- | --- |
| **Criterion** | **Excellent**  **(3)** | **Competent**  **(2)** | **Needs Work**  **(1)** |
| **Non-verbal Skills** | | | |
| Eye-Contact | Holds attention of entire audience with the use of direct eye contact, seldom looking at notes | Consistent use of direct eye contact with audience, but still returns to notes. | Displayed minimal eye contact with audience, while reading mostly from notes. |
| Poise and Body Language | Movement seems fluid and helps the audience visualize.  Displays relaxed, self-confident nature about self, with no mistakes.  Very prepared. | Made movements or gestures that enhance articulations.  Makes minor mistakes, but quickly recovers from them.  Displays little or no tension. | Very little movement or descriptive gestures.  Has trouble recovering from mistakes.  Displays mild tension. |
| **Verbal Skills** | | | |
| Enthusiasm | Demonstrate a strong, positive feeling about topic during entire presentation. | Occasionally shows positive feelings about the topic. | Shows some negativity toward topic presented. |
| Elocution | Clear voice and correct, precise pronunciation of terms, so that audience members can hear presentation. | Voice is low and/or incorrectly pronounces terms; audience members have difficulty hearing presentation. | Student mumbles, incorrectly  pronounces terms, and/or speaks too quietly for a majority of audience members to hear. |
| Structure and Vocabulary | Uses a range of structures accurately and consistently with confidence.  Uses a sufficient range of vocabulary with shades of meaning/synonyms with confidence | Uses a range of structures that are generally accurate with some confidence.  Errors occur when attempting to use complex sentences.  Uses a sufficient range of vocabulary with limited use of synonyms and with some confidence | Uses simple range of vocabulary with simple ideas that are not completely correct. |
| **Organizational Skills** | | | |
| Organization | Very prepared; extremely well organized; logical format that was easy to follow; flowed smoothly from one idea to another and cleverly conveyed | Somewhat prepared; somewhat organized; ideas were not presented coherently and transitions were not always smooth, which at times distracted the audience | Slightly prepared; choppy and confusing; format was difficult to follow transitions of ideas were abrupt and seriously distracted the audience |
| **Total \_\_\_\_\_/18** | | | |

**Global Perspectives Rubric**

|  |  |  |  |
| --- | --- | --- | --- |
| **Categories**  **Skill / Proficiency** | **Level 3**  **Excellent**  **(4-5)** | **Level 2**  **Good**  **(3-2)** | **Level 1**  **Acceptable**  **(1)** |
| **Research** | Formulates a well-constructed and focused research which is relevant to the issue chosen. | Formulates a research which is relevant to the issue chosen but not focused enough to be fully discussed in the report. | Attempts to formulate a research with some relevance to the issue chosen. |
| **Analysis** | Analyses the issue effectively, explaining a range of clear and relevant causes, consequences and course of actions. | Analyses the issue, explaining some causes, consequences and course of actions. | Analyses the issue, identifying some causes, consequences and/or course of actions. |
| **EFFORT** | Product shows a great amount of time spent and very careful, neat work. | Product shows a good amount of time spent and careful, neat work. | Product shows some amount of time spent and is slightly lacking neatness. |
| **ORIGINALITY** | Product shows a large amount of original thoughts and critical thinking. Ideas are creative and inventive. | Product shows some original thoughts and critical thinking. Work shows new ideas and insights. | Uses other people’s ideas (giving them credit), but there is little evidence of original thoughts or critical thinking. |