Current Event Requirement- Global Studies

Every Friday, Global Studies will be focused around exploring Current Events. Students will have the requirement to present 1-2 times throughout the semester on a Global Current Event of their choosing. It is important to note that you should bring in events that are of high interest as this is designed to dig deeper into areas of personal interest for yourself and to expose your classmates to new events or topics.

Requirements:

Leading up to the presentation:

* Select an current event article (within the last 2 months)
* The article must be on a global scale
* Send the article to Mrs. Luttrell to print copies of no later than the Thursday before by 5 pm OR print 10 (A Day)/ 6 (B Day) copies of the article to bring in
* Decide the appropriate method to teach the material and gain student interest: Could you use a video clip? Would a political cartoon be relevant? Is there a powerful image associated with the story you could have students analyze?
* Create 3-5 discussion questions that you will lead your classmates in. You may want to explore the response of the global community, what the role of the UN or US would be in this issue, why this issue is global in scale, the impacts on neighboring countries or regions, human rights violations related to the issue

Day Of:

* Provide a brief intro to your article- think of any background students may need to know to understand the article (map of location, historical setting of article, vocabulary or regional specific terms that may need to be defined)
* Lead students in article reading
* Foster discussion around the article

Scoring: See rubric on following page. This will serve as a major assessment grade out of 50 points

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| Presentation Content  (20 points) | Student’s presentation is detailed, and thorough. Student offers insight, commentary and questions beyond the required materials. Student expands and elaborates from each point.  (20 points) | Student’s presentation is detailed, and thorough.  Student provides discusses every required element. Student offers detail from each point.  Student demonstrates they have a clear understanding of the topic  (17 points) | Student’s explanations are vague and at times the concepts seem unclear or confusing to them.  It is evident that student only did surface level research to understand the topic.  (15 points) | Student’s explanation leaves out multiple details. Many elements are very unclear and/or confusing.  **OR**  It is evident student did little to no research or has very little understanding of the topic.  (10 points) | Component is missing.  (0) |
| Professionalism and Poise  (10 pts) | Student is serious and professional about the presentation.  Student demonstrates proficiency **ALL** of the great presentation skills:   * Pleasant Appearance * Eye contact * Clear voice and volume * Appropriate body movement * Appropriate speaking rate * No dead words like um   (10 points) | Student is serious about the presentation.  Student demonstrates strength in 5 of the great presentation skills  (8) | It is unclear if the student is serious about the presentation.  Student demonstrates strength in 3-4 of the great presentation skills:  (7 | Student is not taking the presentation seriously.  **OR**  Student demonstrates strength in only 1-2 of the great presentation skills(5) | Component is missing.  (0) |
| Discussion  (20 points) | Student prepares questions that are detailed and thought provoking.  Questions allow students to dive deeper into the content and drive rich conversation  (20 points) | Student prepares questions that are detailed  Questions provoke a discussion amongst students  (17 points) | Student prepares questions that are lacking in detail.  Questions may lead discussion in an unclear way and lack focus  (15 points) | Student prepares questions that lack clarity and provide no room to encourage student discussion  (10 points) | Student did not prepare questions  (0 points) |

**50 points total**