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5-229

School Shootings: A Problem Nation-Wide

Why should students understand the importance of school drills and safety protocols?



Introduction

[Our CHILDREN Are Worth IT](#)

Why are so many innocent people dying due to senseless U.S. school shootings? For this project, you are going to be the school's principal. Having witnessed the rise in school shootings across our nation, you and your administrative team have decided that it is imperative that you tighten up our school's safety protocols. Just remember, you have to do this for three schools. The goal is to make sure that every child is safe in our school community and to get them safely to their homes each day.

Task

Step 1: Each group will develop and write a five-paragraph essay relaying the importance of following the school safety protocols during those necessary moments; drills, shelters, evacuations or during an actual emergency.

Step 2: You will transform the five-paragraph essay into an oral and visual presentation to relay the findings surrounding school safety to the School Safety Committee. Your audience will be the three school teams in our community.



Process/Resources

The Public Policy Analyst

You are going to use the **Six-Steps Public Policy Analyst** in each group as your outline for completing both the Web Quest, five-paragraph essay and the oral presentation. You must include each step in your process and each group must complete all six worksheets. You are also going to use the link below for access by clicking on the link at the bottom after reading the web page. The groups must complete the worksheets.

Process

What is a Project Management Process?

1. What is the Problem?
 - a. Worksheet 1
 - b. Worksheet 1 Example
2. Where is the Evidence?
 - a. Worksheet 2: Gathering Evidence For The Problem
3. What are the causes?
 - a. Worksheet 3: Identifying The Causes Of The Problem
4. What is the existing policy?
 - a. Worksheet 4: Evaluating Existing Public Policies
5. What policies can you create to correct the problem?
 - a. Worksheet 5: Developing Public Policy Solutions

6. What is the best policy to correct the problem?
 a. Worksheet 6: Selecting The Best Public Policy Solution

Resources

- [Becoming Numb To School Shootings Would Not Save Anyone!](#)
- [School Shootings In The United States](#)

Evaluation/Rubric

Informative/Explanatory Rubric

Name: _____ Score: _____

Oral Presentation Rubric

	4—Excellent	3—Good	2—Fair	1—Needs Improvement
Delivery	<ul style="list-style-type: none"> • Holds attention of entire audience with the use of direct eye contact, seldom looking at notes • Speaks with fluctuation in volume and inflection to maintain audience interest and emphasize key points 	<ul style="list-style-type: none"> • Consistent use of direct eye contact with audience, but still returns to notes • Speaks with satisfactory variation of volume and inflection 	<ul style="list-style-type: none"> • Displays minimal eye contact with audience, while reading mostly from the notes • Speaks in uneven volume with little or no inflection 	<ul style="list-style-type: none"> • Holds no eye contact with audience, as entire report is read from notes • Speaks in low volume and/or monotonous tone, which causes audience to disengage
Content/ Organization	<ul style="list-style-type: none"> • Demonstrates full knowledge by answering all class questions with explanations and elaboration • Provides clear purpose and subject; pertinent examples, facts, and/or statistics; supports conclusions/ideas with evidence 	<ul style="list-style-type: none"> • Is at ease with expected answers to all questions, without elaboration • Has somewhat clear purpose and subject; some examples, facts, and/or statistics that support the subject; includes some data or evidence that supports conclusions 	<ul style="list-style-type: none"> • Is uncomfortable with information and is able to answer only rudimentary questions • Attempts to define purpose and subject; provides weak examples, facts, and/or statistics, which do not adequately support the subject; includes very thin data or evidence 	<ul style="list-style-type: none"> • Does not have grasp of information and cannot answer questions about subject • Does not clearly define subject and purpose; provides weak or no support of subject; gives insufficient support for ideas or conclusions
Enthusiasm/ Audience Awareness	<ul style="list-style-type: none"> • Demonstrates strong enthusiasm about topic during entire presentation • Significantly increases audience understanding and knowledge of topic; convinces an audience to recognize the validity and importance of the subject 	<ul style="list-style-type: none"> • Shows some enthusiastic feelings about topic • Raises audience understanding and awareness of most points 	<ul style="list-style-type: none"> • Shows little or mixed feelings about the topic being presented • Raises audience understanding and knowledge of some points 	<ul style="list-style-type: none"> • Shows no interest in topic presented • Fails to increase audience understanding of knowledge of topic
Comments				

Evaluation

Collaborative Presentation Rubric – In-Class or Online (with Oral Delivery)

Criteria	Unsatisfactory-Beginning	Developing	Accomplished	Exemplary	Total
Presentation/ Content (Group grade)	0-27 points Presentation content shows a lack of understanding of the topic. There is inadequate evidence of research and insufficient relevant information and facts. Content is confusing and/or contains frequent inaccuracies. Required elements are missing and/or randomly organized. Sources, if included, generally lack proper citation format (APA 6 th ed.).	28-31 points Presentation content shows general understanding of the topic. There is limited evidence of research in locating relevant information and facts and/or supporting statements made. Content contains some inaccuracies, inconsistencies, misinterpretations, and/or somewhat unclear. A required element may be missing and/or some sources may be improperly cited (APA 6 th ed.).	32-35 points Presentation content shows an adequate understanding of the topic. Some research effort is evident in locating relevant information and facts. Content is mostly accurate and reasonably organized. May contain some inconsistencies in content or some connections made may not be supported. Required elements are included and sources are properly cited (APA 6 th ed.) for the most part.	36-40 points Presentation content shows a thorough understanding of the topic. Substantive research effort is evident in locating relevant information and facts. Content is accurate and sequenced in a clear, logical way. All required elements are included and sources are properly cited (APA 6 th ed.).	/40
Presentation/ Design (Group grade)	0-11 points Slides generally lack visual appeal and are text-heavy with little or no visuals and/or exhibit an overuse of color or animations. Media, (e.g., images), if used, are rarely cited on each slide. No theme is evident and the presentation appears disjointed rather than unified and/or frequent errors (grammar, punctuation, spelling, formatting, etc.) on the slides.	12 points Slides generally include a mix of white space, visuals, and/or text but not consistently and/or some overuse or inappropriate use of color or animations. Theme (e.g., template) is not consistently evident throughout the presentation and/or some errors (grammar, punctuation, spelling, formatting, etc.) on the slides.	13 points Slides are effectively designed with visual appeal including white space, visuals, and minimal text for the most part. Color and animations are used appropriately. Theme (e.g., template) is evident in the presentation for the most part to produce a cohesive presentation and/or minor errors (grammar, punctuation, spelling, formatting, etc.) on the slides.	14-15 points Slides are visually well designed, aesthetically pleasing with appropriate use of white space, visuals, and minimal text, on each slide. Color and animations are used judiciously. Theme (e.g., template) is evident throughout to produce a highly cohesive presentation. Basically free from errors (grammar, punctuation, spelling, formatting, etc.) on the slides.	/15
Presentation/ Oral Delivery (Group grade)	0-11 points Ineffective in delivering the oral presentation demonstrating below average/poor communication skills. Substantially over/under the time limit to present and/or not all members presented. Lack of preparation was evident.	12 points Somewhat effective in delivering the oral presentation demonstrating average communication skills. Slightly over/under the time limit. Some members presented more than others. More preparation was needed.	13 points Effective in delivering the oral presentation demonstrating good communication skills and generally close to the time limit for the group to present (20 minutes total). All group members presented and preparation was evident for the most part.	14-15 points Highly effective in delivering a well-polished oral presentation within the time limit for the group to present (20 minutes total). All group members presented equally. Preparation was strongly evident.	/15

Collaborative Presentation Rubric – In-Class or Online (with Oral Delivery) (continued)

Criteria	Unsatisfactory-Beginning	Developing	Accomplished	Exemplary	Total
Presentation/ Notes/ Transcript (Group grade)	0-1 points Presentation lacks "Notes" on slides (or in a separate document) to explain each slide and/or, if included, the notes repeat the text provided on the slide. Writing demonstrates a below average/poor writing style with frequent errors in spelling, grammar, punctuation, and/or usage.	2 points Minimal "Notes" are included in the presentation slides (or in a separate document) and/or are sporadically provided. Writing demonstrates an average writing style with some errors in spelling, grammar, punctuation, and/or usage.	3 points "Notes" are included in the presentation (or in a separate document) for the most part to explain slides as a written transcript. Writing demonstrates an above average writing style with little grammar, punctuation, spelling, and/or usage errors.	4-5 points "Notes" are included in the presentation (or in a separate document) to fully explain each slide as a written transcript. Writing demonstrates a strong writing style basically free from grammar, punctuation, spelling, or usage errors.	/5
Contribution to Group (Individual grade)	0-16 points Based on students' journal reflections or feedback evaluation forms, group member rarely participated or contributed to the project towards achieving the goals and meeting the deadline. Did not share workload fairly and/or was a disruptive influence.	17-19 points Based on students' journal reflections or feedback evaluation forms, group member participated in the project but emphasis was in completing own work. Allowed others to assume leadership and/or may have not shared workload fairly towards achieving the project goals and meeting the deadline.	20-22 points Based on students' journal reflections or feedback evaluation forms, group member participated in the project and shared the workload. Contributed to the development of the presentation. Worked towards achieving the project goals and meeting the deadline.	23-25 points Based on students' journal reflections or feedback evaluation forms, group member participated fully in the project and shared the workload fairly. Contributed to the development of the presentation and assisted in editing others' work to produce a polished presentation. Coordinated group's efforts and/or demonstrated leadership to facilitate and achieve the project goals and meet deadline.	/25
Timeliness* and Length of Presentation (Group grade) (* unexcused late)	Deduct 11 points--overall failing Collaborative presentation is completed 2-3 days (49-72 hours) or more after the deadline and/or substantially lacks/exceeds the required length.	Deduct 6-10 points Collaborative presentation is completed 1-2 days (25-48 hours) after the deadline and/or is somewhat lacking (or exceeds) the required length.	Deduct 1-5 points Collaborative presentation is completed within 1 day (24 hours) after the deadline and meets the required length (10-15 slides).	0 points deducted Collaborative presentation is completed by the deadline and meets the required length (10-15 slides).	/--
TOTAL POINTS (sum of 6 Criteria)					/100

Conclusion



In completing this project, you should have gained deeper insight about the importance of school safety drills and protocols. It is our hope that having done this project that each of you will walk away with ways to follow the drill and safety protocols. So, you can keep yourselves safe, not only in our school community, but everywhere you go. Just take what you learned and protect yourself from gun shootings.

Standards

Common Core State Standard for Oral Presentation:

Presentation of Knowledge and Ideas:

CCSS.ELA-Literacy.SL.5.4

Report on the topic or text or present an opinion, sequence ideas logically and use appropriate facts and relevant and descriptive details to support main ideas or themes, speak clearly at an understanding pace.

CCSS.ELA-Literacy.SL.5.5

Include multimedia components (e.g. graphics, sound) and visual displays in presentation when appropriate to enhance the development of main ideas or themes.

Common Core State Standards for ELA

Key Ideas and Details:

CCSS.ELA-Literacy.RI.5.1

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-Literacy.W.5.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-Literacy.W.5.2A

Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g. headings), illustrations, and multimedia when useful to aid comprehension.

CCSS.ELA-Literacy.W.5.2B

Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.

Production and Distribution of Writing:

CCSS.ELA-Literacy.W.5.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above)



DATA

- [17 Facts About Gun Violence And School Shootings](#)
- [Violent Deaths at School and Away From School and School Shootings](#)
- [U.S. School Shooting Statistics: Data on Incidents, Shooter Warning Signs](#)
- [Gunfire on School Grounds in the United States](#)
- [USA Facts](#)