

**MIDDLE GRADE INITIATIVE**

**College and Career**

**C O N N E C T I O N S**

**E M E R G E N C Y**

Emergency Management is a new career field, offering a wide variety of options. This **C O N N E C T I O N** links the Eighth Grade English Standards for Speaking and Listening with coursework from Northern Arizona University’s Bachelor’s Degree in Emergency Management.

**AZCCRS addressed in this C O N N E C T I O N:**

**English and Language Arts, Grades 6 – 8; Speaking and Listening Standards**

**Northern Arizona University, Public Administration and Justice Studies**

**From their website:**

<http://catalog.nau.edu/Catalog/details?plan=ESABAS&catalogYear=1516>

“*The Public Administration and Justice Studies Department consists of a team of Northern Arizona University full-time and part-time faculty, academic advisors, and Extended Campuses Outreach and Transition Coordinators dedicated to your academic and professional success. Collaborating across various locations in Arizona, our team is focused on providing a rigorous academic program designed to help you gain critical skills necessary to become an effective public manager. Our vision, mission, and student learning goals focus on the success of every single student. We offer in-person and online classes to give you flexibility in arranging your work and class schedules. We offer a focused program to help you complete your degree on a timely and cost-effective basis. Our goal is to keep the size of all classes small to help you engage with faculty members and interact with classmates in a productive learning environment. A Bachelor of Applied Science with a specialization in Emergency Management allows you to gain an understanding of the phases of emergency management: prevention, protection, mitigation, response and recovery as well as leadership, ethics, budgeting, critical thinking and problem solving. This degree plan emphasizes experiential learning by linking theory to specific problems and case studies. This program will provide you with the knowledge and skills applicable to emergency management careers in the public, non-profit and private sectors. This degree can also prepare you for graduate school.*

*This degree attracts students who desire the knowledge and skills needed to serve as professional emergency managers in the public, non-profit and private sectors.  Students are exposed to the latest information in Emergency Planning (including COOP), Incident Management Systems (IMS), Disaster Recovery and Homeland Security that prepare them to be effective and ethical emergency managers and to protect their communities from emergency events. This plan features a transfer block route designed to aid community-college graduates towards the completion of a bachelor's degree in a concise time frame*.”

**Degree Program:**

**Bachelor of Applied Science,** **Emergency Management,** (Courses Include:)

**EMGT 410; Emergency Planning -** This course will introduce students to the process and methods for the design, implementation, and evaluation of programs and plans in emergency management. Students will learn to assess hazards to a community, identify resources available, and draft a plan to mitigate the risk.

**ENG 302W; TECHNICAL WRITING**

Instruction and experience in writing proposals; technical descriptions; and instructions, analyses, interpretative and recommendation reports; abstracts; progress reports; business letters; technical articles; and correspondence. This course fulfills NAU's junior-level writing requirement.

**Lesson:**

**Every institution needs to be prepared to handle an emergency. Emergency Management personnel are charged with not only developing but communicating simple, easily implemented plans that will provide security to large groups of people in stressful situations. What does your school’s plan look like? What are your responsibilities when something goes wrong?**

Eighth grade students will hear an explanation of the school’s emergency plans from the administration or support staff, and take notes during the presentation. Breaking into small groups, they will use the notes to produce ten minute presentations that can be shared with students in earlier grades. The presentations should highlight school preparations for emergencies and inform younger children of appropriate behavior in an emergency. These presentations can be delivered in individual classes or during an assembly, as school needs allow. Each group will create a PowerPoint, ensuring that topics are divided among participants, so that each student has a part in the delivery. The teacher should emphasize that care should be taken to ensure that all presentations are age-appropriate for the intended audience and focused on preparedness, not fear.

Students will be given copies of the **AZCCRS for Speaking and Listening in the Middle Grades**, and, as a class, develop a rubric to use in evaluating presentations. Rubrics will isolate specific skills, providing levels of competence and also include a section for constructive comments. **(Example Attached)** Students will be assessed by both the teacher and their classmates. The rubric will help students understand how they will be evaluated and provide a template for giving feedback to others.

Groups will turn in a rough draft for their presentation in the form of a story board, a poster-sized plan of slides they intend to produce, specifying background, fonts, graphics and narrations. The teacher will have the opportunity to provide feedback, offer suggestions and redirect as necessary.

One or two days will be set aside so each group can present to the class, with all students participating as both presenters and evaluators. The teacher will collect and screen peer evaluations prior to providing them to presenters. Students’ grades will be based upon the teacher evaluations.

Once all presentations have been heard, the class will conduct a discussion to determine how they can compile the presentations into one, cohesive and well-constructed presentation. The teacher will artfully ensure that elements from each group’s presentation appear in the final version. Groups will chose responsibilities to produce the compilation (sections of slides, artwork, narrations…). This final version will be shared with the younger students.

If multiple presentations are scheduled (as in individual classes), the responsibility can be spread among groups. If only one presentation is given (as in an assembly or on video announcements), students can be selected to participate based on the classroom evaluations.

The presentation will also be shared with the school board and the parent group, either on video or in person. The press will be invited.

**Time Frame** - Two to three weeks. Most of the work for this project is done outside class. It will require partial intervals of class time (20 - 30 minutes) on multiple days, plus one or two full class periods for the presentations. It should be scheduled along with other curricular pieces.

**Deliverables and Assessment**

Standards by assignment

**Ten-minute Group Presentation** –

(8.SL.5) Integrate multimedia and visual displays into presentations

(8.SL.6) Adapt speech to a variety of contexts and tasks

Teacher and classmates use the developed rubric to evaluate the presentation.

**Storyboard Mock-up** –

(8.SL.2) Analyze the purpose of information presented

(8.SL.4) Present claims and findings in a focused, coherent manner

Used like a rough draft, the storyboard will demonstrate the students’ understanding and organizational abilities.

**Class Discussion** –

(8.SL.1) Engage effectively in a range of collaborative discussions.

Discussion is intended to compile group projects into a unified class presentation. Participation demonstrates student understanding and skill levels.

**From the Arizona Department of Education Website:**

**AZCCRS for English and Language Arts - Eighth Grade**

**Speaking and Listening**

The following standards for grades 6–8 offer a focus for instruction in each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year’s grade‐specific standards and retain or further develop skills and understandings mastered in preceding grades.

**(8.SL.1)** Engage effectively in a range of collaborative discussions (one‐on‐one, in groups, and teacher‐led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

* 1. Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
  2. Follow rules for collegial discussions and decision‐making, track progress toward specific goals and deadlines, and define individual roles as needed.
  3. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
  4. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (8.SL.1)

**(8.SL.2)** Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. (8.SL.2)

**(8.SL.4)** Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well‐chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (8.SL.4)

**(8.SL.5)** Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (8.SL.5)

**(8.SL.6)** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.) (8.SL.6)

**Example for a portion of the rubric (from 8.SL.4)**

Developing the rubric engages students and allows them to be more comfortable with the evaluation. This rubric is not topic specific and could be used for other classroom presentations.

Each characteristic is listed with descriptions of what various levels of performance actually look like. Students can then provide more objective feedback.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Excellent | Acceptable | Needs Polish |
| Well‐chosen details  (8.SL.4) | Details helped to illustrate the content well. | Details usually supported the presentation. | Details were often fuzzy or did not apply. |
| Appropriate eye contact  (8.SL.4) | Eye contact was natural and included classmates in all parts of the room. | Student maintained eye contact with a variety of people most of the time. | Student read from notes, stared at one person or looked off into the distance often. |
| Adequate volume  (8.SL.4) | Volume was suitable, varied and helped make the narration interesting. | Most of the time the volume was sufficient to make it easy to understand. | The volume was often too high (annoying) or too low (hard to hear). |
| Constructive Comments |  | | |



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**C O N N E C T I O N S**

**Feedback**

**E M E R G E N C Y**

Thank you for taking a moment to share your feedback regarding the **College and Career** **CONNECTION, Emergency**. We appreciate your time! Please send the completed form to Dawne.Spangler@nau.edu

Participant: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

District: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What grade(s) and subject(s) do you teach? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please share your thoughts: Was this **CONNECTION**

**Relevant**? Yes Somewhat No

Comments

**Interesting to students**? Yes Somewhat No

Comments

**Practical**? Yes Somewhat No

Comments

What suggestions do you have to improve this **CONNECTION**?

What requests or suggestions do you have for new **CONNECTIONS**?