

## Clean Water Seminar Reflection Questions

Use your research notes and personal experiences with the SDG 6 Clean Water Project to contribute to a seminar discussion that focuses on the following questions. You may take notes on this document and you may also use your research notes from this unit (you can copy and paste from that document).

1. Opening Question: What do you think is the most pressing or important issue that needs to be addressed with clean water and sanitation? Be specific and identify a particular place, issue or concern that exists either locally, nationally or globally.
2. What Target for SDG 6 did you think was the most interesting or most important? Why?
3. What are the challenges in achieving safe, equitable and affordable drinking water and proper sanitation for all?
4. What issues or challenges has the U.S. and/or NC faced with clean water and sanitation? Explain and identify specific cases.
5. What other Sustainable Development Goals are affected by or are connected to SDG 6? How and why?
6. Reflect on the panel discussion - why was it beneficial for us to hear from local experts? What are some interesting facts you learned from the panel discussion?
7. What activity in this unit did you enjoy? What kind of impact do you think you had by participating in some of the activities?
8. Closing question: What is the most important solution to put into place in order to improve water and sanitation in the world? What are some of the most important things individuals (such as yourself) can do to improve water and sanitation issues?

### Seminar Discussion Rubric

A **respectful contributor** uses an appropriate tone when addressing others, actively listens throughout the entire conversation, does not conduct side conversations, does not dominate the conversation or speak over others, and is actively engaged for the entire time. (SL.9-10.1 B)

Advanced	A <b>respectful contributor</b> * who has multiple marks including evidence and connections
Strong	A <b>respectful contributor</b> * who has multiple marks, some evidence and connections
Proficient	A <b>respectful contributor</b> * who has at least two marks, no evidence
Minimal	A contributor to the discussion.

**Evaluation Criteria:**

- **Originality:** initiating a new thread of discussion; insightful commentary (SL.9-10.1 B)
- **Evidence:** responds to a question with textual reference (SL.9-10.2 A, SL.9-10.2 B)
- **Collaboration:** supports or challenges another’s response; poses thoughtful questions that continues discussion (SL.9-10.1 C)

Grading Marks	
• speaks	✓ research cited
c connection to life/previous comment or seminar	? asks critical question

STANDARDS RUBRIC					
Standard	Advanced 90-100	Strong 80-89	Proficient 70-79	Minimal 60-69	Not Demonstrated
<b>QUALITY OF COMMENTS:</b>	Makes insightful comment(s) and claim(s) that evaluate how the sources effectively develop an argument, as well as propels the discussion in a meaningful way.	Makes comment(s) and claim(s) that evaluates how the sources develop arguments, and somewhat propels the discussion in a meaningful way.	Makes adequate comment(s) and claim(s) that evaluate how the sources develop arguments, and somewhat propels the discussion in a meaningful way.	Makes basic comment(s) and claim(s) about how the sources develop arguments, inconsistently propels the discussion.	Makes off-topic or superficial comments about the sources and arguments; does not propel the conversation.
<b>Evaluating Arguments (RI.910.8)</b>					
<b>Citing Textual Evidence (RI.910.1)</b>	Cites the strongest and most sophisticated textual examples to support claims	Uses appropriate and strong details and inferences from the sources to support analysis	Uses adequate details and inferences from the sources to support analysis	Uses some general details and/or inferences from the sources to support analysis, but there may be better or more specific evidence available	Uses weak, vague or insufficient evidence, details and/or inferences from the sources to support analysis.

<p><b>SPEAKING &amp; LISTENING SKILLS:</b></p> <p><b>Preparedness (SL.9-10.1 A)</b></p> <p><b>Participation &amp; Facilitation (SL.9-10.1 B)</b></p> <p><b>Response &amp; Reflection (SL.9-10.1 C)</b></p>	<p>Student is thoroughly and skillfully prepared for discussion</p> <p>Student politely uses questions to propel conversations; student clarifies, verifies, or challenges ideas and conclusions in a way that drives the conversation forward</p> <p>Student clearly and persuasively expresses his/her own ideas after synthesizing others' perspectives, building on the ideas of others</p>	<p>Student is prepared for discussion</p> <p>Student meaningfully contributes to conversations by asking and responding to questions; student clarifies, verifies, or challenges ideas and conclusions</p> <p>Student responds thoughtfully to other students' perspectives, summarizing and clarifying information when necessary, and mostly builds on the ideas of others</p>	<p>Student is adequately prepared for discussion</p> <p>Student adequately contributes to conversations; may or may not ask and respon to questions; student adequately clarifies, verifies, or challenges ideas and conclusions</p> <p>Student adequately responds to other students' perspectives, but does not build on the ideas of others</p>	<p>Student is somewhat prepared for discussion</p> <p>Student contributes to conversations, but may not move conversations forward in a meaningful way; student makes some attempts to clarify, verify, or challenge ideas and conclusions</p> <p>Student may respond to other students but is still developing the ability to contribute original ideas, build on ideas of others, or may repeat ideas/quotes</p>	<p>Student is not sufficiently prepared for discussion</p> <p>Student's contribution to conversation does not involve others in the group or move the discussion in a meaningful direction</p> <p>Comes to class unprepared, simply repeats ideas/quotes already mentioned and/or does not contribute</p>
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