

Date: \_\_\_\_\_ Page Numbers Covered in Book: \_\_\_\_\_

Group Members: \_\_\_\_\_

CATEGORY	3	2	1	0	Points Earned
<b>Enthusiasm</b>	Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked.	Very little use of facial expressions or body language. Did not generate much interest in topic being presented.	
<b>Content</b>	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.	
<b>Speaks Clearly</b>	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most ( 94-85%) of the time. Mispronounces no more than one word.	Often mumbles or can not be understood OR mispronounces more than one word.	
<b>Collaboration with Peers</b>	Almost always listens to, shares with, and supports the efforts of others in the group. Tries to keep people working well together.	Usually listens to, shares with, and supports the efforts of others in the group. Does not cause "waves" in the group.	Often listens to, shares with, and supports the efforts of others in the group but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others in the group. Often is not a good team member.	
<b>Comprehension</b>	Student is able to accurately answer almost all questions posed by classmates about the topic.	Student is able to accurately answer most questions posed by classmates about the topic.	Student is able to accurately answer a few questions posed by classmates about the topic.	Student is unable to accurately answer questions posed by classmates about the topic.	
<b>Displays</b>	Students have a well prepared visual aid to better explain their topic (powerpoint, poster, etc.)	Students have prepared a good visual aid to better explain their topic (powerpoint, poster, etc.)	Students have a visual aid to better explain their topic (powerpoint, poster, etc.)	Students do not have a visual aid to better explain their topic (powerpoint, poster, etc.)	
<b>Report</b>	Students have a well written summary of their topic, which includes all words spelled correctly, complete sentences, and their best handwriting. (5-10 sentences)	Students have a well written summary of their topic, which includes most words spelled correctly, complete sentences, and good handwriting. (4-8 sentences)	Students have a written summary of their topic, which includes some words spelled correctly, complete sentences, and fair handwriting. (3-6 sentences)	Students do not have a well written summary of their topic. (0-3 sentences)	

**TOTAL POINTS:** \_\_\_\_\_

## Where is North Carolina? Group Presentations

Each group needs to research the 2 pages you were assigned from the textbook and create a short presentation (3-6 minutes) to the class. You will act as the teachers and the information you present should be accurate and easy to understand. You can use the internet and other resources to help add to your presentation!

Each group member needs to contribute to the presentation, which means you should all present something to the class, rather than one person doing all the talking. Groups should have a visual aid to add their presentation. (Powerpoint presentations, posters, pictures from the internet, drawings, maps, etc). If you need any materials, please let me know and I will do my very best to get you everything you need.

Presentations will begin on Monday, September 17<sup>th</sup>.

We will be doing many more presentations and in-class group projects this year so this first presentation is a great chance to learn from one another!!