**FRANÇAIS I: Pays Francophones**

You will be creating a presentation of your assigned Francophone country using images and your own voice narration to teach the rest of the class about a country in which French is spoken.

**Narration**: You must narrate your presentation in your own words (without plagiarizing from your research) with the goal of sharing with the class what you have learned about your French-speaking country. We want to learn from you. If you plagiarize, you will receive a ZERO for the project.

**Content**: For every slide and/or topic you share with us, make sure that you have something to say about it. For example, don't just say "Paris is the capital of France." Give us one or two facts of interest about it! See details below:

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| Content | **Superior 9-10** | **Good 7-8** | **Needs Improvement 4-6** | **Weak 0-3** |
| Pre-Preparation | Student’s organigramme was well developed and interpreted | The organigramme was more well-developed in some areas than others and/or was not always interpreted in student’s own voice | The organigramme was weakly developed and/or plagiarized directly from the websites researched | The organigramme was mostly plagiarized directly from the websites researched. |
| Electronic Presentation | Students’ presentation media worked without glitch in a timely manner. | Students’ presentation media worked generally well, with a few technical glitches here and there. | Presentation had several media glitches and caused interference with the development of the topic. | Student unable to present because of unresolved technical difficulties prior to presentation date. |
| Slides: Images | 10 or more high-quality slides (see below) | 7-9 medium-high quality slides | 4-6 slides | 3 or less slides, poor quality |
| Slides: Labeling | Clearly-labeled slides, with photos and accurate information, with balanced but not overwhelming amount of text | Mostly clearly-labeled slides, with photos and accurate information, but either not enough or overwhelming amount of text | Some clearly-labeled slides, with photos and accurate information, but often not enough or overwhelming amount of text | Poorly-labeled slides, with not enough or overwhelming amount of text |
| Presentation:  Content | The student appears very well-versed in his/her topic and is able to share that topic extremely well to the class | The student appears comfortable with the topic and is able to share that topic well with the class | The student has average to low grasp of the topic and is unable to consistently share that topic with the class | The student has very low grasp of the topic and the class has difficulty following |
| Presentation:  Voice/  Persona | Student’s speech is relaxed and spontaneous. Maintains enthusiasm throughout presentation, maintains class’ attention and is easily heard by audience. Student speaks as loud as the teacher does. | Student hesitates at times but is mostly enthusiastic and able to mostly maintain class’ attention. Can be heard by most students and is audible and clear but could be louder. | Time is needed to think and formulate thoughts. Enthusiasm is mostly inconsistent and some students not attentive. Audience strains to hear some of the words. | Reads from visual. Speech is interrupted by periods of silence. Does not project enthusiasm. Class unable to follow consistently. |
| **Interactive Activity** | Activity is well-founded in information presented, is engaging, thoughtful and interesting for the class | Activity is somewhat based in information presented, is mostly engaging and thoughtful. Most students are interested in activity. | Activity is not wholly representative of presentation, students not wholly engaged or interested. | Activity is low engagement and not wholly representative of presentation |
| Creativity/  Investment | Student presented a thoughtful, creative project. It is clear student was wholly invested in this presentation and interpreted the research thoughtfully and in his/her own words. | Project is clear and neat, but could have had more detail, reflected more personal investment and personal interpretation. | Project has skeletal details and missing information.  Some information was obviously directly and impersonally communicated from sources. | Project is sloppy and/or done with minimal effort and little or no personal interpretation. Plagiarism is obvious. |
| Collaboration | Collaboration was visibly evident and balanced | Collaboration was somewhat lop-sided but generally evident | Collaboration was imbalanced in favor of one student or the other, and little cooperation was evident. | Collaboration was almost non-existent. Clearly students did not collaborate or discuss their difficulties in collaboration with teacher. |