

DEFORESTATION AND HABITAT FORMATION

WERE THE FOLLOWING VOCABULARY TERMS USED? 25 pts total (2.25 pts each)

- | | | |
|--|--|---------------------------------------|
| <input type="checkbox"/> Rainforest | <input type="checkbox"/> Transpiration | <input type="checkbox"/> Biodiversity |
| <input type="checkbox"/> Biodiversity | <input type="checkbox"/> Water Cycle | <input type="checkbox"/> Habitat |
| <input type="checkbox"/> Deforestation | <input type="checkbox"/> Inbreeding | <input type="checkbox"/> Niche |
| <input type="checkbox"/> Desertification | <input type="checkbox"/> Outbreeding | |

WERE THE FOLLOWING CONCEPTS DISCUSSED WITH CLARITY? 25 pts total (4.15 pts each)

- What are Biotic and Abiotic Factors in a forest, and how are they impacted by deforestation?
- Explain how cutting down trees, especially in the rainforest impacts biodiversity.
- How can deforestation eventually lead to things like desertification.
- How can we prevent human impact from causing habitat fragmentation?
- Will habitat fragmentation occur naturally without the impact of humans? If so HOW?
- How can habitat fragmentation reduce outbreeding, and lead to increased inbreeding?

VISUAL AID 25 pts total (3.33 pts each)

- The visual aid represent the concepts and vocabulary used in the presentation.
- The group refers to their visual aid often, but only reads from it very little or not at all.
- The visual aid is not wordy, it contains minimal text usage, that is important.

PROFESSIONALISM 25 pts total (2.25 pts each)

- The visual aid is visually appealing. "it is like so pretty and eye catching"
- The group as a whole brought that energy, they were excited to tell me about their topic.
- The group give off the aura like they were experts in the field
- All group members a seemed to be EQUALLY important to the project.

TOTAL SCORE = _____.

DEFORESTATION AND HABITAT FORMATION

WERE THE FOLLOWING VOCABULARY TERMS USED? 25 pts total (2.25 pts each)

- | | | |
|--|--|---------------------------------------|
| <input type="checkbox"/> Rainforest | <input type="checkbox"/> Transpiration | <input type="checkbox"/> Biodiversity |
| <input type="checkbox"/> Biodiversity | <input type="checkbox"/> Water Cycle | <input type="checkbox"/> Habitat |
| <input type="checkbox"/> Deforestation | <input type="checkbox"/> Inbreeding | <input type="checkbox"/> Niche |
| <input type="checkbox"/> Desertification | <input type="checkbox"/> Outbreeding | |

WERE THE FOLLOWING CONCEPTS DISCUSSED WITH CLARITY? 25 pts total (4.15 pts each)

- What are Biotic and Abiotic Factors in a forest, and how are they impacted by deforestation?
- Explain how cutting down trees, especially in the rainforest impacts biodiversity.
- How can deforestation eventually lead to things like desertification.
- How can we prevent human impact from causing habitat fragmentation?
- Will habitat fragmentation occur naturally without the impact of humans? If so HOW?
- How can habitat fragmentation reduce outbreeding, and lead to increased inbreeding?

VISUAL AID 25 pts total (3.33 pts each)

- The visual aid represent the concepts and vocabulary used in the presentation.
- The group refers to their visual aid often, but only reads from it very little or not at all.
- The visual aid is not wordy, it contains minimal text usage, that is important.

PROFESSIONALISM 25 pts total (2.25 pts each)

- The visual aid is visually appealing. "it is like so pretty and eye catching"
- The group as a whole brought that energy, they were excited to tell me about their topic.
- The group give off the aura like they were experts in the field
- All group members a seemed to be EQUALLY important to the project.

TOTAL SCORE = _____.

OVERPOPULATION, BOTTLENECK EFFECT & INVASIVE SPECIES

GROUP MEMBERS:

WHERE THE FOLLOWING VOCABULARY TERMS USED? 25 pts total (3.125 pts each)

- | | | |
|--|---|--------------------------------------|
| <input type="checkbox"/> Carrying Capacity | <input type="checkbox"/> Natural Disaster | <input type="checkbox"/> Endemic |
| <input type="checkbox"/> Ecological Niche | <input type="checkbox"/> Extinction | <input type="checkbox"/> Coevolution |
| <input type="checkbox"/> Logistic Growth | <input type="checkbox"/> Biodiversity | |

WERE THE FOLLOWING CONCEPTS DISCUSSED WITH CLARITY? 25 pts total (3.57 pts each)

- How does the amount of resources and rate of consumption effect the size of a population?
- Can renewable resources be diminished depending on rate of use? HOW?
- How is Genetic Diversity tied to the Biodiversity?
- How does the loss of Genetic Diversity in one community effect biodiversity of surrounding communities?
- Does Genetic Diversity impact the fitness of a species, does a loss of genetic diversity lead to extinction?
- Do invasive species have a competitive advantage over native species?
- How do invasive species impact the ecosystem they are released in/invade?

VISUAL AID 25 pts total (3.33 pts each)

- The visual aid represent the concepts and vocabulary used in the presentation.
- The group refers to their visual aid often, but only reads from it very little or not at all.
- The visual aid is not wordy, it contains minimal text usage, that is important.

PROFESSIONALISM 25 pts total (2.25 pts each)

- The visual aid is visually appealing. "it is like so pretty and eye catching"
- The group as a whole brought that energy, they were excited to tell me about their topic.
- The group give off the aura like they were experts in the field
- All group members a seemed to be EQUALLY important to the project.

TOTAL SCORE = _____.

OVERPOPULATION, BOTTLENECK EFFECT & INVASIVE SPECIES

WHERE THE FOLLOWING VOCABULARY TERMS USED? 25 pts total (3.125 pts each)

- | | | |
|--|---|--------------------------------------|
| <input type="checkbox"/> Carrying Capacity | <input type="checkbox"/> Natural Disaster | <input type="checkbox"/> Endemic |
| <input type="checkbox"/> Ecological Niche | <input type="checkbox"/> Extinction | <input type="checkbox"/> Coevolution |
| <input type="checkbox"/> Logistic Growth | <input type="checkbox"/> Biodiversity | |

WERE THE FOLLOWING CONCEPTS DISCUSSED WITH CLARITY? 25 pts total (3.57 pts each)

- How does the amount of resources and rate of consumption effect the size of a population?
- Can renewable resources be diminished depending on rate of use? HOW?
- How is Genetic Diversity tied to the Biodiversity?
- How does the loss of Genetic Diversity in one community effect biodiversity of surrounding communities?
- Does Genetic Diversity impact the fitness of a species, does a loss of genetic diversity lead to extinction?
- Do invasive species have a competitive advantage over native species?
- How do invasive species impact the ecosystem they are released in/invade?

VISUAL AID 25 pts total (3.33 pts each)

- The visual aid represent the concepts and vocabulary used in the presentation.
- The group refers to their visual aid often, but only reads from it very little or not at all.
- The visual aid is not wordy, it contains minimal text usage, that is important.

PROFESSIONALISM 25 pts total (2.25 pts each)

- The visual aid is visually appealing. "it is like so pretty and eye catching"
- The group as a whole brought that energy, they were excited to tell me about their topic.
- The group give off the aura like they were experts in the field
- All group members a seemed to be EQUALLY important to the project.

TOTAL SCORE = _____.

POACHING, WHALING & BIG GAME TROPHY HUNTING

GROUP MEMBERS: _____

WHERE THE FOLLOWING VOCABULARY TERMS USED? 25 pts total (3.5 pts each)

- | | | |
|---|--|---------------------------------------|
| <input type="checkbox"/> Threatened Species | <input type="checkbox"/> Carbon Sink | <input type="checkbox"/> Biodiversity |
| <input type="checkbox"/> Endangered Species | <input type="checkbox"/> Moratorium | |
| <input type="checkbox"/> Extinction | <input type="checkbox"/> Bioaccumulation | |

WERE THE FOLLOWING CONCEPTS DISCUSSED WITH CLARITY? 25 pts total (2.75 pts each)

- How do poachers put species at risk of extinction?
- How does poaching animals effect the natural ecosystem as a whole.
- How do whales contribute to mixing and distributing nutrients in the ocean?
- Why are whales considered carbon sinks?
- Can protecting whales help slow/stop global warming?
- Explain the +/- impacts of bioaccumulation on long lived organisms and top predators.
- What would I have to do if I wanted to kill some big game (lions, elephants, giraffes)
- Is big game hunting legal poaching?
- How could proceeds of big game hunts be used to preserve biodiversity?

VISUAL AID 25 pts total (8.33 pts each)

- The visual aid represent the concepts and vocabulary used in the presentation.
- The group refers to their visual aid often, but only reads from it very little or not at all.
- The visual aid is not wordy, it contains minimal text usage, that is important.

PROFESSIONALISM 25 pts total (2.25 pts each)

- The visual aid is visually appealing. "it is like so pretty and eye catching"
- The group as a whole brought that energy, they were excited to tell me about their topic.
- The group give off the aura like they were experts in the field
- All group members a seemed to be EQUALLY important to the project.

TOTAL SCORE = _____.

POACHING, WHALING & BIG GAME TROPHY HUNTING

GROUP MEMBERS: _____

WHERE THE FOLLOWING VOCABULARY TERMS USED? 25 pts total (3.5 pts each)

- | | | |
|---|--|---------------------------------------|
| <input type="checkbox"/> Threatened Species | <input type="checkbox"/> Carbon Sink | <input type="checkbox"/> Biodiversity |
| <input type="checkbox"/> Endangered Species | <input type="checkbox"/> Moratorium | |
| <input type="checkbox"/> Extinction | <input type="checkbox"/> Bioaccumulation | |

WERE THE FOLLOWING CONCEPTS DISCUSSED WITH CLARITY? 25 pts total (2.75 pts each)

- How do poachers put species at risk of extinction?
- How does poaching animals effect the natural ecosystem as a whole.
- How do whales contribute to mixing and distributing nutrients in the ocean?
- Why are whales considered carbon sinks?
- Can protecting whales help slow/stop global warming?
- Explain the +/- impacts of bioaccumulation on long lived organisms and top predators.
- What would I have to do if I wanted to kill some big game (lions, elephants, giraffes)
- Is big game hunting legal poaching?
- How could proceeds of big game hunts be used to preserve biodiversity?

VISUAL AID 25 pts total (8.33 pts each)

- The visual aid represent the concepts and vocabulary used in the presentation.
- The group refers to their visual aid often, but only reads from it very little or not at all.
- The visual aid is not wordy, it contains minimal text usage, that is important.

PROFESSIONALISM 25 pts total (2.25 pts each)

- The visual aid is visually appealing. "it is like so pretty and eye catching"
- The group as a whole brought that energy, they were excited to tell me about their topic.
- The group give off the aura like they were experts in the field
- All group members a seemed to be EQUALLY important to the project.

TOTAL SCORE = _____.

BURNING FOSSIL FUELS, GHG & GLOBAL WARMING

GROUP NAMES: _____

WHERE THE FOLLOWING VOCABULARY TERMS USED? 25 pts total (2.5 pts each)

- | | | |
|--|---|--|
| <input type="checkbox"/> Combustion | <input type="checkbox"/> Greenhouse Gases | <input type="checkbox"/> Anthropomorphic |
| <input type="checkbox"/> Fossil Fuels | <input type="checkbox"/> Carbon Dioxide | <input type="checkbox"/> Biodiversity |
| <input type="checkbox"/> Carbon Cycle | <input type="checkbox"/> Methane | |
| <input type="checkbox"/> Greenhouse Effect | <input type="checkbox"/> Atmosphere | |

WERE THE FOLLOWING CONCEPTS DISCUSSED WITH CLARITY? 25 pts total (5 pts each)

- Explain how fossil fuels have stored carbon for millions of years, preventing it from cycling in the carbon cycle.
- Why are some gases considered greenhouse gases, like what do they do? How do they make earth a green house?
- Is the greenhouse effect essential to human life on Earth? Why do people think it is bad?
- Explain Climate vs Weather.
- Increasing annual warmth in global climate is bad, why? What's going to or could happen?
 - o Such as drought, crops, biodiversity, weather, etc...

VISUAL AID 25 pts total (8.33 pts each)

- The visual aid represent the concepts and vocabulary used in the presentation.
- The group refers to their visual aid often, but only reads from it very little or not at all.
- The visual aid is not wordy, it contains minimal text usage, that is important.

PROFESSIONALISM 25 pts total (2.25 pts each)

- The visual aid is visually appealing. "it is like so pretty and eye catching"
- The group as a whole brought that energy, they were excited to tell me about their topic.
- The group give off the aura like they were experts in the field
- All group members a seemed to be EQUALLY important to the project.

TOTAL SCORE = _____.

BURNING FOSSIL FUELS, GHG & GLOBAL WARMING

GROUP NAMES: _____

WHERE THE FOLLOWING VOCABULARY TERMS USED? 25 pts total (2.5 pts each)

- | | | |
|--|---|--|
| <input type="checkbox"/> Combustion | <input type="checkbox"/> Greenhouse Gases | <input type="checkbox"/> Anthropomorphic |
| <input type="checkbox"/> Fossil Fuels | <input type="checkbox"/> Carbon Dioxide | <input type="checkbox"/> Biodiversity |
| <input type="checkbox"/> Carbon Cycle | <input type="checkbox"/> Methane | |
| <input type="checkbox"/> Greenhouse Effect | <input type="checkbox"/> Atmosphere | |

WERE THE FOLLOWING CONCEPTS DISCUSSED WITH CLARITY? 25 pts total (5 pts each)

- Explain how fossil fuels have stored carbon for millions of years, preventing it from cycling in the carbon cycle.
- Why are some gases considered greenhouse gases, like what do they do? How do they make earth a green house?
- Is the greenhouse effect essential to human life on Earth? Why do people think it is bad?
- Explain Climate vs Weather.
- Increasing annual warmth in global climate is bad, why? What's going to or could happen?
 - o Such as drought, crops, biodiversity, weather, etc...

VISUAL AID 25 pts total (8.33 pts each)

- The visual aid represent the concepts and vocabulary used in the presentation.
- The group refers to their visual aid often, but only reads from it very little or not at all.
- The visual aid is not wordy, it contains minimal text usage, that is important.

PROFESSIONALISM 25 pts total (2.25 pts each)

- The visual aid is visually appealing. "it is like so pretty and eye catching"
- The group as a whole brought that energy, they were excited to tell me about their topic.
- The group give off the aura like they were experts in the field
- All group members a seemed to be EQUALLY important to the project.

TOTAL SCORE = _____.

EUTROPHICATION, PESTICIDES & PLANTING MONOCULTURES

GROUP NAMES: _____

WHERE THE FOLLOWING VOCABULARY TERMS USED? 25 pts total (2.8 pts each)

- | | | |
|---|--|--|
| <input type="checkbox"/> Phosphorus | <input type="checkbox"/> Runoff | <input type="checkbox"/> Soil Degradation |
| <input type="checkbox"/> Nitrogen | <input type="checkbox"/> Natural Selection | <input type="checkbox"/> Increased Water Use |
| <input type="checkbox"/> Nutrient Pollution | <input type="checkbox"/> Trait | <input type="checkbox"/> Disease |

WERE THE FOLLOWING CONCEPTS DISCUSSED WITH CLARITY? 25 pts total (4.15 pts each)

- What is Fertilizer one a elemental level? Why do farmers use? Can't the plants get that stuff naturally?
- What is the problem with fertilizer and rain?
- How do fertilizer runoff impact algae in local bodies of water, how does this impact those ecosystems?
- Can pesticides kill species that it is not targeting specifically?
- Explain issues that may arise regarding the use of pesticides due to natural selection.
- Why is planting monocultures bad?
 - o Water, Soil, Disease, etc...

VISUAL AID 25 pts total (8.33 pts each)

- The visual aid represent the concepts and vocabulary used in the presentation.
- The group refers to their visual aid often, but only reads from it very little or not at all.
- The visual aid is not wordy, it contains minimal text usage, that is important.

PROFESSIONALISM 25 pts total (2.25 pts each)

- The visual aid is visually appealing. "it is like so pretty and eye catching"
- The group as a whole brought that energy, they were excited to tell me about their topic.
- The group give off the aura like they were experts in the field
- All group members a seemed to be EQUALLY important to the project.

TOTAL SCORE = _____.

EUTROPHICATION, PESTICIDES & PLANTING MONOCULTURES

GROUP NAMES: _____

WHERE THE FOLLOWING VOCABULARY TERMS USED? 25 pts total (2.8 pts each)

- | | | |
|---|--|--|
| <input type="checkbox"/> Phosphorus | <input type="checkbox"/> Runoff | <input type="checkbox"/> Soil Degradation |
| <input type="checkbox"/> Nitrogen | <input type="checkbox"/> Natural Selection | <input type="checkbox"/> Increased Water Use |
| <input type="checkbox"/> Nutrient Pollution | <input type="checkbox"/> Trait | <input type="checkbox"/> Disease |

WERE THE FOLLOWING CONCEPTS DISCUSSED WITH CLARITY? 25 pts total (4.15 pts each)

- What is Fertilizer one a elemental level? Why do farmers use? Can't the plants get that stuff naturally?
- What is the problem with fertilizer and rain?
- How do fertilizer runoff impact algae in local bodies of water, how does this impact those ecosystems?
- Can pesticides kill species that it is not targeting specifically?
- Explain issues that may arise regarding the use of pesticides due to natural selection.
- Why is planting monocultures bad?
 - o Water, Soil, Disease, etc...

VISUAL AID 25 pts total (8.33 pts each)

- The visual aid represent the concepts and vocabulary used in the presentation.
- The group refers to their visual aid often, but only reads from it very little or not at all.
- The visual aid is not wordy, it contains minimal text usage, that is important.

PROFESSIONALISM 25 pts total (2.25 pts each)

- The visual aid is visually appealing. "it is like so pretty and eye catching"
- The group as a whole brought that energy, they were excited to tell me about their topic.
- The group give off the aura like they were experts in the field
- All group members a seemed to be EQUALLY important to the project.

TOTAL SCORE = _____.

WATER & AIR POLLUTION, SMOG & LITTER

GROUP NAMES: _____

WHERE THE FOLLOWING VOCABULARY TERMS USED? 25 pts total (2.25 pts each)

- | | |
|--|---|
| <input type="checkbox"/> Atmosphere | <input type="checkbox"/> Single Use Plastic |
| <input type="checkbox"/> Ozone | <input type="checkbox"/> Biodegradable |
| <input type="checkbox"/> Air Quality Index (AQI) | <input type="checkbox"/> Non-biodegradable |
| <input type="checkbox"/> Parts Per Million (ppm) | <input type="checkbox"/> Trophic Levels |
| <input type="checkbox"/> Bioaccumulation | <input type="checkbox"/> Microplastics |
| <input type="checkbox"/> Biomagnification | |

WERE THE FOLLOWING CONCEPTS DISCUSSED WITH CLARITY? 25 pts total (4.15 pts each)

- What organisms are affected by air pollution? How?
- How does Air pollution effect the ozone layer, explain the results?
- Explain what happens once a toxin enters the food chain at lower and/or higher trophic levels.
- How does water pollution effects the environment and humans?
- Explain the devastation to the environment as a results of single use plastic.
- Explain the devastation to the environment as a result of microplastics.

VISUAL AID 25 pts total (3.33 pts each)

- The visual aid represent the concepts and vocabulary used in the presentation.
- The group refers to their visual aid often, but only reads from it very little or not at all.
- The visual aid is not wordy, it contains minimal text usage, that is important.

PROFESSIONALISM 25 pts total (2.25 pts each)

- The visual aid is visually appealing. "it is like so pretty and eye catching"
- The group as a whole brought that energy, they were excited to tell me about their topic.
- The group give off the aura like they were experts in the field
- All group members a seemed to be EQUALLY important to the project.

TOTAL SCORE = _____.

WATER & AIR POLLUTION, SMOG & LITTER

GROUP NAMES: _____

WHERE THE FOLLOWING VOCABULARY TERMS USED? 25 pts total (2.25 pts each)

- | | |
|--|---|
| <input type="checkbox"/> Atmosphere | <input type="checkbox"/> Single Use Plastic |
| <input type="checkbox"/> Ozone | <input type="checkbox"/> Biodegradable |
| <input type="checkbox"/> Air Quality Index (AQI) | <input type="checkbox"/> Non-biodegradable |
| <input type="checkbox"/> Parts Per Million (ppm) | <input type="checkbox"/> Trophic Levels |
| <input type="checkbox"/> Bioaccumulation | <input type="checkbox"/> Microplastics |
| <input type="checkbox"/> Biomagnification | |

WERE THE FOLLOWING CONCEPTS DISCUSSED WITH CLARITY? 25 pts total (4.15 pts each)

- What organisms are affected by air pollution? How?
- How does Air pollution effect the ozone layer, explain the results?
- Explain what happens once a toxin enters the food chain at lower and/or higher trophic levels.
- How does water pollution effects the environment and humans?
- Explain the devastation to the environment as a results of single use plastic.
- Explain the devastation to the environment as a result of microplastics.

VISUAL AID 25 pts total (3.33 pts each)

- The visual aid represent the concepts and vocabulary used in the presentation.
- The group refers to their visual aid often, but only reads from it very little or not at all.
- The visual aid is not wordy, it contains minimal text usage, that is important.

PROFESSIONALISM 25 pts total (2.25 pts each)

- The visual aid is visually appealing. "it is like so pretty and eye catching"
- The group as a whole brought that energy, they were excited to tell me about their topic.
- The group give off the aura like they were experts in the field
- All group members a seemed to be EQUALLY important to the project.

TOTAL SCORE = _____.

ACID RAIN, OCEAN ACIDIFICATION & CORAL BLEACHING

GROUP MEMBERS: _____

WHERE THE FOLLOWING VOCABULARY TERMS USED? 25 pts total (2.27 pts each)

- | | | |
|---|---|---------------------------------------|
| <input type="checkbox"/> pH | <input type="checkbox"/> Carbon Dioxide | <input type="checkbox"/> Mutualism |
| <input type="checkbox"/> Acid | <input type="checkbox"/> Carbonic Acid | <input type="checkbox"/> Algae |
| <input type="checkbox"/> Sulfur Dioxide | <input type="checkbox"/> Carbonate | <input type="checkbox"/> Biodiversity |
| <input type="checkbox"/> Nitrogen Oxide | <input type="checkbox"/> Carbon Sink | |

WERE THE FOLLOWING CONCEPTS DISCUSSED WITH CLARITY? 25 pts total (5 pts each)

- Why is the pH of water ecosystems important, how does Acid rain effect this?
- What effect does ACID rain have on wildlife, people, and the land?
- What are the pros and cons of the ocean being a carbon sink?
- What effect does dropping pH levels have on ocean life?
- What causes coral bleaching, and explain how coral bleaching impacts the environment.

VISUAL AID 25 pts total (3.33 pts each)

- The visual aid represent the concepts and vocabulary used in the presentation.
- The group refers to their visual aid often, but only reads from it very little or not at all.
- The visual aid is not wordy, it contains minimal text usage, that is important.

PROFESSIONALISM 25 pts total (2.25 pts each)

- The visual aid is visually appealing. "it is like so pretty and eye catching"
- The group as a whole brought that energy, they were excited to tell me about their topic.
- The group give off the aura like they were experts in the field
- All group members a seemed to be EQUALLY important to the project.

TOTAL SCORE = _____.

ACID RAIN, OCEAN ACIDIFICATION & CORAL BLEACHING

GROUP MEMBERS: _____

WHERE THE FOLLOWING VOCABULARY TERMS USED? 25 pts total (2.27 pts each)

- | | | |
|---|---|---------------------------------------|
| <input type="checkbox"/> pH | <input type="checkbox"/> Carbon Dioxide | <input type="checkbox"/> Mutualism |
| <input type="checkbox"/> Acid | <input type="checkbox"/> Carbonic Acid | <input type="checkbox"/> Algae |
| <input type="checkbox"/> Sulfur Dioxide | <input type="checkbox"/> Carbonate | <input type="checkbox"/> Biodiversity |
| <input type="checkbox"/> Nitrogen Oxide | <input type="checkbox"/> Carbon Sink | |

WERE THE FOLLOWING CONCEPTS DISCUSSED WITH CLARITY? 25 pts total (5 pts each)

- Why is the pH of water ecosystems important, how does Acid rain effect this?
- What effect does ACID rain have on wildlife, people, and the land?
- What are the pros and cons of the ocean being a carbon sink?
- What effect does dropping pH levels have on ocean life?
- What causes coral bleaching, and explain how coral bleaching impacts the environment.

VISUAL AID 25 pts total (3.33 pts each)

- The visual aid represent the concepts and vocabulary used in the presentation.
- The group refers to their visual aid often, but only reads from it very little or not at all.
- The visual aid is not wordy, it contains minimal text usage, that is important.

PROFESSIONALISM 25 pts total (2.25 pts each)

- The visual aid is visually appealing. "it is like so pretty and eye catching"
- The group as a whole brought that energy, they were excited to tell me about their topic.
- The group give off the aura like they were experts in the field
- All group members a seemed to be EQUALLY important to the project.

TOTAL SCORE = _____.

DRILLIN' FOR OIL, FRACKING & THE KEYSTONE PIPELINE

GROUP MEMBERS: _____

WHERE THE FOLLOWING VOCABULARY TERMS USED? 25 pts total (3.5 pts each)

- | | | |
|---|---|---|
| <input type="checkbox"/> Hydraulic Fracturing | <input type="checkbox"/> Clear Cutting | <input type="checkbox"/> Oil |
| <input type="checkbox"/> Groundwater | <input type="checkbox"/> Seismic Exploration techniques | <input type="checkbox"/> Transcontinental |
| <input type="checkbox"/> Water Intensive | | |

WERE THE FOLLOWING CONCEPTS DISCUSSED WITH CLARITY? 25 pts total (5 pts each)

- Why is fracking used & what is the environmental impact?
- How is fracking water intensive?
- Discuss the results of contaminated groundwater; such as, birth defects, asthma, and other diseases.
- How does drilling for oil impact ecosystems native to that area and the surrounding ecosystems.
 - o What about methods used to find oil, or when oil harvesting techniques malfunction?
- Our government just revoked the permit for the keystone pipeline. Discuss the environmental impact the keystone pipeline has compared to how we are currently transporting oil.

VISUAL AID 25 pts total (3.33 pts each)

- The visual aid represent the concepts and vocabulary used in the presentation.
- The group refers to their visual aid often, but only reads from it very little or not at all.
- The visual aid is not wordy, it contains minimal text usage, that is important.

PROFESSIONALISM 25 pts total (2.25 pts each)

- The visual aid is visually appealing. "it is like so pretty and eye catching"
- The group as a whole brought that energy, they were excited to tell me about their topic.
- The group give off the aura like they were experts in the field
- All group members a seemed to be EQUALLY important to the project.

TOTAL SCORE = _____.

DRILLIN' FOR OIL, FRACKING & THE KEYSTONE PIPELINE

GROUP MEMBERS: _____

WHERE THE FOLLOWING VOCABULARY TERMS USED? 25 pts total (3.5 pts each)

- | | | |
|---|---|---|
| <input type="checkbox"/> Hydraulic Fracturing | <input type="checkbox"/> Clear Cutting | <input type="checkbox"/> Oil |
| <input type="checkbox"/> Groundwater | <input type="checkbox"/> Seismic Exploration techniques | <input type="checkbox"/> Transcontinental |
| <input type="checkbox"/> Water Intensive | | |

WERE THE FOLLOWING CONCEPTS DISCUSSED WITH CLARITY? 25 pts total (5 pts each)

- Why is fracking used & what is the environmental impact?
- How is fracking water intensive?
- Discuss the results of contaminated groundwater; such as, birth defects, asthma, and other diseases.
- How does drilling for oil impact ecosystems native to that area and the surrounding ecosystems.
 - o What about methods used to find oil, or when oil harvesting techniques malfunction?
- Our government just revoked the permit for the keystone pipeline. Discuss the environmental impact the keystone pipeline has compared to how we are currently transporting oil.

VISUAL AID 25 pts total (3.33 pts each)

- The visual aid represent the concepts and vocabulary used in the presentation.
- The group refers to their visual aid often, but only reads from it very little or not at all.
- The visual aid is not wordy, it contains minimal text usage, that is important.

PROFESSIONALISM 25 pts total (2.25 pts each)

- The visual aid is visually appealing. "it is like so pretty and eye catching"
- The group as a whole brought that energy, they were excited to tell me about their topic.
- The group give off the aura like they were experts in the field
- All group members a seemed to be EQUALLY important to the project.

TOTAL SCORE = _____.

EROSION, DAMS & LARGE WIND FARMS

GROUP MEMBERS: _____

WHERE THE FOLLOWING VOCABULARY TERMS USED? 25 pts total (4 pts each)

- | | | |
|---|--|---------------------------------|
| <input type="checkbox"/> Fertile Lan | <input type="checkbox"/> Habitat Fragmentation | <input type="checkbox"/> Mating |
| <input type="checkbox"/> Infertile Land | <input type="checkbox"/> Intermittent Energy | |
| <input type="checkbox"/> Stream Sedimentation | <input type="checkbox"/> Ecosystem | |

WERE THE FOLLOWING CONCEPTS DISCUSSED WITH CLARITY? 25 pts total (5 pts each)

- Describe the process of erosion and how it impacts soil fertility
- Explain where the eroded soil ends up and if it has any good/bad impact there.
- Discuss the pros and cons of large wind farms.
 - o Turbine Blasé Lubricant is toxic
- Flooding is natural, dams prevent flooding, discuss the pros and cons of the environmental impact of dams.
 - o Think about mating, ecosystem function, sediment flow.

VISUAL AID 25 pts total (8.33 pts each)

- The visual aid represent the concepts and vocabulary used in the presentation.
- The group refers to their visual aid often, but only reads from it very little or not at all.
- The visual aid is not wordy, it contains minimal text usage, that is important.

PROFESSIONALISM 25 pts total (2.25 pts each)

- The visual aid is visually appealing. "it is like so pretty and eye catching"
- The group as a whole brought that energy, they were excited to tell me about their topic.
- The group give off the aura like they were experts in the field
- All group members a seemed to be EQUALLY important to the project.

TOTAL SCORE = _____.

EROSION, DAMS & LARGE WIND FARMS

GROUP MEMBERS: _____

WHERE THE FOLLOWING VOCABULARY TERMS USED? 25 pts total (4 pts each)

- | | | |
|---|--|---------------------------------|
| <input type="checkbox"/> Fertile Lan | <input type="checkbox"/> Habitat Fragmentation | <input type="checkbox"/> Mating |
| <input type="checkbox"/> Infertile Land | <input type="checkbox"/> Intermittent Energy | |
| <input type="checkbox"/> Stream Sedimentation | <input type="checkbox"/> Ecosystem | |

WERE THE FOLLOWING CONCEPTS DISCUSSED WITH CLARITY? 25 pts total (5 pts each)

- Describe the process of erosion and how it impacts soil fertility
- Explain where the eroded soil ends up and if it has any good/bad impact there.
- Discuss the pros and cons of large wind farms.
 - o Turbine Blasé Lubricant is toxic
- Flooding is natural, dams prevent flooding, discuss the pros and cons of the environmental impact of dams.
 - o Think about mating, ecosystem function, sediment flow.

VISUAL AID 25 pts total (8.33 pts each)

- The visual aid represent the concepts and vocabulary used in the presentation.
- The group refers to their visual aid often, but only reads from it very little or not at all.
- The visual aid is not wordy, it contains minimal text usage, that is important.

PROFESSIONALISM 25 pts total (2.25 pts each)

- The visual aid is visually appealing. "it is like so pretty and eye catching"
- The group as a whole brought that energy, they were excited to tell me about their topic.
- The group give off the aura like they were experts in the field
- All group members a seemed to be EQUALLY important to the project.

TOTAL SCORE = _____.