**SUBJECT: Yr 9 GERMAN**

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| --- | --- |
| TOPIC: | History Timeline „Deutsche Geschichte“ [Term 2] |
| CAT TASK: | 2: Rich Task |
| DESCRIPTION: | Th This research assignment consists of 2 sections   1. Create a Timeline of 15 events in German History from 1870 to present day 2. Research, collate, and present information on ONE event at greater depth |
| CONDITIONS:DUE DATE: | Students will be given some lessons/partial lessons period to complete the task. It is assumed that they will also complete work on the task at home.  TBA |
| SUCCESS CRITERIA: | Students will receive competency if they demonstrate capacity in the following:  |  |  | | --- | --- | | Criteria | Grades Given | | **Timeline** content and range | 10 | | Sources and Interpretation of information | 5 | | Presentation of information / use of visuals | 5 | | **Research task** – content and range | 10 | | Sources and Interpretation of information | 5 | | Presentation of information / use of visuals | 5 | | Managing Personal Learning using HOMs | 5 | | Use of ICT | 5 | | Bibliography [required] |  | | TOTAL | / 50 marks | |
| ACE POINTWEIGHTING: | Task: 2 points |
| TEACHER FEEDBACK: | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  ­­­­­­­­­­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  ­­­­­­­­­­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  ­­­­­­­­­­­­­­­­­­­­­­­­­­ |

Projekt: „Deutsche Geschichte“

**A. Timeline [Take roughly one week]**

Research & prepare a timeline with any **15 ‘events’ in German history** **between 1870** and the **present day**.

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The timeline can be in any format eg a **paper scroll** or **poster** or **Word Doc**

**B. Research topic** **[Take 1-2 weeks]**

Choose ONE ‘event’ (NOT a person) that **most interests you** from your timeline!

[](http://www.google.com.au/imgres?q=munich+olympics+1972&um=1&hl=en&biw=1280&bih=619&tbm=isch&tbnid=-9mtG_JtXtb7eM:&imgrefurl=http://www.longbeachstate.com/trads/olympic.html&docid=EEHeC6zCKcRKTM&imgurl=http://grfx.cstv.com/schools/lbst/graphics/auto/olympics-1972.gif&w=298&h=370&ei=d0DKTom0AaSjiAeOm7XhDw&zoom=1)

* + 1. **What** was it about this event that inspired or fascinated you?
    2. **Who** was involved prior, during and after this event?
    3. **How** did this event impact on [affect] Germany & Germans?
    4. **Why** did this event effect future developments in the world?
    5. **Where** does your curiosity about this event take your research now?
    6. **Which** twoHABITS OF MIND did you use in this research project.
       - 1. [see attached sheet]

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You need to:

# Keep a WORK LOG and

# Include a BIBLIOGRAPHY.

**C.** **Presentation – This may be completed next Term**

You will need to give an oral presentation of about 5 minutes to the class.

**Assessment criteria for CONTENT:**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| Criteria | Marks | High 5 | 4 | 3 | 2 | Low 1 | Not seen |
| **Timeline** content and range | 10 |  |  |  |  |  |  |
| Sources and Interpretation of information | 5 |  |  |  |  |  |  |
| Presentation of information / use of visuals | 5 |  |  |  |  |  |  |
| **Research Event** – content and range | 10 |  |  |  |  |  |  |
| Sources and Interpretation of information | 5 |  |  |  |  |  |  |
| Presentation of information / use of visuals | 5 |  |  |  |  |  |  |
| Managing Personal Learning  using HOMs & Bibliography **[required]** | 5 |  |  |  |  |  |  |
| Use of ICT | 5 |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| TOTAL / 50 marks | | | | | | | |

|  |  |  |
| --- | --- | --- |
| Date | What you have **Learned** today… | Websites used / Bibliography |
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**Habits of Mind –** Read these! Which one are YOU in research tasks ???

**1.Persisting** - Stick to it! Persevering in task through to completion; remaining focused. Looking for ways to reach our goal when stuck. Not giving up.

**2.Managing impulsivity** - Take your Time! Thinking before acting; remaining calm, thoughtful and deliberative.

**3.Listening with understanding and** empathy - Understand Others! Devoting mental energy to another person’s thoughts and ideas. Make an effort to perceive another’s point of view and emotions.

**4.Thinking flexibly** - Look at it Another Way! Being able to change perspectives, generate alternatives, consider options.

**5.Thinking about your thinking (Metacognition)** - Being aware of your own thoughts, strategies, feelings and actions and their effects on others.

**6.Striving for accuracy** - Check it again! Always doing your best. Setting high standards. Checking and finding ways to improve constantly.

**7.Questioning and problem posing** - How do you know? Having a questioning attitude; knowing what data are needed and developing questioning strategies to produce those data. Finding problems to solve.

**8.Applying past knowledge to new situations** - Use what you Learn! Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.

**9.Thinking and communicating with clarity and precision** - Be clear! Striving for accurate communication in both written and oral form; avoiding over generalizations, distortions, deletions and exaggerations.

**10.Gather data through all senses:** Use your natural pathways! Pay attention to the world around you Gather data through all the senses; taste, touch, smell, hearing and sight.

**11.Creating, imagining, and innovating** - Try a different way! Generating new and novel ideas, fluency, originality

**12.Responding with wonderment and awe** - Have fun figuring it out! Finding the world awesome, mysterious and being intrigued with phenomena and beauty.

**13.Taking responsible risks** - Venture out! Being adventuresome; living on the edge of one’s competence. Try new things constantly.

**14.Finding humour** - Laugh a little! Find the light-hearted, incongruous and unexpected. Being able to laugh at oneself.

**15.Thinking interdependently** - Work together! Being able to work in and learn from others in reciprocal situations. Team work.

**16. Remaining open to continuous learning** - I have so much more to learn! Having humility and pride when admitting we don’t know; resisting complacency.

Assessment Rubric – Yr 9 CAT 3 Semester 1

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Criteria |  | Marks | High 5 | 4 | 3 | 2 | Low 1 | Not seen |
| **Timeline** content and range | Timeline feature 15 events well documented across all decades. | 10 |  |  |  |  |  |  |
| Sources and Interpretation of information | Timeline has be constructed from a number of sources – at least one hard copy source – showing personal interpretation. No plagiarism. | 5 |  |  |  |  |  |  |
| Presentation of information / use of visuals | Timeline looks good with expert construction and use of visuals | 5 |  |  |  |  |  |  |
| **Research Event** – content & range  linked to a rich question | Event has been competently researched to address a rich research question at depth. | 10 |  |  |  |  |  |  |
| Sources and Interpretation of information | Event has been constructed from a number of sources – at least one hard copy source – showing personal interpretation. No plagiarism. | 5 |  |  |  |  |  |  |
| Presentation of information / use of visuals | Event presented expertly with excellent use of visuals | 5 |  |  |  |  |  |  |
| Managing Personal Learning  using HOMs & Bibliography **[required]** | Evidence of planning, goal setting and attention to detail. Shows adaptation of strategies to overcome difficulties. Good note/record keeping, checking. | 5 |  |  |  |  |  |  |
| Use of ICT [VELs 5.50] | Use of ICT presentation conventions and processing techniques to increase the efficiency and effectiveness of information products. | 5 |  |  |  |  |  |  |
| TOTAL / 50 marks | | | | | | | | |

Feedback:

The best parts about your CAT 3 were: ……………………………………………….………………………………………………………………………………….

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The aspects you could work on for next CAT 3 are: …………….………………………………………………………………………………………………….

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