

Ms. Baskin - Health
Ms. Kostenbader - Biology
Mr. Markey – World History
Ms. Moses - English

AIMS 10th Grade Integrated Curriculum Project
Genocide and Intolerance
+225 Points per person/per class!!!

Task

You will research and investigate an historical incident of genocide and intolerance and its impact on that society and the world in general. You will describe, explain, analyze, and interpret information concerning that particular incident, by creating a binder with a case study, showing the historical situation including Human Rights violations, health, political and economic aspects. The group must also create a visual aid **a 3-panel display board, a brochure, and a PowerPoint sideshow** supporting your research. An oral presentation covering the requirements above will be presented on **Tuesday, June 4th, 2013**. This project will combine aspects of Modern World History, Health, English and Biology. A grade will be given to each member in each of the above classes.

Possible areas of Research:

The Holocaust of WWII
Cambodia – Khmer Rouge
Darfur, Sudan
Rwanda
Bosnia
Armenia
Slavery (outside the U.S.)
Hate groups

Groups of three to four will be formed through your World History class.

Each binder, brochure, board and oral presentation must include correct information, current data, use proper English conventions, and have all elements. Each binder will be evaluated by a panel of your 10th grade AIMS core teachers. This will be a wonderful opportunity for you to practice the skills necessary for your integrated junior and senior projects over the next two years.

This project is required in your core AIMS classes: Health, Biology, English and World History. You will receive an overall grade for the project in each of the core classes. This means 225 points in each of your classes!!!

There will be check point dates given for the various assignments. **BE PREPARED!**

Oral Presentations will be on: _____ from 7:20 am to 8:50. Presentations are to be **NO LONGER** than 10 minutes.

General Guidelines

- You will be given class time to research, work with your groups, and produce most of the elements required by this integrated project.
- Whatever you do not accomplish during class time, it is expected that you complete outside class time for homework.
- This project is a group grade.
- **Depending on your WORK LOGS you and your group will decide the outcome of the points given.**

All students must participate in creating the binder and be an active part of the oral presentation.

You are expected to have **5 sources** of information:

1. one MUST be a BOOK
2. one MUST be an article from a newspaper or magazine
3. one MUST be a testimonial
4. & 5. the rest can be from the internet, interviews, pamphlets, etc...

You should provide handwritten notes with research. Keep your resources! Make sure you write down all the appropriate information for internet resources. Refer to the *Reading and Writing Handbook* for information on proper documentation.

You will be expected to create:

- a visual aid (3 panel board) for your oral presentation
- a brochure
- PowerPoint slideshow.

Remember that when being judged, you are in competition with the other groups.

The Following Rubrics Will Be Used for Visual Aids and Presentation

The points will be doubled, so the MOST you may earn is 100 points

5= Advanced Proficient, 4= Proficient, 3= Basic, 2= Below Basic, 1= Far Below Basic

Visual Aid	1	2	3	4	5
Content —Information is correct, well organized, in-depth and demonstrates clear understanding of the equipment and its uses.					
Aesthetic Appeal —Appropriate titles and illustrations, neat, visually appealing, use of color or contrast, layout is logical.					
English Conventions —Proper usage, complete sentences, grammar, spelling, punctuation, capitalization					
Creativity – Unique use of the board, brochure and/or PowerPoint.					

Oral Presentation Rubric

3 = meets the criterion

2 = meets the criterion, but needs improvement

1 = does not meet the criterion

CONTENT

The introduction includes an introduction of your group members and a preview of the topic that will be discussed. Your group used a <u>creative hook</u> . Your hook captured the audience's attention and stated your topic.	3	2	1
In the body , the speakers clearly explain the HISTORICAL background of the event(s). The major groups, leaders and factors that created this event. The biology aspect is a minor part of the content and is explained in proper scientific terms. All written work is grammatically correct.	3	2	1
Accurate and detailed facts are presented to the audience.	3	2	1
Ideas are presented in a logical and coherent order.	3	2	1
The presentation ends with a <u>strong conclusion</u> in which the speakers ask the audience if they have any questions.	3	2	1

DELIVERY

The speakers presented fluidly using note cards or notes, but not reading directly from their paper for the entire presentation. It was <u>apparent</u> that the speakers <u>practiced</u> their parts and knew them well. The manner in which the speakers presented captured the audience's attention and held their attention for the entire speech.	3	2	1
Volume and rate are appropriate.	3	2	1
Emphasis and pauses are used to stress key ideas or points.	3	2	1
The speakers made eye contact with the audience and patient.	3	2	1
Facial expressions and gestures are appropriate.	3	2	1

Group Title: _____

Group Names: _____

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Total Points Earned: _____