# SAN LEANDRO UNIFIED SCHOOL DISTRICT
# COURSE PROPOSAL
## SECTION A. COVER PAGE

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| **1. Course Title:**<br>**World History by Design** | **7. Action**<br>X New Course<br>☐ Course Revision<br>☐ Title Change Only |
| **2. Date Submitted:**<br>3/2/16 | **8. Grade Level(s)**<br>☐ 6 ☐ 9 ☐ 11<br>☐ 7 X 10 ☐ 12<br>☐ 8 |
| **3. Transcript Title/Abbreviation(s)**<br>World History Design | **9. Prerequisites** (Please list.)<br>X Required Concurrent enrolment in SLAM Digital Media Pathway<br><br>☐ Recommended |
| **4. Transcript Course Code/Course Number :** | **10. Seeking Program Distinction?**<br>☐ YES (Check one below.) ☐ NO<br>X Honors ☐ AP ☐ Other |
| **5. Subject Area**<br>Social Science | **11. Is this a CTE course?**<br>☐ YES<br>X NO<br>**If YES, complete Section C** |
| **6. Department**<br>Social Science | **12. Previously approved by UC?**<br>X YES ☐ NO ☐ NA for 6th-8th |
| **13. UC ELIGIBILITY World History by Design**<br>**Adopted from: University of California Curriculum Integration (UCCI)**<br><br>**Already eligible?** YES By UC<br><br>**Proposing eligibility? XYES ☐NO**<br>**a X b☐ c☐ d☐ e☐ f☐ g☐** | **14. Unit Value/Course Credit/Length of Course**<br>☐ 0.5 (semester or half-year<br>X 1.0 (one year equivalent)<br>☐ 2.0 (two-year equivalent)<br>☐ Other |

**15. School Contact:**

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Principal: [signature]

**DISTRICT OFFICE USE ONLY**

**Date approved by Board Curriculum Committee**
6-2-16
**Date approved by Board**

## SECTION B. COURSE CONTENT

### 17. Course Description

In World History by Design, students practice visual media and design career skills while developing a deeper understanding of significant periods and events in world history. Revolutions, wars and globalization inspire and inform students' visual arts projects in which they learn to use the elements and principles of design - and in the process come to nuanced understandings of the events and trends that make up world history. Assignments include creating a digital book of law after examining and analyzing primary source documents, and creating a layered map of Europe illustrating significant geopolitical changes.

### 18. Course Goals and/or Major Student Outcomes

World History by Design is a course in which students will analyze significant periods in world history from the development of government systems through to modern times while building the basic skills of graphic design elements and principles. Students will use major world events such as revolutions, wars and globalization as the inspiration for design projects to synthesize the knowledge into cohesive assignments that are both content driven and conceptual. Students have the opportunity in this course to demonstrate their knowledge of historical content through the creating art, using the elements and principles of design. Students will produce a series of artistic products that reflect their comprehension of both historical content and relevant design skills; from the years of the ancient Greeks and Romans through the modern post Cold War world. Students will integrate the reading and viewing of traditional texts, primary source resources, technology manuals, digital media sources, appropriate era artwork and tutorials to demonstrate their knowledge of design and world history. Upon completion of this course, students will have completed their world history requirement and be prepared to take additional design courses.

### 19. Course Objectives (standards)

World History, Culture, and Geography: The Modern World

Students in grade ten study major turning points that shaped the modern world, from the late eighteenth century through the present, including the cause and course of the two world wars. They trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, especially as they pertain to international relations. They extrapolate from the American experience that democratic ideals are often achieved at a high price, remain vulnerable, and are not practiced everywhere in the world. Students develop an understanding of current world issues and relate them to their historical, geographic, political,

economic, and cultural contexts. Students consider multiple accounts of events in order to understand international relations from a variety of perspectives.

10.1 Students relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western political thought.

1. Analyze the similarities and differences in Judeo-Christian and Greco-Roman views of law, reason and faith, and duties of the individual.
2. Trace the development of the Western political ideas of the rule of law and illegitimacy of tyranny, using selections from Plato's *Republic* and Aristotle's *Politics.*
3. Consider the influence of the U.S. Constitution on political systems in the contemporary world.

10.2 Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects worldwide on the political expectations for self-government and individual liberty.

1. Compare the major ideas of philosophers and their effects on the democratic revolutions in England, the United States, France, and Latin America (e.g., John Locke, Charles-Louis Montesquieu, Jean-Jacques Rousseau, Simón Bolívar, Thomas Jefferson, James Madison).
2. List the principles of the Magna Carta, the English Bill of Rights (1689), the American Declaration of Independence (1776), the French Declaration of the Rights of Man and the Citizen (1789), and the U.S. Bill of Rights (1791).
3. Understand the unique character of the American Revolution, its spread to other parts of the world, and its continuing significance to other nations.
4. Explain how the ideology of the French Revolution led France to develop from constitutional monarchy to democratic despotism to the Napoleonic empire.
5. Discuss how nationalism spread across Europe with Napoleon but was repressed for a generation under the Congress of Vienna and Concert of Europe until the Revolutions of 1848.

10.3 Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.

1. Analyze why England was the first country to industrialize.
2. Examine how scientific and technological changes and new forms of energy brought about massive social, economic, and cultural change (e.g., the inventions and discoveries of James Watt, Eli Whitney, Henry Bessemer, Louis Pasteur, Thomas Edison).
3. Describe the growth of population, rural to urban migration, and growth of cities associated with the Industrial Revolution.
4. Trace the evolution of work and labor, including the demise of the slave trade and the effects of immigration, mining and manufacturing, division of labor, and the union movement.
5. Understand the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy.

6. Analyze the emergence of capitalism as a dominant economic pattern and the responses to it, including Utopianism, Social Democracy, Socialism, and Communism.
7. Describe the emergence of Romanticism in art and literature (e.g., the poetry of William Blake and William Wordsworth), social criticism (e.g., the novels of Charles Dickens), and the move away from Classicism in Europe.

10.4 Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America, and the Philippines.

1. Describe the rise of industrial economies and their link to imperialism and colonial-ism (e.g., the role played by national security and strategic advantage; moral issues raised by the search for national hegemony, Social Darwinism, and the missionary impulse; material issues such as land, resources, and technology).
2. Discuss the locations of the colonial rule of such nations as England, France, Germany, Italy, Japan, the Netherlands, Russia, Spain, Portugal, and the United States.
3. Explain imperialism from the perspective of the colonizers and the colonized and the varied immediate and long-term responses by the people under colonial rule.
4. Describe the independence struggles of the colonized regions of the world, including the roles of leaders, such as Sun Yat-sen in China, and the roles of ideology and religion.

10.5 Students analyze the causes and course of the First World War.

1. Analyze the arguments for entering into war presented by leaders from all sides of the Great War and the role of political and economic rivalries, ethnic and ideological conflicts, domestic discontent and disorder, and propaganda and nationalism in mobilizing the civilian population in support of "total war."
2. Examine the principal theaters of battle, major turning points, and the importance of geographic factors in military decisions and outcomes (e.g., topography, waterways, distance, climate).
3. Explain how the Russian Revolution and the entry of the United States affected the course and outcome of the war.
4. Understand the nature of the war and its human costs (military and civilian) on all sides of the conflict, including how colonial peoples contributed to the war effort.
5. Discuss human rights violations and genocide, including the Ottoman government's actions against Armenian citizens.

10.6 Students analyze the effects of the First World War.

1. Analyze the aims and negotiating roles of world leaders, the terms and influence of the Treaty of Versailles and Woodrow Wilson's Fourteen Points, and the causes and effects of the United States's rejection of the League of Nations on world politics.
2. Describe the effects of the war and resulting peace treaties on population movement, the international economy, and shifts in the geographic and political borders of Europe and the Middle East.

3. Understand the widespread disillusionment with prewar institutions, authorities, and values that resulted in a void that was later filled by totalitarians.
4. Discuss the influence of World War I on literature, art, and intellectual life in the West (e.g., Pablo Picasso, the "lost generation" of Gertrude Stein, Ernest Hemingway).

10.7 Students analyze the rise of totalitarian governments after World War I.

1. Understand the causes and consequences of the Russian Revolution, including Lenin's use of totalitarian means to seize and maintain control (e.g., the Gulag).
2. Trace Stalin's rise to power in the Soviet Union and the connection between economic policies, political policies, the absence of a free press, and systematic violations of human rights (e.g., the Terror Famine in Ukraine).
3. Analyze the rise, aggression, and human costs of totalitarian regimes (Fascist and Communist) in Germany, Italy, and the Soviet Union, noting especially their common and dissimilar traits.

10.8 Students analyze the causes and consequences of World War II.

1. Compare the German, Italian, and Japanese drives for empire in the 1930s, including the 1937 Rape of Nanking, other atrocities in China, and the Stalin-Hitler Pact of 1939.
2. Understand the role of appeasement, nonintervention (isolationism), and the domestic distractions in Europe and the United States prior to the outbreak of World War II.
3. Identify and locate the Allied and Axis powers on a map and discuss the major turning points of the war, the principal theaters of conflict, key strategic decisions, and the resulting war conferences and political resolutions, with emphasis on the importance of geographic factors.
4. Describe the political, diplomatic, and military leaders during the war (e.g., Winston Churchill, Franklin Delano Roosevelt, Emperor Hirohito, Adolf Hitler, Benito Mussolini, Joseph Stalin, Douglas MacArthur, Dwight Eisenhower).
5. Analyze the Nazi policy of pursuing racial purity, especially against the European Jews; its transformation into the Final Solution; and the Holocaust that resulted in the murder of six million Jewish civilians.
6. Discuss the human costs of the war, with particular attention to the civilian and military losses in Russia, Germany, Britain, the United States, China, and Japan.

10.9 Students analyze the international developments in the post-World World War II world.

1. Compare the economic and military power shifts caused by the war, including the Yalta Pact, the development of nuclear weapons, Soviet control over Eastern European nations, and the economic recoveries of Germany and Japan.
2. Analyze the causes of the Cold War, with the free world on one side and Soviet client states on the other, including competition for influence in such places as Egypt, the Congo, Vietnam, and Chile.
3. Understand the importance of the Truman Doctrine and the Marshall Plan, which established the pattern for America's postwar policy of supplying economic and military aid to prevent the spread of Communism and the resulting economic and

political competition in arenas such as Southeast Asia (i.e., the Korean War, Vietnam War), Cuba, and Africa.

4. Analyze the Chinese Civil War, the rise of Mao Tse-tung, and the subsequent political and economic upheavals in China (e.g., the Great Leap Forward, the Cultural Revolution, and the Tiananmen Square uprising).
5. Describe the uprisings in Poland (1952), Hungary (1956), and Czechoslovakia (1968) and those countries' resurgence in the 1970s and 1980s as people in Soviet satellites sought freedom from Soviet control.
6. Understand how the forces of nationalism developed in the Middle East, how the Holocaust affected world opinion regarding the need for a Jewish state, and the significance and effects of the location and establishment of Israel on world affairs.
7. Analyze the reasons for the collapse of the Soviet Union, including the weakness of the command economy, burdens of military commitments, and growing resistance to Soviet rule by dissidents in satellite states and the non-Russian Soviet republics.
8. Discuss the establishment and work of the United Nations and the purposes and functions of the Warsaw Pact, SEATO, NATO, and the Organization of American States.

10.10 Students analyze instances of nation-building in the contemporary world in at least two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, and China.

1. Understand the challenges in the regions, including their geopolitical, cultural, military, and economic significance and the international relationships in which they are involved.
2. Describe the recent history of the regions, including political divisions and systems, key leaders, religious issues, natural features, resources, and population patterns.
3. Discuss the important trends in the regions today and whether they appear to serve the cause of individual freedom and democracy.

10.11 Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, computers).

## RH Grades 9-10 :Reading Standards for Literacy in History/Social Studies, Science, and Technical Subjects

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| 1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. |
| 2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. |

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| 3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. |
| 4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. |
| 5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. |
| 7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. |
| 8. Assess the extent to which the reasoning and evidence in a text support the author's claims. |
| 9. Compare and contrast treatments of the same topic in several primary and secondary sources. |
| 10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently. |

## RST Grades 9-10 Reading Standards for Literacy in History/Social Studies, Science, and Technical Subjects

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| 1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. |
| 2. Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. |
| 3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. |
| 4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 9–10 texts and topics*. |
| 5. Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., *force, friction, reaction force, energy*). |
| 7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. |
| 8 .Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem. |
| 9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. |
| 10. By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently. |

## WHST Grades 9-10 Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

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| 1. Write arguments focused on *discipline-specific content*.<br>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.<br>b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. |

c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e. Provide a concluding statement or section that follows from or supports the argument presented.

2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
   a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
   b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
   c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
   d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
   e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
   f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

3. (See note; not applicable as a separate requirement)

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

8. Gather relevant information from multiple authoritative print and digital sources **(primary and secondary),** using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. **CA**

9. Draw evidence from informational texts to support analysis, reflection, and research.

10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## 20. Course Outline

### Unit 1: Graphing Government Systems

**Unit 1 Overview:**
This unit will cover the development of government systems and introduce students to influential government thinkers from Ancient Greece, Rome and the Enlightenment. In addition students will learn the Elements of Art and Principles of Design. In order to create digital assignments in this course, students will be introduced to current industry standard software and learn basic tasks such as opening and saving files in correct formats, optimizing resolution for print vs. web, inserting/importing images and text. Students will differentiate between the different forms of government and development of those governmental systems and learn the skills of primary source analysis. From this analysis students will analyze the processes that were originally used in the production of these documents and the design choices made from analysis of the visual elements of composition, spacing and typography. Students will demonstrate these skills in their "Book of Laws" containing the legal and ethical responsibilities of a citizen, copyright laws, right to intellectual property, physical property. The basis of government ideals and design elements taught in this unit will be referenced throughout the course as historical events change over time and design skills build upon one another. Through their analysis of the mediums and the use of content students will understand the link between design and the dissemination of information.

### Unit 2: Revolutionary Layout

**Unit 2 Overview:**
Using the district approved history text, students will examine various revolutionary movements through the lens of art movements and design aesthetics that originated from these social upheavals between the 16th and 19th centuries. These new art disciplines eventually lead to modern career pathways in Art, Design and Entertainment. Students will explore the significant role art and media had in inspiring and advancing the period's changes such as: the roles of realism, romanticism, and impressionism in the Industrial Revolution, Protestant Reformation, Scientific Revolution and other major political revolutions.

Students will create visual demonstrations of unit content incorporating contemporary styles and design principles inspired by the historical era. By the end of the unit, students will use documents and direct instruction to understand the causes and outcomes of each Revolutionary movement and identify commonalities, differences and the effectiveness of targeted design and media in spurring demand for change. Students will be able to create a print or web product using industry standard layout and produce

2D or 3D digital illustrations to demonstrate their learning of the revolutionary period. Students will link the rapid changes in the historical revolutions to the rapid changes in the technology available now as they produce those products.

## Unit 3: Imperialist Importations

### Unit 3 Overview:

After massive movements of urbanization and industrialization, European Nations were in dire need of acquiring other lands to gather raw materials as well as markets for their manufactured goods. Students will explore areas, methods of land acquisition, positive and negative impacts of colonization. Students can gain multiple perspectives of imperialism by reading additional primary and secondary source documents. White Man's Burden by Rudyard Kipling could provide an explanation for the European perspective and the response in Black Man's Burden by H.T. Johnson could be used to inform the other perspective. Other listed sources can be used in the same way. Students will be introduced to techniques to create video, text and photo elements for multimedia presentations. Students will integrate these visual art elements to create multimedia presentations that form and articulate a historical argument and demonstrate their grasp of primary source analysis. With skills acquired in this unit students will be able to compose visual presentations that deepen and support the students' understanding of imperialistic motivations, efforts and consequences. This unit will also ensure that students can make design decisions that will evoke emotion and opinions while at the same time creating content based products.

## Unit 4: Digital Dissemination of WWI

### Unit 4 Overview:

Students will reinforce and build upon desktop publishing skills and be introduced to interactive documents. Students will use these skills to create interactive maps and information graphics, that demonstrate an understanding of how militarism, alliances, imperialism and nationalism led to a struggle for power during the World War I era. After analyzing propaganda posters from a design and historical perspective, students will use layout and design skills to create their own poster. Students will also create war diaries as online blogs and connect communication careers from World War I-like news and war correspondents with the today's social media correspondents. A complete visual and interactive representation of World War I is this unit's culminating activity.

## Unit 5: Technological Totalitarianism

### Unit 5 Overview:

Students will be further introduced to creating information graphics that display complex information quickly and clearly. Students will then use these skills to graphically compare and contrast the rise of totalitarian leaders, Mussolini, Stalin, and Hitler using infographics to outline patterns and trends in world history. Students will demonstrate their knowledge of these leaders' acquisition of power pre-World War II with interactive media. Students will produce a digital multimedia timeline and exhibit the design concepts while analyzing primary source documents, district approved informational texts, and web based supplemental sources. Additionally, students will deepen their knowledge of specific totalitarian governments from 1919-1939 by creating digital motion graphics to differentiate between major political figures in order to prepare for their examination of WWII. Through the creation of informational and digital motion graphics, students will be able to connect significant facts about people and events that influenced the time period addressed in this unit of study.

**Unit 6: World Wide Interaction**

**Unit 6 Overview:**
In this unit, the students will build upon previously learned digital media techniques to create and present a variety of in-depth audio, visual and written assignments to thoroughly examine the meaning, implication and impact of the causes and consequences of WWII. Specifically, students will be able to analyze and interpret policies that led to WWII such as appeasement, militarism, and alliances. The students will use the elements of political discourse such as cartoons to demonstrate their knowledge of WWII. Using the elements and principles of design with interactive maps and infographics, students will explore developing technologies, major theaters of war, and military and political strategies, battles and major turning points. Students will evaluate critical turning points and battles relevant to the outcome of the war and use current visual design tools to clearly and creatively represent these facts. Students will use knowledge and skills in digital arts and motion graphics to produce a Public Service Announcement (PSA)about the the human costs of war, such as the Holocaust or the Atomic Bomb. This will incorporate a skill used both historically and currently (the use of PSAs) informing students of how the content has evolved over time.

**Unit 7: Sequencing the Cold War**

**Unit 7 Overview:**
At the end of WWII the emergence of newly independent nations created an arena for conflict over political ideology and cultural self-determination to take place. Students will apply prior digital layout design concepts and skills and be introduced to sequential art techniques. Students will use sequential art techniques to analyze and demonstrate knowledge of major geopolitical changes that emerge post-WWII including the Domino theory, containment, the spread of communism, the Iron Curtain, the Truman Doctrine, the Marshall Plan, the arms race, and communist revolutions around the world.

Students will research the causes and effects of the Cold War as well as the impact of history and culture on the development of professional arts and media products during

that period. Students will illustrate the cultural and political developments in this period sequentially in flipbooks, triptych, and animation projects in Cold War inspired styles such as art movements of the period including Pop Art, Cubism and Japanese anime.

## 21. Instructional Materials:

**Title:** District Approved World History textbook Primary Text, Read in entirety or near entirety

**Title:** District approved Media and Design textbook Primary Text, Read in entirety or near entirety

**Title: Exploring Visual Design, Edition: 3rd**
Publication Date: 1999, Publisher: Davis Publications Author(s): Joseph Gatto, Albert Porter and Jack Selleck

## Supplementary materials

- Plato's *The Republic*, excerpts
- *Politics* by Aristotle, excerpts
- *12 Tables* - http://www.csun.edu/~hcfll004/12tables.html
- 10 Commandments
- Excerpts from the *Magna Carta*
- Images of each of the law documents (required; can be found online from www.Flickr.com, Google images, etc.) in order to facilitate learning both the CTE applications and the World History content
- Biographies or research on thinkers discussed unit one
- Copyright law (http://www.copyright.gov/title17/)
- Documents and manuals needed for use of and teaching software (optional)
- Martin Luther's *Ninety-Five Theses*
- Thomas Paine's *Common Sense*
- White man's/Black man's Burden
- King Leopold's Ghost
- European Imperialism in Africa DBQ: http://www.utexas.edu/cola/orgs/hemispheres/_files/pdf/handouts/Imperialism_in_Africa_DBQ.pdf
- http://www.firstworldwar.com/index.htm- This website has a wealth of primary source propaganda posters, photographs and audio clips that students can utilize in all of the key assignments in this unit.
- Visual examples of post WWII art including Pop Art (Warhol, Lichtenstein, Picasso, Japanese anime; use internet or textual sources)
- Barefoot Gen, Astro Boy (optional)
- *Animal Farm* movie or film (optional)
- http://noyspi.com/warhol.html(Warhol and the cold war)
- *Atomic Cafe* (optional)
- Vietnam footage (optional)

- Trimble 3D Sketchup ( Free 3D modeling software) & Training Videos Lynda.com
- Online Training Resources (www.lynda.com)
- Adobe TV video training (www.tv.adobe.com)
- Adobe (Illustrator, InDesign, Photoshop) Classroom in a Book
- http://spice.stanford.edu/(Stanford Program on International and Cross-Cultural Education)

## 22. Instructional Methods and/or Strategies and Key Assignments

**Recurring Assignments:**

**Portfolio Requirement**
Students in this class will be expected to select their best work and create a thematic portfolio graphically displaying a timeline of World History. The body of selected work will be assembled into a format consistent with industry standards and could be used in conjunction with professional documents for the purpose of gaining employment. The portfolio must exist digitally and will be developed, shared and critiqued by the instructor and the students' peers as evidence of their learning throughout the class. This work, when compiled at the end of the year will complete a digital timeline, as each item will be presented in chronological order.

**Career Pathway Connection**
At the end of each unit students will be required to research suggested careers from each time period and write a 400-600 word reflection, connecting the innovations from each precise time period with current CTE pathways. Selection of suggested career pathways for each unit will be chosen by the individual teacher. At the end of the year, a final writing assignment will be required of each student in which they reflect on the potential for those careers to still exist in 20 years and predict/consider new career pathways of the future.

**Unit 1 Key Assignments:**

**Assignment 1: The San Leandro High School Book of Law**
Students will be introduced to current industry standard software and learn how to do basic tasks such as opening, editing, and saving files. The instructor will model the task of creating pages for the Book of Law emphasizing principles of design such as balance and laying out text on a grid. Students will compile a digital government policy book for their school that demonstrates a thorough understanding of law development. Students will research primary source documents from ancient Greece, Rome, and Judeo Christian influences. Students will analyze and select specific laws, interpret them into modern day language, and will cite the historical source document where their law first originated. Laws should be based for the most part on the laws that have been presented in primary source documents. (For example they should determine that "Thou shalt not

kill" from the 10 Commandments should be equated with a law outlawing murder.) To formulate connections to today's contemporary legal issues, students must include a substantial section on intellectual property rights, and must research and quote historical laws that support the facts contained in that section. Students will evaluate the concepts behind printed text layout and graphic design, and then synthesize these skills when designing the law book. The book's content must show clear understanding of historical legal content, while the finished product must also produce best practices of graphic design through use of industry standard software (Adobe In Design, iBooks).

Students should review one example of an historical written law to deconstruct the visual elements, specifically focusing on composition, spacing and typography. Completed books should run approximately ten pages with one law per page and one image per page. Suggested software: Google Docs, Adobe In Design, iBooks Author Suggested websites : www.blurb.com, www.bookemon.com, www.Shutterfly.com

**Assignment 2: A Glimpse of History essay**
To prepare students for assignment 3, students write as one of the following philosophers (or similar) Plato, Aristotle, Hobbes, Locke, Beccaria, Wollstonecraft and Louis XIV and compose an essay comparing their ideas with those of another philosopher of the time. Students will be able to write persuasively about how their ideas will/have affect(ed) the revolutions in the United States, France, England or Latin America. Students will then engage in whole class discussion for each philosopher determining their ideas to support democracies or monarchies.

**Assignment 3: Graphing out Ideas**
Students will be introduced to images used to communicate abstract ideas, and the design principle of movement/rhythm to create a digital infographic which uses at least four images to quickly and clearly visually represent the thoughts and ideas behind the influential philosophers studied in assignment 2. In addition to communicating the philosopher's ideas, they will display a likeness or visual depiction of the philosopher and demonstrate knowledge of the copyright law of imagery by giving credit to the original artist and the book or website where it was found. The final product will incorporate a variety of digital mediums including illustration, graphic, collage, vector art, etc. created using current industrial standard software such as Adobe Photoshop or using a web-based program such as www.creately.com. Final infographics will be displayed in a gallery walk, PowerPoint slideshow or other class presentation.

**Assignment 4: Recurring Career Pathway Connection Writing Assignment**
In a 400-600 word written lesson reflection, students will compare and contrast the historical communication of ideas such as stone carvings, scrolls, papyrus, scribes, with the suggested CTE career path of a graphic designer or similar pathways.
Suggested software: Adobe Photoshop, Adobe Illustrator, Paint Suggested websites: www.creately.com, www.charts.hohli.com, www.wordle. net, www.statsilk.com

**Unit 2 Key Assignments:**

**Assignment 1: Political Pamphlets**

The Scientific Revolution and Humanism had a profound effect on Renaissance art with a new focus on drawing in perspective, anatomical illustrations, and the practice of accurately recording observations. The emergence of Humanism in Renaissance societies created a drive to see and record the world as it was. This historical career can be compared to the CTE career pathway of illustration and design for the medical and science industry. In a quick-write, students will analyze a drawing from Leonardo Da Vinci's sketchbook, identify specific line drawing techniques used to show texture and form, and examine the value of accurate illustration from observation on past, present and future scientific discoveries.

After learning about illustrations of this time period, students will explore the workings of a simple machine from the time period such as a lever, pulley, gear or an anatomical process (muscle movement, hand movement) and compose a hand drawn sketch themselves. Through tutorial videos and readings from text resources, students will be introduced to vector illustration techniques (Adobe Classroom in a Book, Adobe Tv, www.Lynda.com) or basic modeling in 3D (Trimble Sketchup Training Videos). Students will then create a final illustration based on one of the sketches. Students may use, pen, pencil and paper, vector illustration (Adobe Illustrator, Flash, Photoshop), a combination of vector and scanned hand drawn illustration, or 3D Modeling (Trimble Sketchup). Students will incorporate the illustration into an educational poster that clearly diagrams the processes.

**Assignment 2: Career Pathway Connection**
After researching the suggested career path of Medical and Scientific illustration, or other illustrative pathways, students will write a reflection, connecting and synthesizing the innovations from the Scientific Revolution and Renaissance artist with current digital design careers. Students also explain why technical illustration is still a viable and engaging industry pathway in spite of the advent of video and photography.

**Assignment 3: Revolutionary Layout: Inventions of the Industrial Revolution expository essay**
A different type of revolution transformed the way people worked. Students will examine how advancements in the Agricultural Revolution help set the stage for the Industrial Revolution, an increased output of machine-made goods with the use of key inventions. Students will research the textile industry today to learn how it has been affected by new technology today, including computerization. The students will write an essay comparing and contrasting the technological innovation and labor conditions in the textile industry from the beginning of the Industrial Revolution with similar industries of today. Through the completion of this assignment students will explain how mechanical inventions caused specialization, urbanization and revolutionized the way people lived in the 19th century, as compared with the technological developments of the 21st century. The switch from handmade to machine produced goods leads to an increase in demand for natural resources which students will learn in the next unit, is a driving motive for imperialist efforts of acquiring colonies.

**Assignment 4: Industrial Revolution Instruction Manual**
Building on foundational knowledge developed in assignment 3, students will compile research using web resources to find the operating details for a key invention from the

Industrial Revolution. (Examples: spinning jenny, cotton gin, sewing machine). Using industry standard software, students will create an instruction manual describing how to operate an Industrial Revolution age invention. The technical manual can be in brochure or poster form, and must demonstrate appropriate design concepts as well as solid technical writing principles as it directs the user on how the invention works. Using information from assignment 4, the manual should also incorporate information, about how the invention or innovation possibly changed or influenced (or could change) the lives of those affected by its invention.

**Assignment 5: Essay and Pamphlet:** The Political Pamphlet as an Instrument of Change Political Pamphlets -- pamphleteering -- were the main way of propagating new and/or controversial ideas, using inexpensive and easily produced documents especially with the advent of the Industrial Revolution. Pamphleteering remained important well into the 20th Century. Expanding on prior knowledge and study, in addition to discerning the influence of democratic documents (such as Declaration of Independence, Declaration of Rights of Man, Constitution, etc.) and those pamphlets covered in the unit, students create their own pamphlet advocating for the resolution of a critical issue of the Industrial Revolution (child labor, air pollution, overcrowding, housing, working conditions, disease and the like).

Students will identify appropriate design strategies used to evoke an intended response. These strategies include symbolism, controversial imagery, provocative titles, and use of the elements and principles of design; specifically color, composition, line, typography. Design and 21st Century Workplace skills such as meeting project deadlines and collaboration will be defined as well as tutorials on creating a pamphlet layout with instruction on how to use basic tools for choosing text, shapes and color will be reviewed. Students will compare and contrast Political Pamphlets with current social media such as ibooks, blogs, twitter, instagram.

Students will research a critical social or governmental issue from the past and,in an essay,examine how pamphlets or brochures helped to influence people regarding the issue. The essay will be written to a specifically stated target audience such as an age demographic, cultural group, etc. Then, in order to simulate the compacted turnaround, students will have 2 - 3 class periods to design a 3 - 4 page Political Pamphlet incorporating ideas and concepts from their persuasive essay with images and typography. Using industry standard desktop publishing or layout software students apply the Elements and Principles of design to execute the final project as an interactive application or print publication(Print Pamphlet, PDF, Interactive PDF, iBook). Students will properly cite information, quote and photo sources.

**Assignment 6: Reflective essay on understanding the target audience (suitable for any graphic design career)**
Students will write a reflective essay intended for a specific audience and explain how their artistic choices relate to that audience in terms of image use, design, and language. This assignment provides students career-ready skills found in the CTE Anchor standards such as communications, career planning and management, and technical knowledge and skills.

**Assignment 7: Recurring Career Pathway Connection Writing Assignment**
Reflective essay on understanding the target audience (suitable for any graphic design career): Students will devise and write a 400-600 word lesson reflection intended for a specific audience and explain how their artistic choices relates to that audience in terms of image use, design, and language. This assignment provides students career-ready skills found in the CTE Anchor standards such as communications, career planning and management, and technical knowledge and skills.

**Unit 3 Key Assignments:**

**Assignment 1: Imperialist Nations Presentation**
Groups will create an annotated multimedia presentation mapping the imperialist efforts of one of eight imperialist nations: Great Britain, France, Belgium, Holland, Portugal,Spain,Italy and Germany. Concurrently ,students will learn basic storytelling concepts from an Arts/Media perspective, and will utilize these principles to plan and construct their presentation. Students will research the territories that imperialist nations acquired, and highlight the economic, social, and political motivations in a summary presentation (Prezi, PowerPoint, Keynote, Sliderocket). Presentations must showcase the characteristics of the imperialist country during the time, the motivations for acquiring specific geo-political areas and territories gained between 1860-1910, and how European colonization impacted the social, political, and economic conditions of the native populations. Students will select, analyze and embed primary images and insert text in their presentations and will also include discussion of the positive and negative impact of colonization on native populations. Completed presentations will be shared with the entire class, who will give constructive input on the presentation's artistic design qualities and the depth of its historical content.

**Assignment 2: Imperialism "Beneficial or Detrimental?"** persuasive essay
Using information gathered from the Imperialist Nation Presentation students write an essay in which they analyze whether the effects of imperialism on colonized areas was beneficial or detrimental economically, socially and politically to both the native and the colonizing populations. Students should incorporate and cite relevant images from their presentation as evidence to support their claims, using industry approved software such as Microsoft Word or Adobe inDesign

**Assignment 3: Blog Forum**
After an exploration of current blogging sites and etiquette, students will reformulate their argument from assignment 2 in order to take a stance and defend their positions on whether or not imperialist efforts in Africa (or elsewhere) were beneficial or detrimental to native populations. Students will then post at least three comments on a teacher generated blog where their opinions will be viewed by students who will provide counter arguments. Students will attempt to persuade others to "switch sides" by evaluating the validity of opponents arguments and providing respectful rebuttals to sway the opinion of other students.

**Assignment 4: Imperialist Mandala**
Students will reinforce their personal stance on imperialism, by creating a mandala using industry approved software programs that visually represents their position as to

whether or not imperialism is/was beneficial or detrimental to given countries. This facilitates their continued examination of their position, and allows students to continue to consider and analyze historical evidence and primary sources for a new purpose. Students create a graphic representation of the nation/region at the center of their mandala, and should embellish the radial design with key sensory and descriptive words that describe their stance. These keywords will vary in size in accordance to what the student has identified is most relevant and important. Large words are dominant giving them more importance and highlight the design principle of emphasis. The final product will be a collage of images and descriptive words in a variety of size, shapes, spacing and text style. Optional: Students produce a short explanatory written piece which identifies and justifies their design choices as representative of their stance Re: imperialism.

**Assignment 5:** Recurring Career Pathway Connection Writing Assignment
In 400 - 600 word unit reflection, students will compare and contrast the Imperialist period artists with those of current political artists or other suggested artistic pathways and construct and predict a pathway for future art directors. In completing this assignment, students formulate ideas and reasonings as to how government affects the art of the time.

**Unit 4 Key Assignments:**

**Assignment 1: Layered Map of Europe 1900-1925**
Students will create a layered map that demonstrates the significant geopolitical changes throughout this imperialist period. This graphically instructive, digital document, will distinguish these five content elements in separate layers:

➔ 1900 Political boundaries (pre-war)
➔ 1914 Alliances emerge (road to war)
➔ 1914-1918 Fronts and Battles (course of the war)
➔ 1919 European political boundaries after the Treaty of Versailles (post-war)
➔ 1920 Cultural groupings: language and religion

Students will utilize their design and layout skills from previous units to create these layers using industry appropriate software such as Adobe InDesign, Illustrator, or Photoshop. Each layer will include a key with symbols to represent the boundaries, alliances, fronts, battles and include annotated captions.

**Assignment 2: Interactive Multi-media Foldable**
Students will collaborate to create a digital foldable that analyzes primary source propaganda illustrating the four main causes of WWI: Militarism, Alliances, Imperialism and Nationalism. Using industry appropriate software students will create a digital foldable that represents the four main causes of WW 1 hyperlinking content related to at least one of the four causes to an original propaganda poster that corresponds with the cause. After a brief tutorial and explanation of the elements and principles of design, students will analyze how the elements of design including color, scale, rhythm, balance are used to direct the viewer's eye and determine what meaning and emphasis the artist was conveying.

**Assignment 3: Partner Propaganda Poster**
In this activity, students will practice using the skills and elements of design used in propaganda media by governments learned from the previous activity to demonstrate their understanding of the methods of persuasion and the causes of the war. Students will pair up to conceptualize, brainstorm, sketch and revise a propaganda poster idea in order to produce an original 11" x 17" color poster that is persuasive in nature and that promotes one of three wartime necessities: enlistment, conservation or workforce/monetary contribution. In doing so, students will continue to explore the various aspects of the creative design process, specifically as it applies to creation of a propaganda poster. The refinement of their concept will then be transferred into a digital format using appropriate software. The completion of this assignment will demonstrate the students' application of propaganda design elements of the time period to communicate a historical necessity during WWI.

**Assignment 4: Blogging from the Trenches narrative essay**
Students will analyze primary source documents such as war letters, photographs and newspaper articles to learn the human cost of war and the social and psychological conditions of war. The students will create an internet blog reporting on the sensory conditions, technology, strategy and morale of the trenches or the home front from the perspective of a person from a nation or a part of either the Central Powers or Allies. Students are equally divided into home front and war front bloggers and will choose and sign up for a free blog web site and set up their blog to include a header created through an industry approved software. The blog should be approximately 1000-1500 words in length. This blog should include primary source images as well as secondary video or audio components. The teacher should draw parallels to the role of the "embedded correspondent" in order to create a modern reference for students.

**Assignment 5: Treaty of Versailles Infographic**
After a teacher-guided reading of the clauses of the Treaty of Versailles, students will be organized into small groups to research the public opinions of the treaty in one of the five following nations: Great Britain, France, Italy, Germany, Austria using these criteria: Territorial changes, military restrictions, War guilt, reparations and the creation of the LeagueofNations.Studentswillcompileprimarysourceresearchincludingnewspaper editorials and other publications that developed in reaction to the treaty in order to analyze public opinion and determine the regional reactions to the treaty. Using their research findings students will build upon the skills learned in Unit 1 to make an infographic such as a public sentiment map and create an interactive presentation, using industry standard tools and methods to present their findings to the class.

After all students have presented their infographic and findings to the class, students will be polled individually using appropriate software or a website such as "surveymonkey" to assess their own opinion of who benefited the most in each category, and they will embed a graphic representation of the survey results into their existing infographic. Their presentation and a follow-up discussion will facilitate a compare and contrast analysis of past impressions of the Treaty to the students' own currentimpressionoftheeffectsofthetreaty.Thiswillalsoallowstudentstosee patterns and trends of the countries involved in the Treaty of Versailles and determine ways to

represent these complex patterns and trends visually using industry standard software and techniques.

**Assignment 6: Recurring Career Pathway Connection Writing Assignment**
In 400 - 600 word unit reflection, students will connect the various design skills including cartography skills involved in redrawing the map of Europe after World War I and the suggested career pathways, including the Geographic Information Systems career pathway and predict how the field may evolve in the future.

**Unit 5 Key Assignments:**

**Assignment 1: Dictator Digital Graphic Organizer**
Students will use lecture notes, their textbook, and/or additional research to evaluate various dictators (Mussolini, Hitler, and Stalin) that rose to power from 1919 to 1939 and select a digital medium (digital diagrams, charts, graphs, spreadsheets etc.), to explain and represent the various methods employed by these dictators to achieve power and social control over their countries (Italy, Germany and Soviet Union). The students will organize photographs, text, and historical information employing appropriate use of layers, colors and shapes in an industry appropriate display based upon a teacher designed rubric. Suggested programs for this activity:Digity, Powerpoint, Word, Mindmapper and Prezi.

**Assignment 2: Time Warp Political Campaign Commercial and Letter**
After instruction inspecific control tactics utilized by the rising dictators of the time period (through lecture, textbook or additional research) students compose a 1000-1500 word letter to a relative in another country to demonstrate their understanding of the rise of totalitarian government and the personal effects of the movement on a specific totalitarian state and its people. Building upon the letter, students then create a script and storyboard to be used as a foundation to produce an organic, two minute political campaign commercial. In the commercial, students will role play and provide conceptual clarification of the political, economic and social conditions pertaining to a totalitarian country and ruler of this time period. The script should illustrate specific examples of political transformations, economic changes, and issues related to the social climate. Students then showcase their political campaign commercials for the class with a brief presentation which highlights their understanding of the changing conditions post World War I of an specific totalitarian state. Suggested programs for creating the Political Campaign Commercial: Final Cut Pro, iMovie, Windows Movie Maker, etc.

**Assignment 3: Time Machine**
Building upon prior knowledge, students will use industry appropriate software to create a digital timeline that will integrate student video, writing and major design concepts to reconstruct, and thus demonstrate their understanding of, the events that led to the rise of totalitarian governments. This key assignment will incorporate the essential elements and principles of design such as balance, shape, and color as students produce a final product that is logically designed and laid out. This assignment is critical with respect to the students' development of the portfolio. Students should be mindful that the acquisition of 'artifacts' from the previous assignments should be kept and

assembled into a form at approved by the instructor and exist in digital format. Students should research presentation methods such as Prezi, www.tiki-toki.com or http://timeglider.comto find a suitable method of presentation for their portfolio. Suggested programs: Digity, Powerpoint, Illustrator, Photoshop

**Assignment 4: Recurring Career Pathway Connection Writing Assignment**
In a 400-600 word lesson reflection, students will examine the roles and responsibilities of managing a design project or political campaign over time. How were campaigns for political office modified from the birth of a nation to the most recent elections for a country. Using the elements of design and their knowledge of project implementation and delivery, students compare and contrast the modes of information and design delivery based on the views and perspectives of the politician or organization campaigning

**Unit 6 Key Assignments:**

**Assignment 1: Interactive Concepts**
Students will analyze and interpret political cartoons of the era addressing appeasement, militarism, and alliances focusing on the rhetorical elements of purpose, audience and genre. Students will then produce three, single frame cartoons, identifying the main causes of WWII. The students will upload and share these cartoons using digital applications such as google docs in order to solidify understanding of the subject matter and allow for real time analysis and critique. Suggested programs: G-Docs, WIKI, Twitter, Facebook, Google Drive, Instagram, etc.

**Assignment 2: Visual Digital Battle Fronts**
By utilizing emerging mapping technologies, students will produce an electronic product outlining geographical locations and dates of specific battle fronts. Specifically, students will create interactive maps depicting the changing Eastern and Western fronts and should utilize barcodes and QR codes as a means to present certain pieces of historical information or provide editorial commentary, and to reinforce creativity and use of current technology. Working from outline map templates, the students will manipulate digital shapes, color and text to visually describe movement and fluctuation of territories on specific fronts and illustrate how geography could help or hinder allied and axis advances. Suggested programs:www.padlet.com, www.statsilk.com, Red Laser, QR reader, Dipity, Google Earth, Powerpoint, Illustrator, Photoshop, http://www.the-qrcode-generator.com/#/

**Assignment 3: Human Rights PSA**
Students will demonstrate newly learned skills in the manipulation of digital imagery in an industry relevant application by synthesizing and evaluating major historical events WWII (Holocaust and Atomic Bomb) and produce a storyboard and script for a 1 minute public service announcement that addresses human rights abuses and world events moving viewers to a "call for action." Suggested programs: Youtube, www.xtranormal.com,Moviemaker, etc.

**Assignment 4: Recurring Career Pathway Connection Writing Assignment**

In a 400-600 word lesson reflection, students will compare and contrast traditional design and information delivery systems, their corresponding labor market information and employment outlook (radio, telegraph, newspapers, television, etc.) with modern digital system of delivery (youtube, facebook, yelp, applications) and make predictions about the future dissemination of information, as well as the future labor market outlook for these careers and possible predictions about not yet existent jobs.

**Unit 7 Key Assignments:**

**Assignment 1: Worldwide Impact of the Cold War Sequential Art and Research Paper**

Students will use their classroom text and additional research using web-based resource materials to investigate the causes and effects of the Cold War on different regions of the world paying particular interest to the political, economic, and social changes that occurred in each country including but not limited to the Soviet Union, China, Korea, Vietnam, Cambodia, Cuba, El Salvador, Germany, and The United States. This could also be done regionally using Europe, Asia, Southeast Asia, North America and Latin America. Students will be introduced to the different artistic styles of the post-war period through visual samples, including Cubism (Picasso), Pop Art (Warhol, Lichtenstein), and Japanese anime (Astro Boy) and formulate ideas and opinions as to how each represents reaction to the period and the changing culture. Students will also be introduced to the elements of design contrast (two extreme differences) and value (the gradation between contrasts), and how they are used to convey differences.

Students will synthesize their content knowledge of at least two key changes that a nation experienced as a result of the Cold War with their ability to create sequential art that visually communicates their understanding of contrast and value to depict how the nation was impacted during the beginning (before) middle (during) and end (post) of the Cold War.Final work can be presented as a flipbook, animation, comic strip, or triptych. It will be created in one of the art styles that emerged after WWII (see above). At the same time, students write a paper that explains at least two major political, social or economic changes that their assigned country or region experienced during the Cold War. The paper should include a defense/explanation of their project and how it accurately represents the Cold War's impact on their given country. For example, a student may write about the spread of communism into Korea, the resulting Korean war, and the armistice and creation of North and South Korea. Their sequential art piece could be an animated map of Korea and the movement of communism from north to south, back north and settling at the 38th parallel. Contrast could be shown as Communism spreading (red), democracy fighting back (white), and the instability between them (pink). The essay would then include an explanation of how their design project helps to visually articulate the issues/changes faced by the given country.
Suggested software: iStopmotion, Adobe Flash, Microsoft PowerPoint
Suggested websites: www. prezi.com, ww.animoto.com, www.xtranormal.com

**Assignment 2: Recurring Career Pathway Connection Writing Assignment**

In 400 - 600 word lesson reflection, students will connect the advances in the arts in the post war era and the use of Pop Art and Cubism with suggested modern CTE career paths that use animation (such as digital or traditional animation for video games,

advertising, education or entertainment). Students should evaluate modern trends in animation and other design pathways today and predict what the career path may be in the future.

**Unit 8: Communication in the Global Community**

**Unit 8 Overview:**

Since World War II, nations have worked to expand trade and commerce in world markets. Expansion in technology has blurred national boundaries and created a global economy. Students will explore and address global issues such as terrorism, climate change, and pandemics that emerge with increased global interdependence through writing and design projects. Students will study the origins, causes and effects of globalization and develop design solutions for communicating commercial, economic and social messages to a global audience. Students will be able to use these solutions to create print publications and multimedia presentations incorporating their cumulative design skills and knowledge.

**Unit 8 Key Assignments:**

**Assignment 1: Designing for a Global Economy**
Using their text and/or other relevant resources, students will explore how the post-war era of world expansion led to an increase in production, goods and service that benefits many nations. Students will examine the rise of multinational corporations and the challenges of designing and advertising for a global market with various tastes and cultures. Afterresearchingandviewingmultinationaladvertisingcampaigns,students will construct design techniques for targeting specific audiences.

Students will create a global advertising campaign for a fictional product appropriate for and based on their knowledge of the developing world. In groups of 3-4, students will choose four different countries (or regions) from a list provided by the teacher. Students will use the elements and principles of design to target specific cultural art and design traditions. The students should choose their market based on need and cultural relevance. Students will research the customs, traditions and popular culture of their assigned regions. After reviewing relevant software disciplines learned throughout the unit, each group member will choose a region and create a targeted print (poster, flyer or magazine advertisement) and/or multimedia asset (iMovie, Final Cut, PowerPoint, Prezi).

**Assignment 2: Creating Social Awareness for Worldwide Issues**
Students will explore the differences in media designed to advertise to a global community and media designed to create local awareness. Students will learn about globalization principles that relate to economic, social, and political challenges, and the historical background of economic interdependence, global security issues, and environmental challenges.

Students will examine and critique social justice posters created and used in America over the past fifty years, and will research a historically significant American poster and write an essay, incorporating historical background, that analyzes how the artist used the elements of design to evoke a specific reaction in relation to the historical issue. Students will then examine and research a major issue facing the global community chosen from a teacher provided list. Students will create a social awareness piece, using what they learned from writing the prior essay, as a print poster (Adobe InDesign, Illustrator or Photoshop) or multimedia presentation (iMovie, PowerPoint) relating to current issues and challenges affecting the world today.

**Assignment 3: Recurring Career Pathway Connection Writing Assignment**
In 400 - 600 word lesson reflection, students will construct and identify skills needed in the suggested CTE career pathway for Commercial Artists, both past and present. Students will compile reasonings for the importance of research in commercial art, as well as building a necessary skills list for future suggested careers that do not yet exist.

**Assignment 4: Final Career Pathway Writing Assignment**
In addition, students will research one of the Careers they studied in this course as part of the Pathway Connection assignments. In this 1000 word research paper, suggested questions to guide the students research might include:

- ➔ Researching a famous person in the career.
- ➔ What skills and/or education is required for someone looking to be in this profession? (What is the average cost of obtaining the training/education needed?)
- ➔ What is the average annual salary?
- ➔ What are the working conditions?
- ➔ What the career prospects for someone in that field now?

**Assignment 5: Final Timeline Portfolio and Resume**
Students in this class will be expected to select their best work and create a thematic portfolio graphically displaying a timeline of world history. The body of selected work will be assembled into a format consistent with industry standards and could be used in conjunction with professional documents for the purpose of gaining employment. The portfolio must exist in digitally and will be developed, shared and critiqued by the instructor and the students' peers as evidence of their learning throughout the class.

For the end of the course portfolio assignment students should place a link/image of their best work from each unit into their Timeline Portfolio. In addition to the Final Portfolio timeline with their best work, the last link should be a personal resume that is suitable for printing that includes references.

**23. Assessment Methods and/or Tools**
Timed-Writing, Project-Based Learning, Peer Critiques, Student Essays, Group Discussions, Individual Projects, Close Readings, Formal Exams (including a midterm

and final exams), Oral Presentations, Rubrics, Media Projects, Journals (both written and online), and outside reading projects and writing, Portfolio.

**24. Grading Policy**

Grading will follow the San Leandro Unified School District's policy. It is expected that assignments will be turned in on time. Late assignments will be accepted if student has communicated to teacher the reasons and actions taken to complete the work in a timely manner.

## SECTION C

**25. Context for Course**

This course has been developed for the Media, Communication and Digital Arts pathway at San Leandro High School, which is currently embodied by the San Leandro Academy for Multimedia (SLAM). It is designed to be taken concurrently with Multimedia 1 and English 2: Get Reel, both courses also being proposed for this pathway.

**26. History of Course Development**

This course was developed by teachers in the San Leandro Academy for Multimedia to realize the intention of pathways to integrate core and CTE curriculum in order to prepare students for work or study in related fields after high school. This course will take the place of the current World History course being offered in SLAM, which does not differ from the standard World History curriculum. Students taking this course will benefit from concurrent enrollment in other SLAM courses and interdisciplinary project-based learning. This course was created using the sample course from the University of California Curriculum Integration website (http://ucci.ucop.edu/) which offers resources for CTE and core integration pathway programs; therefore, the course is already UC approved and meets current a-g requirements. This course supports the Digital Media Pathway development under the Career Pathway Trust Grant for San Leandro High School.