

## ALAMEDA UNIFIED SCHOOL DISTRICT

## SECTION A. COURSE DESCRIPTION COVER PAGE

Date Received:

(Educational Services Office use only)

1. Course Title: AP World History	6. Prerequisite(s): Sophomore standing
2. Action: <input checked="" type="checkbox"/> New Course <input type="checkbox"/> Course Revision <input type="checkbox"/> Title Change Only	7. Grade Level: Grade 10 or Above
3. Transcript Title/Abbreviation:  (For Educational Services)	8. Elective/Required:  REQUIRED
4. Transcript Course Code/Course Number:  (For Educational Services)	9. Subject Area: Social Science/I
5. CBEDS Code: (For Educational Services)	10. Department: Social Science/I
11. Length /Credits: <input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent)	
12. Was this course previously approved by UC? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If so, year removed from list: _____	
13. Meets the " <u>A</u> " requirements in the a-g university/college entrance requirement. Approval date: _____	
14. School Contact Information Name: <u>Tracy Allegrotti</u> Title/Position: <u>Assistant Principal</u> Phone: <u>510-748-4023, ext. 3407</u> Fax: <u>510-521-4956</u> E-Mail: <u>tallegrotti@alameda.k12.ca.us</u>	
16. Signatures: Department Chair: <u>Allen Ordiz</u> Principal: <u>K. P. ...</u> Acknowledged by Other Principals: <u>Robert H. ...</u> <u>The ...</u> Educational Services: <u>Barbara ...</u>	
16. Date Approved by Board of Education:	

## AP World History : Sample Syllabus 2

**Syllabus Number: 876102v1**

### Course Overview

This full-year course explores the expansive history of the human world. You will learn many facts, but also the critical thinking skills necessary to analyze historical evidence. Five themes will be used as a frame of reference in the chronological study of our world's history; these themes are: Interaction between humans and the environment; development and interaction of cultures; state-building, expansion and conflict; creation, expansion, and interaction of economic systems; and development and transformation of social structures.

**[CR2]**

**CR2:** Each of the course themes receives explicit attention and is addressed throughout the course. – Course themes

An important skill you will acquire in the class is the ability to examine change over time, including the causation of events as well as the major effects of historical developments, the interconnectedness of events over time, and the spatial interactions that occur over time that have geographic, political, cultural, and social significance. It is important for each student to develop the ability to connect the local to the global, and vice versa. You also will learn how to compare developments in different regions and in different time periods as well as contextualize important changes and continuities throughout world history.

Our study of the expanse of world history will begin with something more familiar, the recent past. We will attempt to answer the historical question of "What is the state of the world today?" before we explore how the world came to this state.

### Textbook

Stearns. 2007. *World Civilizations: Global Experience*, fifth edition. Pearson. **[CR1a]**

**CR1a:** The course includes a college-level world history textbook.

### Course Units

**What, how, and why we study history.** This unit will be one week. Critical readings in historiography will be examined for identifying the purpose of the historians' writing. The first two will be: "Why Study History" by Peter Stearns <http://www.historians.org/pubs/free/WhyStudyHistory.htm> and "Why Study History" by William H. McNeill. <http://www.historians.org/pubs/archives/whmcneillwhystudyhistory.htm>. We also will examine works by Sam Wineburg, Bob Bain, and Chauncey Monte-Sano who all study the way that teachers teach and students learn history. Finally, we will debate the definition of the term "modern" by comparing excerpts from four articles on Chinese economic developments before 1800 found on the Columbia University website: <http://afe.easia.columbia.edu/chinawh/web/help/readings.html> **[CR7]**

**CR7:** The course provides opportunities for students to identify and evaluate diverse historical interpretations. – Interpretation

1. Shaffer, L. 1986. *China, Technology and Change*. World History Bulletin Fall/Winter.
2. Elvin, M. 1999. "The X Factor." Far Eastern Economic Review:162/23.
3. Chanda, N. 1999. "Sailing into Oblivion." Far Eastern Economic Review: 162/36.
4. Chanda, N. 1999. "Early Warning." Far Eastern Economic Review:162/23. **[CR1c]**

**CR1c:** The course includes sources written by historians or scholars interpreting the past.

The Twenty-First Century will last approximately 2 weeks. This short unit will look at events of the last 20 years. We will examine the events which the media and pundits have determined to be seminal and assess whether or not they will remain significant events of the era in textbooks to be written 50-100 years in the future. Students will watch one feature film (at home) on a modern historic event and analyze it for its accuracy. We will examine post-9/11 events from US and non-American perspectives, as well as the rapid globalization of the world's societies. You will also write a paper in which you answer the question "What is the state of the world today?" and defend your answer with evidence; at the end of the year you will re-examine your paper to answer additional questions of analysis.

Text: Stearns, Chapter 36

**Primary Sources:** Collection of September 12-15, 2001 newspaper articles; excerpts from What We Saw by Dan Rather; student-selected articles about global events of the 21st century to date

For the rest of the year, we will do similar assignments for each of the six time periods of the course. The assignments will require students to do:

- Societal Comparisons for which we will use primary and secondary sources such as religious and political texts, images of architecture and art, and historical quantitative data to gather evidence for supporting written arguments (essays) about the similarities and differences between societies that developed in the same time period but in different parts of the world. [CR12]
- Leader Analyses for which we will analyze mostly primary sources to compare the basis of leaders' claims to power and the effects of their rule. We also will analyze those primary sources by and about political and religious leaders to practice identifying the purpose, point of view, and limitations of historical primary sources.
- Conflict Analysis for which we will use primary and secondary sources including historical data to analyze the causes and effects of conflicts [CR9]
- Change and continuity analyses for which we will use primary and secondary sources to trace the patterns of development for imperial domination, expansion of trade routes, spread of belief systems, industrial mass production, and warfare. There will be essays analyzing change and continuity as well as source-based assessments, similar to document based questions, that will require formal written arguments explaining changes and continuities. [CR10]
- Map analyses will involve the creation of annotated maps that show the changes and continuities in the five themes: effects of interactions on people and the environment, cause of the creation of new political systems, spread of agricultural developments, and causes and effects of migrations. [CR2]
- Periodization debates will require students to form small teams to research and rank at least three significant events that happened 100 years before and 100 years after the beginning and the ending dates for the six APWH periods. Students will argue whether they agree with the beginning and ending dates for each of the six APWH time periods or if they would propose a new periodization based on conclusions from their research [CR11]

**CR12:** The course provides opportunities for students to compare historical developments across or within societies in various chronological and/or geographical contexts.

**CR9:** The course provides opportunities for students to examine relationships between causes and consequences of events or processes. – Historical causation

**CR10:** The course provides opportunities for students to identify and analyze patterns of continuity and change over time and across geographic regions, relating these patterns to a global context. – Patterns of change and continuity over time

**CR2:** Each of the course themes receives explicit attention and is addressed throughout the course. – Course themes

**CR11:** The course provides opportunities for students to examine diverse models of periodization constructed by historians. – Periodization

The Neolithic Revolution, 8,000 BCE to 500 BCE will last approximately one week.

**Period 1: Technological and Environmental Transformations, to c. 600 BCE**

- Key Concept 1.1. Big Geography and the Peopling of the Earth
- Key Concept 1.2. The Neolithic Revolution and Early Agricultural Societies
- Key Concept 1.3. The Development and Interactions of Early Agricultural, Pastoral and Urban Societies [CR3]

We will use the panorama lesson on the “World History For Us All” website..... Also this needs to be put with the sentence below as it is part of the next piece of information, [sdsu.edu/units/two/panorama/02\\_panorama.pdf](http://sdsu.edu/units/two/panorama/02_panorama.pdf) that provides archaeological data compiled from real archaeological sites in the Czech Republic, the Ukraine, and Russia. Archaeologists date them to between about 28,000 and 14,000 years. We will use that data to analyze what archeology can tell us about the effects of the shift to agriculture and pastoralism on economic and social systems, on environmental and technological changes, and on the development of patriarchy. These lessons address Themes 1, 4, and 5. [CR1b] [CR4] & [CR15]

**Text: Stearns, Chapter 1**

- Selected Primary Visual Sources: cave paintings and Venus statues
- Selected Data Sources: archaeological data on early Neolithic sites

The Ancient & Classical World, 500 BCE to 500 CE will last approximately 4 weeks.

- Period 2: Organization and Reorganization of Human Societies, c. 600 BCE to c. 600 CE
- Key Concept 2.1. The Development and Codification of Religious and Cultural Traditions
- Key Concept 2.2. The Development of States and Empires
- Key Concept 2.3. Emergence of Transregional Networks of Communication and Exchange [CR3]

We will conduct a simulation of ancient Greek democracy and study the architectural achievements of Greek, Roman, Persian, and South Asian societies and the ways they have endured in design through today. We will spend about one week examining the emergence of the major belief systems that became more dominant during this era as well as the effects the spread of those belief systems had on social structures and gender roles. Sample assignments include: Societal Comparisons (China, India, Mediterranean), Leader Analyses (Ashoka, Pericles), Change and Continuity Analyses (development of new types of irrigation systems and the spread of crops, expansion of pastoral nomadic groups in Central Asia), and map exercises on ancient conceptions of the world. These lessons address Themes 1, 2, 3, 4, and 5. [CR5e]

**Text: Stearns, Chapters 2 through 5**

- Selected Primary Textual Sources: Hammurabi’s Code, Book of the Dead, Instructions in Letter Writing by an Egyptian Scribe, Sun Tzu’s The Art of War, excerpts from Bhagavad Gita, The Apology, The Republic, Aristotle’s Politics
- Selected Primary Visual Sources: photographs of Mesopotamian cuneiform and Egyptian writing; lion pillars of Ashoka, Cyrus cylinder, ancient maps. What purposes did these artifacts serve in their historical context?
- Selected Data Sources: list of the tablets unearthed by archaeologist of the Assyrian ruler Ashurbanipal’s library available by searching the Nineveh Tablet Collection <http://fincke.uni-hd.de/nineveh/index.htm>

**CR3:** Each of the key concepts receives explicit attention in the relevant historical period and is integrated with the course themes. – Key concepts

**CR1b:** The course includes diverse primary sources, including written documents, maps, images, quantitative data (charts, graphs, tables), works of art, and other types of sources.

**CR4:** The course provides opportunities for students to demonstrate command of course themes and key concepts through activities and assignments where students use their knowledge of detailed and specific relevant historical developments and processes – including names, chronology, facts and events.

**CR15:** The course provides opportunities for students to recognize how the study of history has been shaped by the findings and methods of other disciplines such as anthropology, archaeology, visual arts, literature, economics, geography and political science. – Synthesis

**CR5e:** The course provides balanced global coverage with Europe represented. No more than 20% of course time is devoted to European History.



The Postclassical World, 500-1450 will last approximately 6 weeks.

- Key Concept 3.1: Expansion and Intensification of Communication and Exchange Networks
- Key Concept 3.2: Continuity and Innovation in State Forms and Their Interactions
- Key Concept 3.3: Increased Economic Productive Capacity and Its Consequences

We will analyze images and textual sources used in documentaries on the beginnings of Islam and the Islamic Empires, create annotated diagrams of the dynastic cycle of the Tang and Song dynasties, compare the development of polities in Mesoamerica and in the Andes, and examine The Song of Roland as a poetic (though historically inaccurate) homage to Charlemagne's role in nascent French national identity. In small groups, students will research and present on Genghis Khan, Viking and Polynesian migrations, and Byzantine art and architecture. Sample assignments include Leader Analysis (Harun al-Rashid, Charlemagne, Mansa Musa, Montezuma I), Change and Continuity Analysis (effects of the bubonic plague in Europe, North Africa, Middle East, and China), Conflict Analyses (Sunni/Shiite, Byzantine/Roman Catholic, Mahayana and Neo-Confucianism, Crusades), and map exercises tracing economic and technological developments in long-distance trading networks in AfroEurasia and Bantu migrations. These lessons address Themes 1, 2, 3, 4, and 5. [CR5a], [CR5b], [CR5c] & [CR5d]

**CR5a:** The course provides balanced global coverage, with Africa represented.

**CR5b:** The course provides balanced global coverage, with the Americas represented.

**CR5c:** The course provides balanced global coverage, with Asia represented.

**CR5d:** The course provides balanced global coverage, with Oceania and Australia represented.

**Text: Stearns, Chapters 6 through 15**

- **Primary Sources:** excerpts from the Koran, The Life of Charlemagne, Magna Carta, Peasant Life during the time of Charlemagne, The Table of a 13th-Century Lord, A Saxon View of William the Conqueror, Pope Gregory's letter to Henry IV, Saladin's Courage and Steadfastness, The Haj of Mansa Musa, The Black Death in Paris, Women Leaders in North American Indian Societies, The Incas, The Examination System during the T'ang Dynasty, Actors and Entertainers in Feudal Japan, The Tale of Genji, Marco Polo in China.
- **Selected Primary Visual Sources:** Byzantine art (Justinian mosaic in the Church of San Vitale) and architecture (Hagia Sophia), Mosque of Ibn Tulun in Fustat (877), Tomb of the Samanids I Bukhara
- **Selected Data Sources:** tables showing data on conversion to Islam through the 11th century [available through googlebooks via Islam: The View from the Edge by Richard W. Bulliet or on p. 337 of The Earth and Its Peoples, fifth AP edition]

The Early Modern World, 1450-1750 will last approximately 6 weeks.

- Key Concept 4.1: Globalizing Networks of Communication and Exchange
- Key Concept 4.2: New Forms of Social Organization and Modes of Production
- Key Concept 4.3: State Consolidation and Imperial Expansion

We will visit our local art museum to examine the characteristics of and influences on Italian Renaissance art. A docent will guide us through discussions of different approaches art historians have toward the analysis of Italian Renaissance art. We will watch the feature film "The Mission" to analyze the conflicts among European missionaries, European colonists, and indigenous peoples in South America and the new cultures that resulted. We will explore the global reach of the Columbian exchange in historic and contemporary regional cuisines by preparing and sampling meals that show the syncretism in cuisines from the 15th century to today. Sample assignments include: Change and Continuity Analysis (Columbian Exchange, European involvement in Asian trading networks), Conflict Analysis (English Civil War, Tokugawa Seclusion policies, and decentralization in the Mughal Empire), Leader Analysis (Peter the Great, Suleiman the Great, and Qianlong), and map exercises on European maritime expansion and Polynesian migrations. These lessons address Themes 1, 2, 3, 4, and 5. [CR5c] & [CR5e]

**Text: Stearns, Chapters 16 through 22**

- Selected Primary Sources: Chronicle of Guinea, Vasco de Gama's First Voyage, Letter from the First Voyage of Christopher Columbus, The True History of the Conquest of Spain. Assess these sources for their tone and cultural perspectives. [CR8]
- Selected Primary Visual Sources: the Codex Mendoza

The Industrial Age, 1750-1914 will last approximately 4 weeks.

- Key Concept 5.1: Industrialization and Global Capitalism
- Key Concept 5.2: Imperialism and Nation-State Formation
- Key Concept 5.3: Nationalism, Revolution, and Reform
- Key Concept 5.4: Global Migration

We will analyze a documentary on imperialism in Africa with a focus on how Queen Victoria's reign affected the geo-political, social, and cultural implications of European eventual domination of Africa. [CR13] We will use a documentary on Napoleon Bonaparte, to defend or refute the statement, "Napoleon was a great man." The unit's work will also include a comparative analysis of Latin American independence movements. Sample assignments include: Change Analysis (steam engine, pencil, telegraph), Conflict Analyses (Zulu Wars, Boer War, Spanish American War, Taiping Rebellion), and Leader Analyses (Queen Victoria, Muhammad Ali, Toussaint L'Ouverture), and map exercises investigating connections between imperialism and industrialization. These lessons address Themes 1, 4, and 5. [CR4]

**Text: Stearns, Chapters 23 through 27**

- **Primary Sources:** What is the Third Estate?, The Declaration of the Rights of Man, The Declaration of the Rights of Woman, Burke's Reflections on the Revolution in France, The Jamaica Letter, Engels' Condition of the Working Class in England, Mill's On Liberty, excerpts from the Communist Manifesto, excerpts from the Origin of Species, Filipinos Responses to the Spanish-American War, writings of Adam Smith or John Stuart Mill
- **Primary Visual Sources:** various images of factories, cities, and coal mines in England and in North America
- **Data Sources:** tables on the spread of industrialization found at <http://www.fordham.edu/halsall/mod/indrevtabs1.html>

**CR5c:** The course provides balanced global coverage, with Asia represented.

**CR5e:** The course provides balanced global coverage with Europe represented. No more than 20% of course time is devoted to European History.

**CR8:** The course provides opportunities for students to analyze evidence about the past from diverse sources, including written documents, maps, images, quantitative data (charts, graphs, tables), works of art, and other types of sources. – Appropriate use of historical evidence

**CR13:** The course provides opportunities for students to connect historical developments to specific circumstances of time and place, and to broader regional, national, or global processes. – Contextualization

**CR4:** The course provides opportunities for students to demonstrate command of course themes and key concepts through activities and assignments where students use their knowledge of detailed and specific relevant historical developments and processes – including names, chronology, facts and events.

The Twentieth Century will last approximately 6 weeks.

- Key Concept 6.1: Science and the Environment
- Key Concept 6.2: Global Conflicts and Their Consequences
- Key Concept 6.3: New Conceptualizations of Global Economy, Society, and Culture [CR3]

We will examine the world wars to identify the interconnectedness of the major events of this century, as well as their influence on our contemporary world. We will spend at least half of the unit examining the independence movements in Africa, Asia, and Oceania after World War II and various political and social revolutions in Latin America. Sample assignments include: Change and Continuity Analyses (modern medicine, television, automobile, computer), Conflict Analyses (world wars, Cambodian genocide, European labor strikes), Leader Analyses (Stalin, Mao Zedong, Indira Gandhi, Golda Meir, Oscar Romero, Nkrumah, Kenyatta, and Mandela). Finally, you will re-examine your start-of-the-year assessment of the state of the world, this time considering the role of history and whether a deeper understanding of prior events alter or reinforce your previous conclusions. These lessons address Themes 1, 2, 3, 4, and 5.

**Text: Stearns, Chapters 28 through 35**

- **Primary Textual Sources:** Various Alliance documents from pre-WWI, memoirs of WWI soldiers, The Treaty of Versailles, excerpts from Keynes' The Economic Consequences of the Peace, speeches by leaders of African independence movements, Soviet invasion of Afghanistan Russian Documents and Memoirs Part 2. U.S. Analysis of the Soviet War in Afghanistan: Declassified found at the National Security Archives <http://www.picosearch.com/cgi-bin/ts.pl>, student manifestos in 1968, and photographs of student and worker protests in Tiananmen Square in 1989 [CR1b]
- **Primary Visual Sources:** photographs of satellites and space ships; advertisements from around the world of women's cosmetics. How do these ads demonstrate attitudes towards gender in different cultures? What are the similarities and differences?
- **Data Sources:** population growth statistics linked with other factors including access to health care and literacy available through <http://www.gapminder.org/>

## Resource List

- Kishlansky, M. A. 2007. *Sources of World History*, Volume I, Fourth edition. Belmont, CA: Thomson Wadsworth.
- Kishlansky, M. A. 2007. *Sources of World History*, Volume II, Fourth edition. Belmont, CA: Thomson Wadsworth.
- Van Voorst, R. E. 1994. *Anthology of World Scriptures*. Belmont, CA: Wadsworth.
- Weatherford, J. 200. *Genghis Khan and the Making of the Modern World*. New York: Random House.
- Wilson, S. M. 1999. *The Emperor's Giraffe and Other Stories of Cultures in Contact*. Boulder, CO: Westview Press. [CR1c]

## Course Activities and Assignments

As much as possible, we will follow the same general schedule for a unit. One day will be dedicated to independent reading of course assignments only; one to two days will be devoted to a group discussion of a reading or content topic; one to two days will be set aside for project research and work; and one day will be reserved for lecture OR assessment, which will include frequent quizzes, unit tests, and practice writing document-based essays. Throughout the course, I will also offer instruction in AP exam taking skills and strategies. [CR6] & [CR14]

**CR3:** Each of the key concepts receives explicit attention in the relevant historical period and is integrated with the course themes. – Key concepts

**CR1b:** The course includes diverse primary sources, including written documents, maps, images, quantitative data (charts, graphs, tables), works of art, and other types of sources.

**CR1c:** The course includes sources by historians or scholars interpreting the past.

**CR6:** The course provides opportunities for students to develop coherent written arguments that have a thesis supported by relevant historical evidence. – Historical argumentation

**CR14:** The course provides opportunities for students to apply multiple historical thinking skills to examine a particular historical problem or question and connect insights from one historical context to another, including the present. – Synthesis

### Sample Research Project: Islam

You and a partner will research one aspect of Islam from both an historical and contemporary perspective. You will create a PowerPoint presentation to give to all three AP classes. Possible Topics:

- Sunni and Shiite Islamic divide
- Islamic art, crafts
- Islamic architecture
- Sufism
- Practicing Islam
- Islam's geographic diversity
- Women in Islam

### Assessment Criteria:

- PowerPoint—written elements: Clear, CONCISE, informative text with analytical basis for historical context
- PowerPoint—visual elements: selection of images, design, layout
- Presentation—content, public speaking, time (15-20 minutes)
- Bibliography—credible relevant sources, diversity of sources, properly cited

### Sample Project: Modern History/End-of-Year Capstone Assignment

#### Step 1: Individual Tasks

- Top Five Events: Create a list of the five events since 1914 that you consider to be the most significant in terms of their influence on our world today. Provide a short written explanation of why this event is significant in today's world.
- Top Five Personalities: Create a list of the five personalities since 1914 that you consider to be the most significant in terms of their influence on our world today. Provide a short written explanation of why this person is significant in today's world.

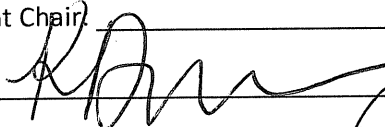
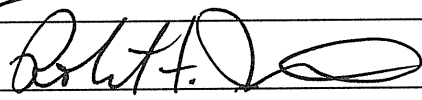
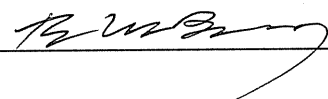
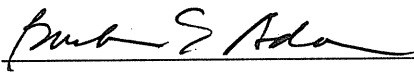
#### Step 2: Group Task

- Exchange your lists with at least 3 other people (which means you will read at least three other people's)
- On a separate sheet of paper, provide comments on the arguments made for why each event or person is included in the list. If the argument needs development, indicate what would strengthen it. If the argument is very convincing, provide praise!
- Collect the comments of other people.

#### Step 3: Refine and Edit

- After viewing the comments of your classmates, refine and edit your list. If there was an event or person on another's list that you found more compelling than your original choice, you may \*add\* it to your list; be careful not to make an argument that is too similar to your classmate's though!
- Write a 750-1000 word essay in which you provide an answer to the question "Where are we today?" Use the themes of the course, your lists, and your personal assessments about the contemporary world to develop a thesis statement that you defend throughout your essay. Your thesis should be concise, but may be multi-dimensional. Throughout the essay, you should support your points with evidence from the material we have studied during the year. (Avoid too many dimensions, i.e., a lack of cohesiveness.)

## SECTION A. COURSE DESCRIPTION COVER PAGE

1. Course Title: Documentary Film: Truth or Propaganda	6. Prerequisite(s): Modern World History
2. Action: ___x___ New Course ___ Course Revision ___ Title Change Only	7. Grade Level:  11-12
3. Transcript Title/Abbreviation:  (For Educational Services)	8. Elective/Required:  Elective
4. Transcript Course Code/Course Number:  (For Educational Services)	9. Subject Area:  Elective
5. CBEDS Code: (For Educational Services)	10. Department: Social Science
11. Length /Credits: ___ 0.5 (half year or semester equivalent) ___x___ 1.0 (One Year Length, 20 Total Credits) ___ 2.0 (two year equivalent)	
12. Was this course previously approved by UC? ___x___ Yes ___ No If so, year removed from list: _____	
13. Meets the "___C and D___" requirements in the a-g university/college entrance requirement. Approval date: _____	
14. School Contact Information Name: Tracy Allegrotti Title/Position: Assistant Principal Phone: 510-748-4023 Fax: _____ E-Mail: <a href="mailto:tallegrotti@alameda.k12.ca.us">tallegrotti@alameda.k12.ca.us</a>	
16. Signatures: Department Chair: _____ Principal:  _____ Acknowledged by Other Principals:  _____  _____  _____ Educational Services: _____	
16. Date Approved by Board of Education:	

#### **10. Brief Course Description**

This course is intended as a single semester course. This is considered an advanced course and students will need familiarity with basic film software suites and the use of digital cameras. This course provides students an opportunity to study the history, structure and role of the documentary film, as well as the way in which visual messages have great power to inform, educate and persuade an individual. Combining film, history, journalism, and ethics, this seminar will explore the documentary film from every perspective: the content, the director, the audience and its place in history. Students will learn how to consume and analyze various forms of broadcast media before gaining practical production experience by developing their own voice in a student made documentary film.

Students will study theories and approaches to documentaries, gain a historical perspective of the documentary medium, delve into issues surrounding ethics and objectivity, and engage in historical, critical, and aesthetic analysis of select documentary films. . Students will learn how film can be edited to distort reality or how music, juxtaposition and timing can create emotions such as suspense, fear or joy. The class will discuss topics such as: What is a documentary? What is the media? How do the media manipulate how we receive information? How does the filmmaker's "perspective" influence our understanding of these issues and experiences? How has documentary film evolved over time? How have they been used in history to influence opinion or make political statements or even serve as propaganda? Is it possible to reflect reality on film? What is the difference between a documentary, a docudrama, a propaganda film, and a fictionalized account of a true story? Are there inherent dangers in any of these? What role does investigative journalism have in a society? Do fictionalized accounts and docudramas warp history? Is objectivity possible and/or desirable? Is Cinema Verite an ideal or an actuality?

What are the ethical responsibilities of a documentary filmmaker? In the context of history and zeitgeist, students will watch and analyze a wide variety of films and genres—including Leni Riefenstahl's *Triumph of the Will*, Alain Resnais' *Night and Fog*, Gillo Pontecorvo's *The Battle of Algiers*, Edward R. Murrow and Fred Friendly's historic *See It Now* programs about Senator Joseph McCarthy and their documentary *Harvest of Shame*, Fred Wiseman's *Titicut Follies*, a Ken Burn's documentary, Errol Morris' *The Thin Blue Line*, Michael Moore's *Bowling for Columbine*.

#### **11. Pre-Requisites**

World History Required

#### **12. Co-Requisites**

None

#### **13. Textbooks**

"Documentary: A History of the Non-fiction film" by Erik Barnouw

#### **14. Supplemental Instructional Materials**

A- "The Documentary Tradition" by Lewis Jacobs

B- Multiple Films (Those listed above and others as available) (some excerpted)

## 15. Course Purpose

### **Course Goals and/or Major Student Outcomes:**

Students will be able to trace the history and evolution of the documentary film from the early experiments of Louis Lumiere to the ground breaking Nanook of the North to the masterful propaganda of Leni Riefenstahl to the great journalistic works of Edward R. Murrow and Fred Friendly to modern day historical films of Ken Burns or polemics of Michael Moore. They will be able to identify and critique film genres and critically analyze their impact on society. They will also be asked to differentiate between propaganda, journalism, and art.

By the end of this course, students will develop critical and analytical thinking skills through the study of historical and contemporary documentary films, analysis of the genre in textbooks, and exposure to supplemental historical and educational materials. Students will also gain personal experience through hands-on technology application. Students will learn to appreciate the role documentary films play as a cultural influence and a historical archive. The course will also help students become familiar with major approaches to analysis and criticism, and to provide them with the language and methodology to help them critically evaluate broadcast media. Students will become aware of the historical context, social influence and ethical issues surrounding broadcast documentaries, and become familiar with the importance of oral/visual communication as it applies to our understanding of history and current events in general.

## 16. Course Outline

### **Unit 1: What is a Documentary? What role does it play Does it have to be non-fiction?**

This unit will explore conceptual theories and academic approaches to both producing and analyzing broadcast documentaries. What ethical responsibility does the documentary filmmaker have? In particular we will consider issues related to perspective and subject: how do socio-economics, interpersonal relationships, politics, race, gender, ethnicity, and culture factor into our understanding of the content and form? How have documentaries influenced our thinking and understanding of history and culture? What role does the documentary play in our society? How has it changed over time? In addition, we will examine the core “mechanics” of a documentary and develop a working vocabulary to enhance our understanding of the medium.

What is a documentary? - Specific Content:

- The Tricks of the Trade—devices such as editing, juxtaposition, tone and music
- Louis Lumiere as promoter, reporter, and travel guide
- Explorer-Robert Flarity’s Nanook of the North

### **Unit 2: A Historical Overview – The Early Advocates**

This unit will explore the rich history of the medium, and introduce broad and diverse categories of documentary films: “biographical” films, and event films, art films live performances, sociological or ethnographic examinations, expose films, sports documentaries, government source films, “making of” films, subject specific films, and “documentaries.” We will study the roots of broadcast documentary in the form of short newsreels, instructional pictures and visual records of historical events from the US and

France. Using documentaries to teach, advocate and influence public opinion—Is any film financed by the government propaganda? Additionally, we will look at excerpts from some classic documentaries such as Triumph of the Will and The Memphis Belle. We will dissect these films, analyzing the essential ingredients of a documentary, and will engage in critical and aesthetic analysis based on terms and ideas studied in Unit 1.

Early Advocates - Specific Content:

- John Grierson—using the documentary to lead the citizen through the wilderness
- Pare Lorentz—“The Plow that Broke the Plain” and “The River” (showing problems of the Dust Bowl and Flooding in the Mississippi)
- Leni Reifenstahl’s—Triumph of the Will

### **Unit 3 – The Prosecution and Defense**

Can film be used to fight for justice? Can it influence a court's decision? Can it change public perception of a member of the community? Or affect change in local politics? Using the documentary to indict and convict or exonerate... Students will explore the tensions between "documentaries" and "docudramas."

Prosecution and Defense - Specific Content:

- The Nuremberg Trials—History vs. Hollywood
- Lorentz's Nuremberg vs. Judgment at Nuremberg
- Alan Renais's Night and Fog
- The Diary of Anne Frank
- Thin Blue Line
- The Hurricane
- Guest Speaker? – Translating non-fiction into Hollywood Film (Ruby Rich?)

### **Unit 4 – Exposing Abuses – Film as a Public Forum**

Exposing Abuses in Government/ Business/ Controversial issues

What is the role of the journalist? Should your political beliefs or ideology influence the documentary? Can the journalist be an advocate? Is journalism the first draft of history?

Exposing Abuses – Specific Content

- Edward R. Murrow and Fred Friendly "invent" the television documentary
- Taking on McCarthy—Milo Radulovich, Annie Lee Moss, Report on Senator McCarthy Compared with Good Night and Good Luck (Is this a docudrama or a Hollywood film?)
- Harvest of Shame-CBS Reports--exposing the plight of migrant workers
- Biography of a Bookie Joint—undercover cameras—Are they ethical?
- Harlan County USA
- Guest Speaker NPR?

### **Unit 5 – The Historian/ Chronicler**

Students will study excerpts from historical documentaries such as Ken Burns' Civil War and Four Days in November, (a historical record of the difficult days surrounding the assassination of JFK). Students will examine the historical context of these films as well as the way in which the films themselves relate the events of "history." As a transition to the ethics and objectivity unit, we will watch Fog Of War, former

Sec. of Defense Robert McNamara's account of the nation's engagement in Vietnam. Can history be accurately reported in a documentary? What genre works best? Is one more accurate than another? Why?

Historian As Chronicler – Specific Content:

- The Battle of Algiers
- Pare Lorentz-Pearl Harbor
- Ken Burns' Civil War
- A Midwife's Tale
- The History Channel
- Reporting on War—News reels from WWII, Peter Davis' Hearts and Mind; Vietnam: The Television War
- News vs. Hollywood—JFK's assassination
- The Times of Harvey Milk
- Fog of War



Cinema Verite: Can we ever show “Truth”? Students will examine issues of “realism” and the “fiction of objectivity.” Together we will discuss whether objectivity can be found in the documentary and whether objectivity is in fact the goal? Is history and our understanding of historical events ever objective? Should it be?

- Fahrenheit 911
- Ticut Follies

### **Unit 6: The Modern Polemics**

Is every “non fiction” film a documentary? How can we sift out fact from personal opinion? How do music, editing tricks, and context influence our emotions and affect our understanding of an issue? Students will grapple with the inherent biases brought to a project by the filmmaker and the audience. We will consider the current events surrounding each of the film selections and how those might have influenced the production and reception of these films.

Modern Polemics - Specific Content:

- Michael Moore—Bowling for Columbine and Fahrenheit 911 (Seen earlier)
- Fahrenheit 911
- Alexandra Pelosi’s Journeys with George
- Swift Boat Veterans for Truth and other 527c “documentaries”
- Inconvenient Truth
- Supersize Me

Summing Up:

What have we learned?

Does the documentary filmmaker have ethical obligations and/or boundaries?

Can we define documentary more accurately?

What tools do we have to assess documentaries?

Screening Student Films

### **Key Assignments:**

- Weekly readings and daily class discussion
- Reading quizzes
- Three 3-4 page reaction papers
- One oral history project
- Viewing documentaries in class and after school
- Watching documentaries on CNN, the Learning Channel, The History Channel, Animal Planet, Network news
- Final project—either a 6-8 page research paper/ or ten minute documentary film

### **Instructional Methods and/or Strategies**

Classroom activities will revolve around the analysis of scholarly articles and books. It will include presentations by expert guest speakers from local universities and practicing documentary filmmakers. There will be a heavy emphasis put on the viewing, analyzing, critiquing and discussion of documentaries viewed in and out of class. In-class assignments will be heavily based on interactive activities that will also involve the study of history, media and movies. Together we will engage in production activities and topical debates. Specific instructional methods include:

1. Instructional materials: textbooks, readers, primary and secondary materials, collected works,  
professional journals, newspapers, electronic media

2. Direct Instruction: lecture, reading, in class research, writing, presentations, guest speakers
3. Student-Led Instruction: class discussion, Socratic seminars, student presentations, individual and group analysis projects
4. Demonstration: hands-on production instruction and equipment operating instruction
5. Frequent viewing and analysis of documentary films and short film excerpts
6. Student-teacher conferences

**\*Note on the Ratings of Films and Parental Permission/Objection\***

*All texts ultimately chosen for this course will be presented for parental approval in the course syllabus. If a parent or student objects to a particular text, an alternative assignment will be provided and every effort will be made to keep each student engaged in equitably meaningful coursework throughout the duration of the class.*

Any student who wishes to be part of the class will receive a film list with descriptions and rating information to take home to their parents/guardians along with a permission slip. The parents/guardians can review the list of films, their descriptions and the permission slip. If they decline to sign the permission slip, then the student cannot take the course. Documentary films are often listed as unrated because they can easily fall outside of the rating system. While it is possible that some graphic images of violence or, possibly, a nude body could be shown (as occurs in multiple documentaries about concentration camps) no "pornographic material" will ever be shown. The focus of the class consists of perspectives on social and political issues and whether or not "truth" can ever be accurately identified and portrayed on the big screen. Sexual assaults on college campuses, the raging conflict over abortion, LGBT civil rights, police brutality, and ongoing anti-war protests are relevant and current issues in our society and we should not hesitate to address them in a secondary classroom. These are the very issues we want our students and young people to be educated about so that they can participate in developing public policy regarding these issues by taking part in our democratic processes. The course is intended to be a college level course where difficult questions about some of society's most pressing issues are explored. Maturity is a must, as is a willingness to see and discuss difficult issues.

**Assessment Methods and/or Tools**

Students will be assessed by way of: All class work and discussion must provide evidence of thoughtful and consistent preparation for class. Evaluation of work will take into consideration: how deeply have the students thought about the issues; how have they made connections between ideas and issues; to what extent have they exhibited initiative and leadership in contributing their ideas and facilitating discussion. Rubrics and examples will be provided to students as points of reference.

- Lecture and reading notes
- Quizzes and tests to review and reinforce key vocabulary, key concepts, and a deeper understanding of what they have learned
- Written assignments/reflections drawn from reading assignments, film clips, and discussion ranging from short answers to sets of questions to evidence-based essay assignments
- Class participation in discussions, debates, and Socratic seminars
- Written essays and reports and oral presentations about research
- Individual and group research projects
- Film production

**Grading:** Work for this class will be recorded in points. Letter grades will be determined by dividing each student's cumulative point total by the total number of points possible at that time (see grading scale below). Weekly assignments will be 10 or 20 points each depending on length. Quizzes will be 15 points. Tests will be between 50 and 100 points. The projects will be 50 or 100 points depending on length and complexity. Late work will receive a 10% per school day deduction unless there was an excused absence.

*Grading Scale*

<i>Letter Grade</i>	<i>Percentage Range</i>		
• A	100%	-	94%
• A-	93	-	90
• B+	89	-	87
• B	86	-	84
• B-	83	-	80
• C+	79	-	77
• C	76	-	74
• C-	73	-	70
• D+	69	-	67
• D	66	-	64
• D-	63	-	60
• F	59	-	0

**Estimated Costs for Identified Films:**

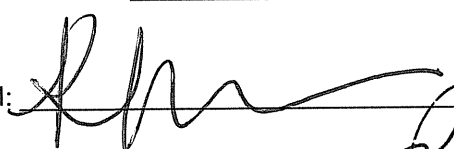
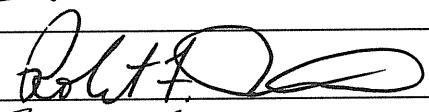
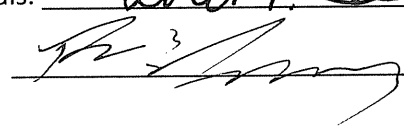
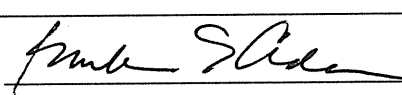
- a. Nanook of the North (B000KJTC7I) \$9.99
- b. Triumph of the Will (B000E41MRC) \$22.79
- c. Night and Fog (B000093NQZ) \$10.18
- d. Battle of Algiers (B005152CB4) \$33.28
- e. Edward R Murrow Collection (B0007WFURE) \$40.20
- f. Titicut Follies (1885918518) \$34.95
- g. Errol Morris Collection (B00094AS8G) \$95.94
- h. Bowling for Columbine (B00008DDVV) \$11.22
- i. The Movie Begin (B00005YUO9) \$55.06
- j. Films of Pare Lorentz (B0033PSHD6) \$19.95
- k. Nuremberg Trials (Soviet Film) (B000REWYQ2) \$9.99
- l. American Experience: The Nuremberg Trials (B000XNZ7HU) \$24.99
- m. Nuremberg by Pare Lorentz \*If the library does not have it, its \$150.00  
(<http://www.nurembergfilm.org/store/> )
- n. Judgment at Nuremberg (Hollywood Version) (<http://www.reddogvideo.net/judgment-at-nuremberg-dvd.html>) \$18.99
- o. Diary of Anne Frank (B001XJBE16) \$8.56
- p. The Hurricane (078324228X) \$6.57
- q. Good Night and Good Luck (B000E1NXJ0) \$12.49
- r. Harvest of Shame (B000BP86P0) \$15.78
- s. Harlan County USA (B000E5LEVU) \$23.99
- t. Civil War by Ken Burns (B004AR4WSA) \$53.45
- u. A Midwife's Tale (B000FGG66G) \$15.21

- v. Times of Harvey Milk (B004GFGUDQ) \$19.01
- w. Fog of War ( B0001L3LUE) \$66.00
- x. Fahrenheit 9/11 (B000SINT52) \$8.95
- y. Supersize me (B0002OXVBO) \$6.95
- z. Journey's With George (B0000YTOXU) \$12.95
- aa. Inconvenient Truth (B000ICL3KG) \$14.91
- bb. Other films are out of print, can be found at the library or online for free at a variety of websites.

Movie Total: \$802.35 + Tax (Including the \$150 for Nuremberg by Pare Lorentz)

**ALAMEDA UNIFIED SCHOOL DISTRICT**

## SECTION A. COURSE DESCRIPTION COVER PAGE

1. Course Title: Sociology	6. Prerequisite(s): Modern World History
2. Action: ___x___ New Course ___ Course Revision ___ Title Change Only	7. Grade Level:  11-12
3. Transcript Title/Abbreviation:  (For Educational Services)	8. Elective/Required:  Elective
4. Transcript Course Code/Course Number:  (For Educational Services)	9. Subject Area: Social Science
5. CBEDS Code: (For Educational Services)	10. Department: Social Science
11. Length /Credits: ___x___ 0.5 (half year or semester equivalent) ___ 1.0 (One Year equivalent) ___ 2.0 (two year equivalent)	
12. Was this course previously approved by UC? ___x___ Yes ___ No If so, year removed from list: _____	
13. Meets the "___G___" requirements in the a-g university/college entrance requirement. Approval date: _____	
14. School Contact Information Name: Tracy Allegrotti Title/Position: Assistant Principal Phone: 510-748-4023 Fax: _____ E-Mail: <a href="mailto:tallegrotti@alameda.k12.ca.us">tallegrotti@alameda.k12.ca.us</a>	
16. Signatures: Department Chair: _____  Principal:  Acknowledged by Other Principals:    Educational Services: _____	
16. Date Approved by Board of Education:	

## 10. Brief Course Description

This one-semester elective course introduces students to the basic tenets of sociology. Students learn about socialization, characteristics of groups, inequality, ethnicity, gender and cultural outliers. Students reflect on their own social situations while learning about social theory and the thinkers who have influenced the field. There is an emphasis on understanding the self in relation to social forces, patterns and problems. In this course, students will not only gain an understanding of some of the major theories, approaches, historical and contemporary studies and applications of sociology, but they will be invited and trained to think like sociologists. Students will be asked to apply their sociological knowledge to design and conduct their own studies and experiments and to develop their own conclusions. The course should be regarded as an advanced social science for students who excel in critical thinking. Students are exposed to college-level readings and ideas.

## 11. Pre-Requisites

World History Required

## 12. Co-Requisites

None

## 13. Textbooks

Sociology: The Study of Human Relationships  
ISBN-13/ EAN: 9780554004419

## 14. Supplemental Instructional Materials

- A- Global Sociology: Introducing Five Contemporary Societies  
ISBN-13: 9780073404189
- B- A variety of news articles from the NY Times & CNN Student News  
Sociology: The Study of Human Relationships  
ISBN-13/ EAN: 9780554004419

## 15. Course Purpose

### **Course Goals and/or Major Student Outcomes:**

Introduction to Sociology is designed to provide students with the tools they need to develop their ability to think, speak, and write critically, to consider many points of view, and to move beyond established ways of thinking to gain a greater understanding of themselves, the culture, community, and society around them. Likewise, being able to recognize and understand diversity in its many forms including gender, socioeconomic status, education, race, ethnicity, culture, marital status, sexual orientation, religion, and age has become increasingly important and valuable to one's ability to study and work effectively in our increasingly diverse nation and globalized world. Ultimately, the key purpose of the course is to empower students to apply their sociological tools, skills, and knowledge to better

understand themselves and the world and to make informed decisions that can improve their lives and their communities by enabling them to evaluate social and public policies, to interpret and analyze research findings, to gather data and conduct their own studies, and to make strong, evidence-based arguments for programs and actions that can better the world. The content knowledge and academic skills gained from this course will further enhance students' ability to succeed in their US Government and Economics courses by allowing them to research, discuss, and debate public policy.

## 16. Course Outline

### **Unit 1 - Sociological View**

This unit is meant to help students comprehend the field of sociology, to understand the differences between social and individual behavior (how something even as personal as suicide can be a social). Students will explore how sociologists think and what makes the sociological perspective different from common sense or other social sciences as well as the power that sociology has to help us make more informed decisions as individuals and as a society. We will look at some of the origins of sociology, including some of the most influential theorists (Comte, Durkheim, Weber, Marx, Addams, and Du Bois) in addition to contemporary examples of sociological research and theories. This unit will show the value and relevance of sociology to our lives and link such knowledge to our public policy decisions.

## **Unit 2 - Culture and Socialization**

Unit Two will investigate the areas of culture and socialization. Students will look at the role of culture in a society, the origins and components of culture (with a focus on values and norms), some cultural similarities and variations, popular culture, cultural imperialism (with some historical and political analysis), technology and cultural change, and some major sociological perspectives on culture. Students will then take a look at socialization theories and how socialization and the social construction of the self takes place. What makes us human? What is the importance to this of society? Are we more influenced by nature or nurture? What are the primary socialization agents? Students will reflect deeply on who they are and what place they have in our society.

## **Unit 3 - Social Interaction, Groups and social structure**

In Unit three, students will learn about social interactions. Social interaction is the process by which we act towards and react to people around us. Social structure is an organized pattern of behavior that governs people's relationships. Students will look at the main components of social structure including status and roles and how these play out in the larger society, in our communities, and in our school. Students will collect data about how the social structures at our school through interviews, surveys, and field research (observational studies). We will also look at sociological explanations for how social interaction works; how we communicate and interact in nonverbal and verbal ways; and how technology has impacted our social interactions.

Students will investigate at some of the social groups, organizations, and social institutions that make up an important part of our social identity and influence our behavior. We will look at primary and secondary groups, in-groups and out-groups, and reference groups as well as the phenomenon of group conformity (Asch, Milgram, Zimbardo, and Janis), bullying, social networks, formal organizations including bureaucracies, social theories about social groups and organizations (functionalism, conflict, feminism, and symbolic interactionist), and social institutions.

## **Unit 4 - Deviance and Social control**

In Unit Four Students will discover how society controls individual and group behaviors and learn about the motivations behind social deviance. What is deviance? Who decides what is deviant? What is crime? How do we control deviance and crime? What are the sociological explanations for deviance and crime? These are just some of the questions with which students will grapple.

The class will look at functionalist perspectives on deviance and crime including anomie and social strain, conflict perspectives on deviance and crime, feminist perspectives on deviance and crime, and symbolic interaction perspectives on deviance and crime.

We will also look at the criminal justice system and social control including some talk about contemporary issues with systemic abuses like inmate abuse, racial profiling, inequality in the implementation of the death penalty, prison overcrowding, recidivism, rehabilitation programs and

alternative sentencing for drug possession and prostitution crimes. Students will be asked to consider the effectiveness of our criminal policies, the high rates of recidivism, and the economics of the prison system.

### **Unit 5 - Stratification in the United States and Global Inequality**

Social stratification is the ordered ranking of humans in a society who have different access to valued resources such as property, prestige, power, and status. We will study the forms of stratification and social class and poverty in America. Students will discuss theories of why people are poor, social mobility in the United States, and sociological explanations for social stratification and inequality in the United States and across the world. We will also look at the intersections between the socially created categories of race & ethnicity, gender & sexuality, and religion and poverty, social stratification, and inequality. In addition, we will focus on the importance of these categories in terms of identity, both as an individual and a group, emphasizing not only discrimination and so forth but also as a source of pride/ unity, political power, and empowerment. The class will explore gender identity, roles, and stereotypes, gender stratification and inequality including gender and the workplace; sexuality and human development including sexual identity and orientation; and theories about gender inequality and sexuality. In this unit, we will also look at issues of racial, ethnic, and religious diversity in the U.S., the social and historical significance of race and ethnicity and religion, immigration, sources of friction, and sociological theories and perspectives on race, ethnicity, and religion.

In Unit Five students will be given the opportunity to study, explore, and research about a sociological issue they are most interested in. Materials and topics we will cover during this time will be selected to engage and intrigue students as much as possible with sociological issues that have particular relevance to their lives, to their communities, their passions and their interests. Students will be encouraged to study something of particular significance to them and will form work groups to discuss their projects and research and to help guide each other in their research and then formulation of hypotheses and choice and design of data collection.

#### **Writing Assignments:**

- **Notes, graphic organizers, questions:**

This course will involve students in the study of sociology through a variety of activities, simulations, research projects, discussions and debates, and presentations. Throughout the course, students will be expected to complete reading assignments from the textbook and a variety of articles and academic materials and to take notes and complete graphic organizers and charts from their readings and my lectures about the major terms, concepts, and course content.

- **Sociology Journal:**

In addition, students will be asked to keep a journal of who they are and their own personal experiences with each major theme (e.g., culture, socialization, race, gender, etc.). They will also be asked to regularly reflect on and critically respond in writing to articles or film clips or other resources that are provided.

- **Critical Thinking Writing Assignments:**

A major objective and purpose of this course is to strengthen students' ability to think, speak, and write critically about the course content, data and research, and relevant current issues, problems, and events. It is also to develop their writing skills for college by teaching them to make strong, evidence-based arguments they can present orally and in writing. Sociology, a field which demands that its scholars look at claims and beliefs critically and use objective data to support their conclusions, is particularly well suited for advancing these skills. Accordingly, each unit will involve at least one major writing assignment that asks students to critically read/ view more than item (e.g., articles, texts or other



reading passages, film clips, artifacts, set of statistics, etc.); to summarize, interpret, evaluate, and analyze it; to take a stance; and to develop an argument that is supported by evidence.

- **Writings about Research/ Original Data Collection:**

Students will also be doing writing assignments that follow the steps of the scientific process. In these written assignments, students will be expected to analyze and summarize existing research, come up with their own hypothesis or research question, design and write their own research tools, collect their own original data, report/ present on the findings, and analyze and explain the results.

Following is a list of writing assignment by unit:

### **Unit 1:**

\* In 1-2 page papers, all students will also be asked to reflect and write about various topics including:

- (1) What is one area you would be interested in researching in sociology and why?
- (2) Do you believe sociologists can or should be value-free especially when they have strong feelings about many societal issues? Explain.

\* This assessment will ask students to make connections between daily life and scientific theories. This builds social science habits of mind as students are asked to analyze by comparing and contrasting. Additionally, this requires students to understand the idea of perspective and to search for the impact of perspective on academic work. This connects back to the course objectives as students will be able to better understand diversity and its value in today's world.

### **Unit 2:**

- 1- Students will write a 2-3 page reflective paper explaining who they are and what has constructed their identity.
- 2- Students will write a 5 paragraph essay taking a position on whether mass media, education, or family is the biggest agent of socialization.

Students will be required to find and integrate at least 1 independent source.

\* This assessment is important for the course because once students have understood the idea of perspective they must analyze and understand their own perspectives. This will assist students in thinking and speaking critically about their own lives, then organizing those thoughts into writing. Students will also utilizing their critical writing skills by arguing about the biggest impact of socialization on their lives; this means students will be thinking critically about how the world around them influences them and how they themselves can be influencers. This is essential to help students empower themselves as members of society.

### **Unit 3:**

- 1- The students will learn of the Zimbardo prison experiment that took place at Stanford University. In a standard 5 point essay, students will be asked to summarize what they believe Zimbardo's purposes were and then to analyze the structure and results of the experiment. They will need to take a position as to whether they believe that this experiment was ethical and/or resulted in meaningful data; they will need to provide document based evidence to support their claims.
- 2- The most substantial piece of critical writing for this unit will be around their own sociological observations. The students will be asked to develop a meaningful question about their school

environment and collect data through traditional techniques: surveys, interviews, observations, and other forms of field research. This paper will be 2 to 3 pages and must include a description of the research methodology employed by the student, a definition/explanation of their theory, and an analysis of the results.

\* These assessment will build on students' critical thinking and writing skills by requiring them to take an ethical stance. This is crucial to the course because it will require students to analyze the scientific process in context of sociology before utilizing it themselves. This will ultimately empower students to create scientific studies themselves, which is an important course objective.

#### **Unit 4:**

Ethnography/project requiring a week of observation and a synthesis/analysis paper. This paper will be 2 to 3 pages and must include a description of the research methodology employed by the student, a definition/explanation of deviance and social control, and an argument about whether deviance/social control is good or bad for society.

\* This assessment will build on students' analysis of the scientific process. This is crucial to the course because it allows students to dive right into creating scientific studies themselves, which is an important course objective. This also reinforces a systematic thought process, a significant habit of mind.

#### **Unit 5:**

- 1- Students' research and present on a current event demonstrating the contemporary influence of global inequality. Students will write 5 point essay and must incorporate one news source and one scholarly journal.
- 2- Who am I paper: Students write a 5 point essay identifying their own perspectives, privileges, and potential biases.
- 3- Gender roles paper: Students write about the influence of gender in their lives. Students will write a research paper on the history of gender roles and how it has affected them. Students will research sociological theory of gender and its creation and connect it to personal experiences. Students will write a 5 page paper and site readings and 2 new resources not covered in class.

\* This assessment will ask students to make connections between daily life and scientific theories. This builds social science habits of mind as students are asked to analyze by comparing and contrasting. Additionally, this requires students to understand the idea of perspective and to search for the impact of perspective on academic work. This connects back to the course objectives as students will be able to better understand diversity and its value in today's world. Additionally, this assessment requires research, an important habit of mind for students entering college.

#### **Portfolio:**

All of the writing assignments above will be entered into their sociology portfolio along with their weekly journal. A completed portfolio along with a written reflection on what they have learned this semester and how they employ their new knowledge and skills later in life will be the final assessment for the course.

#### **Instructional Methods and/or Strategies**

- Lectures and PowerPoint presentations to introduce, clarify, and reinforce key sociological terms and concepts
- Daily reading assignments of the text and other print media to improve students' literacy and ability to comprehend and access academic and college level materials.
- Class discussions, debates, and Socratic Seminars to encourage active participation and communication skills, to push students to consider many points of view, and to push them to grow in their ability to think, speak, and write critically.
- Simulations and interactive exercises that will encourage students to gather and work actively with data, content, and artifacts and giving opportunities to engage with the content and to gain greater insight.
- Films and video clips to help engage students in course concepts and comprehension and to present case studies and examples that will help them analyze a deeper level
- Games to help review key sociological terms and concepts.
- Peer collaborative and cooperative assignments and projects to help students master content and sociological tools and methods collaboratively.
- Research projects and presentations will help students put what they are learning into practice €“ applying the research and theories, developing hypotheses and questions, using the tools, methods, and designs of data collection, problem solving and utilizing their critical thinking skills in reviewing, evaluating, analyzing, and interpreting the data and considering multiple points of view and sources, and writing and presenting, backing up their positions with evidence and defending their conclusions and recommendations.

#### **Assessment Methods and/or Tools**

Students will be assessed by way of:

- Various forms of classwork, graphic organizers, and checks for understanding
- Lecture and reading notes, flashcards, and review games
- Written assignments drawn from reading assignments, film clips, and discussion ranging from short answers to sets of questions to short evidence-based essay assignments
- Class participation in discussions, debates, and Socratic seminars
- Individual and group research projects including evaluations of research, field observations, qualitative and quantitative evidence/data collection and analysis
- Quizzes and tests to review and reinforce key vocabulary, key concepts, and a deeper understanding of what they have learned
- Written essays and reports and oral presentations about research

**Grading:** Work for this class will be recorded in points. Letter grades will be determined by dividing each student's cumulative point total by the total number of points possible at that time (see grading scale below). Weekly assignment will be 10 or 20 points each depending on length. Quizzes will be 15 points. Tests will be between 50 and 100 points. The projects will be 50 or 100 points

depending on length and complexity. Late work will receive a 10% per school day deduction unless there was an excused absence.

*Grading Scale*

<i>Letter Grade</i>		<i>Percentage Range</i>		
•	A	100%	-	94%
•	A-	93	-	90
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•	B	86	-	84
•	B-	83	-	80
•	C+	79	-	77
•	C	76	-	74
•	C-	73	-	70
•	D+	69	-	67
•	D	66	-	64
•	D-	63	-	60
•	F	59	-	0

## SECTION A. COURSE DESCRIPTION COVER PAGE

P:\Teaching and Learning\Curriculum\Course Proposals\Spring 2015\Course Proposal\_Get Reel\_EHS\_Spring 2015.docx

## SECTION B. COURSE CONTENT

### 17. Course Description:

"Get Reel: English Through Your Lens" is a full year English course that challenges students through intensive analysis of text, including visual media, informational writing, and fiction. Students develop the abilities and skills necessary to effectively analyze powerful video messages, oral presentations, and written works that critically examine and deconstruct ideological and social influences in an effort to understand how these influences have an impact on both individual and group identity. We will use the technology currently in existence at our school site to lead students through this course.

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

Students in this engaging English class learn to recognize themselves as both products and members of society as they study, analyze and even create a variety of texts, including narrative and analytical writing, constructed argument, visual mapping, and multimedia projects. They will come to understand that language is a powerful medium when read, written, spoken, and performed with purpose. While students explore the universal themes of identity, power, and freedom, with extensive focus on the novel, poetry, informational text, and film, they acquire important analytical skills. They gain the necessary abilities for digital media critique, while participating in a rigorous course that provides real-world connections through extensive career and technical content.

### 19. Course Objectives (standards):

Reading: Students engage in close reading of complex texts in order to determine central themes or key ideas and cite textual support for their claims. Students analyze the choices authors make regarding plot, theme, POV, structure and determine how these affect the work. Also, students identify arguments and rhetorical devices in informational texts and determine their effectiveness.

Writing: Students write frequently and extensively in both on-demand and in process writing situations to demonstrate their understanding of both the English and the media concepts of this course. Students utilize narrative techniques such as pacing, dialogue, plot, and characterization to create personal and biographical narrative essays. Students also write arguments in support of substantive claims, with appropriate supporting text-based evidence. They are able to develop claims and counterclaims with clear, precise language and organize their essays in a cogent, logical manner. Additionally, students write informational papers with clarity and accuracy, including up-to-date research and correct citations. Students participate in all steps of the writing process, including brainstorming, drafting, revising, and editing to ensure well-developed writing that demonstrates understanding of writing conventions, rhetorical devices, and organization.

Listening and Speaking: Students engage in collaborative discussions about important topics while demonstrating their ability to be both good speakers and considerate listeners. Students come to discussions, such as Socratic Seminars, prepared with notes and ideas and follow the rules for collegial discussions. They are able to glean

information presented from a variety of diverse media formats and present that material to their peers in an engaging manner. Also, students can identify a speaker's argument and analyze its component parts.

## 20. Course Outline:

### **Unit 1 - POV and Identity**

In this unit, students analyze how point of view and the theme of personal identity are expressed by analyzing a variety of literary works, film, and visual composition techniques. Students acquire and use the basic vocabulary of video production and begin the process of storyboarding by connecting this technique to literature. Interview protocols and active listening techniques prepare students to gather evidence and compose biographical narratives using audio and computer technology. Through close readings, small group discussions, Socratic Seminar, and written blog reflections that continue throughout the course, students will determine how diction, rhetorical devices, and/or figurative language are used to express a character's identity and perspective in the following possible texts:

- The Greatest: Muhammad Ali, an illustration of an individual that reinvents himself as a result of his perspective on society.
- The Hurricane, a biographical film about a former middleweight boxing champion who was unjustly convicted of homicide.
- Various monologues from artists such as Sandra Tsing Loh, who explores her identity as a biracial woman in *Aliens in America*.
- Short stories such as "The White Umbrella," which deals with self-esteem and identity issues related to race and socioeconomic status.

While reading the texts, students follow a close reading protocol, highlighting key points and annotating their thinking and observations. Students choose from one of the above texts to write a 3-4 page literary analysis essay about the theme of identity. This analysis forms the basis from which students write an illustrated biographical narrative and create an autobiographical Social Location Map and illustrated monologue presentation that graphically displays their own identities and POV in a clear, articulate manner. In order to produce these products, students learn and apply the fundamentals of visual composition using technical media, such as lighting, framing, and setting, to establish a mood or tone. This unit prepares students for producing visual texts in later units by introducing them to the basic composition skills needed for developing original content.

### **Unit 2 - Power and Freedom**

In this unit, students continue to build upon the skills acquired in Unit 1 with an emphasis on moving from analysis of the self to an analysis of power and freedom by looking at the broader concept of community and continuing the exploration of the pre-production process through research, storyboarding, and industry standard script formatting. Students practice and refine research skills in order to textually and visually explore the key concepts and propaganda techniques used within George Orwell's satirical novel, *Animal Farm*. In addition, students research, analyze and respond to a variety of artistic and historical materials including the William Ernest Henley poem, "Invictus." In their analyses, students focus on the ways in

which the author uses figurative language to develop Henley's theme of resistance to tyranny. Students also deconstruct Dr. Martin Luther King Jr's "Letter from a Birmingham Jail" as a means to consider and debate Dr. King's practice of nonviolence as a form of resistance to social injustice. Students respond to the works of Orwell, Henley and King through a satirical, poetic and historical lens. The resulting material is used for the pre-production storyboard and script projects outlined in key assignments. Students' responses include essays, informal writings, group discussions, as well as use media for presenting original content. By exploring roles associated with visual text production, students develop collaboration skills and an understanding of the pre-production process. Students interpret the novel through visual form via flow charts identifying changes in the novel's social structure, posters utilizing propaganda techniques, comic strips, and storyboards.

### **Unit 3 - Truth and Ethics**

Through rigorous examination of audience, message, medium, and source in such texts as *Lord of the Flies*, students learn that credibility is at the forefront of effective communication. These texts show that an author's use of context and language let the reader determine if a character is behaving in an ethical manner. Characters also earn credibility in this way. Students build on their communication and research skills by developing arguments supported by logos, ethos, and pathos, including creating a one-minute political campaign video for a character in *Lord of the Flies*. In producing the campaign video, students expand their understanding of the pre-production and production process, through developing the idea, writing the script, producing the video, and presenting the campaign video. Additionally, students research and write about controversial topics, defend their claims in speeches, and analyze the effects of propaganda and rhetorical devices.

### **Unit 4 - The Other**

Influenced by Joseph Conrad's *Heart of Darkness*, Edward Said, in his book *Orientalism*, articulated the concept of the "Other" through his examination of false representations of non-European groups and colonialism. This unit presents students with opportunities to deepen their understanding of earlier concepts from Units 2 & 3, particularly pre-production processes leading to the construction of the final media product. Students consider themes such as identity, power (tyranny and freedom), community membership, and truth and ethics by analyzing both literature and media. Students are challenged to view the human experience, including cultural values and beliefs, from alternative perspectives in multiple texts, including, but not limited to:

- An excerpt from Horace Miner's ethnography, "Body Rituals of the Nacirema" which presents an "Other's" interpretation of American cultural practices.
- Chinua Achebe's novel *Things Fall Apart*, written in response to Western portrayals of Africans such as Joseph Conrad's *Heart of Darkness*.
- The Other Wes Moore: One Name, Two Fates*, which tells the true story of two men with the same name but very different fates. One grows up to be a Rhodes Scholar, decorated combat veteran, White House Fellow, and business leader and the other is serving a life sentence in federal prison for felony murder.
- "The House I Live In," a PBS Frontline video by Eugene Jarecki, that addresses America's



war on drugs and how it has resulted in more than 45 million arrests and \$1 trillion dollars in government spending.

Through small group discussions, Socratic Seminar, regular blog reflections, literary analysis, and a DBQ (document-based questions), students analyze the author's style and intent, techniques used to express mood and tone, and ways in which each text reflects a specific cultural perspective and bias. Students also learn how to critique the representation of a people by recognizing stereotypes and analyzing an author's (and reader's) cultural misunderstandings and assumptions. To do this, students research an issue of representation and discrimination such as bullying, the three strikes law, or deportation of immigrants, and produce a 30-60 second public service announcement (PSA) that uses visual metaphors and demonstrates skills in storyboarding, scriptwriting, designing artistic compositions, and editing. This PSA project introduces students to a new and common genre in video production. When students write a culminating 3-5 page essay that responds to a Document-Based Question about representations of the "Other," they synthesize their learning throughout the unit to demonstrate their understanding and analyze the implications of these representations in terms of identity, socio-economic status, and ethical beliefs.

### **Unit 5 - The Hero**

In this culminating unit, students explore the idea of heroes and what defines a heroic act. Students also examine why certain societies value particular heroic qualities and how those same qualities reflect the values of the larger community. Using an excerpt from Joseph Campbell's *The Hero With a Thousand Faces*, students learn the classic hero cycle and its influence on storytelling and filmmaking and determine why texts can be cultural artifacts. Students analyze both literary and visual texts, such as *Cry, the Beloved Country* and "Star Wars: A New Hope," to understand how heroes and antiheroes represent, contribute to, and comment on the values of society. Students write a 4-5 page literary analysis paper focusing on the hero's journey of the protagonist in *Cry, the Beloved Country*, including citations from any previous reading that make the connection between individual and community. Students then collaborate to produce and present a 5-minute video documentary on an influential community member who embodies heroic qualities. By careful consideration of POV, post-production techniques, and editing, students demonstrate how a producer creates powerful messages and the illusion of objectivity by making explicit content choices. Students discover their ethical choices reflected in the final documentary film.

### 21. Instructional Materials:

#### **Core Texts**

Joseph Campbell's *The Hero with a Thousand Faces*

Wes Moore's *The Other Wes Moore*

Joseph Conrad's *Heart of Darkness*

Chinua Achebe's *Things Fall Apart*

William Golding's *Lord of the Flies*

George Orwell's *Animal Farm*

Walter Dean Meyers' *Muhammad Ali: The Greatest*

Alan Paton's *Cry, the Beloved Country*

**Supplementary texts:**

Body Rituals of the Nacirema," an excerpt from an ethnography by Horace Miner, presents an "Other's" interpretation of American cultural practices. Reproduced by permission of the American

Anthropological Association from *The American Anthropologist*, vol. 58 (1956), pp. 503-507. <<http://oak.cats.ohiou.edu/~thompsoc/Body.html>>

"I Have a Dream" by Martin Luther King  
"Letter from a Birmingham Jail" - Martin Luther King, Jr.  
[http://en.wikipedia.org/wiki/Letter\\_from\\_Birmingham\\_Jail](http://en.wikipedia.org/wiki/Letter_from_Birmingham_Jail)

"Invictus"  
William Earnest Henley  
<http://en.wikipedia.org/wiki/Invictus>

"The White Umbrella"  
Gish Jen

Films for Selected Scenes (only) at Teacher Discretion and parent approval:

Animal Farm - Halas and Batchelor,(1954)  
Birth of a Nation - W.D. Griffith, (1915)  
Triumph of the Will - Leni Riefenstahl (1934)  
Invictus - Clint Eastwood, (2009)  
V for Vendetta - James Mc Teigue, (2005)  
Reds -Warren Beatty, (1981)  
Dr. Zhivago - David Lean, (1965)  
Star Wars (New Hope) - George Lucas (1977)  
Hoop Dreams - Steve James (1994)  
Mad Hot Ballroom - Marilyn Agrelo (2005)  
Accidental Hero: Room 408 - Terri DeBono & Steve Rosen (2001)  
The Maltese Falcon - John Huston (1941)  
Casablanca - Michael Curtiz (1942)  
The House I Live In - Eugene Jarecki (2012)  
The Hurricane - Norman Jewison (1999)

"Promoting Social Imagination Through Interior Monologues"

<http://www.nwp.org/cs/public/print/resource/346>

"Express Yourself: Crafting Social Location Maps and Identity Monologues"

<http://learning.blogs.nytimes.com/2010/02/11/express-yourself-crafting-social-location-maps-and-identity-monologues/>

"50 Greatest Movie Monologues"

<http://www.film.com/movies/the-50-greatest-movie-monologues>

The Mountaintop by Katori Hall: right vs. wrong; freedom; equality

"Shooting An Elephant" George Orwell

"White Man's Burden" Rudyard Kipling

Speech on the assassination of Martin Luther King by Robert Kennedy: freedom; equality

"Everything Is a Remix" by Kirby Ferguson: issues of creativity and intellectual property

TED Talk: "Embrace the Remix" by Kirby Ferguson: issues of creativity and intellectual property

William Shakespeare's *Hamlet*

Gary Soto's "Saturday at the Canal"

<http://www.poemhunter.com/poem/saturday-at-the-canal/>

**\*Note on the Ratings of Films and Parental Permission/Objection\***

*All texts ultimately chosen for this course will be presented for parental approval in the course syllabus. If a parent or student objects to a particular text, an alternative assignment will be provided and every effort will be made to keep each student engaged in equitably meaningful coursework throughout the duration of the class.*

## 22. Instructional Methods and/or Strategies

Close Reading of Texts

Small Group and Large Group Discussions (Socratic Seminar)

Steps of the Writing Process (drafting, writing, revising)

Acquiring academic vocabulary

Producing various modes of writing (analytical, synthesis, narrative, research)

Peer Evaluation

Projects and Formal Presentations

Debate

Direct Instruction

Student-generated portfolio

Access to Multi-media technology

## 23. Assessment and Evaluation

### **Unit 1 Assessments:**

**1) Literary Analysis Essay - Theme:** A writing rubric is used to assess a student's ability to analyze how an author develops a theme about a character's identity through plot, imagery, diction, rhetorical devices, and/or figurative language.

**2) Biographical Interview Script:** Students are assessed on their development of a theme about identity through detailed descriptions and anecdotes.

**3) Biographical Narrative:** A writing rubric is used to assess a student's ability to synthesize information and supporting details from a variety of primary and secondary sources, write an engaging narrative, and develop a theme.

**4) Media Presentation - Visual Monologue:** A writing rubric is used to assess the written monologue in terms of voice, diction, figurative language, and theme. A visual composition rubric is used to assess mastery of the fundamentals in composing an image, using angle, lighting, staging, costumes, and props to express mood, tone, and visual metaphors. A performance rubric is used to assess the student's media presentation.

**Ongoing Assessments:** close reading protocols, small and whole group discussion

### **Unit 2 Assessments:**

**1) Analytic Propaganda Research Paper:** Scored by research-based rubric including quality of source, conventions, citation, and depth of analysis. .

**2) Visual Presentation (PowerPoint, poster, video, cartoon):** Students are assessed using a performance-based rubric which includes quality of voice, teamwork, eye contact, delivery/engagement, and connection between visuals and material.

**3) Student Production Teams Final Presentations:** All products are assessed on quality, research base, rhetorical effectiveness, and connection to audience. The presentations are graded using teacher and peer rubrics.

**4) Portfolio - Poster, Script, Storyboard, PowerPoint/Blog/Podcast:** Students are expected to strategically use visual media, elements, and principles of design that clearly persuade the audience.

**Ongoing Assessments:** Test/quiz on elements and pre-production team roles; worksheets from the supplemental *Video: Digital Communication & Production Workbook*.

### **Unit 3 Assessments:**

**1) Analysis of Propaganda:** Students demonstrate an understanding of propaganda techniques through identification of persuasive elements in written and media production. Successful communication of the techniques is measured by textual evidence to support arguments. Students are graded using a rubric.

2) **Argumentative Research Paper:** Students are assessed using a rubric, in the categories of hook, thesis, introduction and development of evidence, analysis, overall organization and development, conclusion, word choice/mechanics, and MLA. Within each category, a score of 6 or 5 demonstrates mastery, a score of 4 or 3 shows competency, and a score of 2 or 1 means that development is needed.

3) **Argumentative Speech:** 2-3 minute oral presentation. The rubric spans the areas assessed in the argumentative research paper, with the addition of oral presentation elements.

4) **Documentary Prep I:** Students are expected to select accessible interview subjects, develop thoughtful research-based questions, and incorporate quality and varied B-Roll. Students pitch their ideas to invited community members or industry partners and incorporate the feedback received into their final project. Initial idea, revision, and reflection on feedback are posted on the students' blogs.

5) **Lord of the Flies Political Commercial:** Students are assessed by a performance rubric, in the areas of composition, editing, pacing, audio, and lighting, as well as on their use of persuasive techniques.

**Ongoing Assessments:** blogging, on-demand writing, small and whole group discussions

#### Unit 4 Assessments:

1) **Literary Analysis Essay on Tone:** A writing rubric is used to assess students' abilities to analyze how an author's tone through diction, imagery, and/or figurative language affects the mood of the work.

2) **Video Script:** A writing rubric is used to assess students' abilities to address an audience's misunderstandings and biases using evidence from various sources for support, as well as their ability to use rhetorical devices to persuade.

3) **Media Presentation:** A video rubric is used to assess students' technical proficiency, including visual composition, smooth edits, steady camera, and sound quality. In addition, students must fulfill the content requirements per unit.

4) **Synthesis Essay (DBQ):** A writing rubric will be used to assess a student's ability to write an organized and cohesive essay that responds to a prompt and supports an argument by drawing from a variety of sources.

**Ongoing Assessments:** Socratic Seminars

#### Unit 5 Assessments:

1) **Pop-culture Hero's Journey Narrative Paper:** Students are assessed using the Narrative Writing Continuum (NWC) developed by The Teachers College Reading and Writing Project (TCRWP). In addition to the NWC criteria, a strong narrative powerfully incorporates at least seven stages of the hero's journey.

2) **Cry, the Beloved Country Hero's Journey Expository Paper:** As with the pop-culture hero's journey paper, this essay is assessed using the NWC criteria with rubric items adjusted to reflect the demands of an expository paper.

3) **Documentary Prep II:** Students revise their proposal for a 5-minute documentary on an influential community member, incorporating potential interviewees, possible questions, and supplementary B-Roll. Students are expected to address the hero's journey and the teacher's feedback on Documentary Prep I.

4) **Production Blog:** Students' posts are evaluated for their clarity, use of industry specific vocabulary, and organization of thought.

5) **Documentary:** Students are assessed in the areas of composition, editing, depth of field, pacing, audio, and lighting, as well as on their exploration of the hero's journey. Community or post-secondary partners provide supplementary assessment, simulating an industry review panel.

#### 24. Grading Policy

As per department:

100-90=A

89-80=B

79-70=C

69-60=D

59-0=F

### SECTION C. OPTIONAL INFORMATION

#### 25. Context for offering the course:

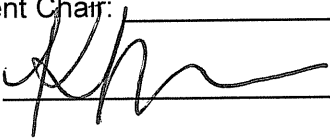
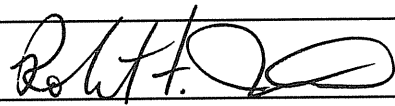
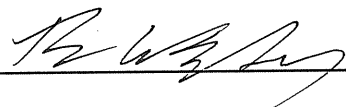

This is an integrated course integrating English content with the Arts. The course is designed to help students develop a thorough understanding of English through a course rich in connections to the critique of visual texts that will generate interest in English and increase student success. The applications throughout the course allow students to make connections between various forms of texts (novels, nonfiction, photography, advertisements, film, etc...).

#### 26. History of Course Description:

This course was developed at the Spring 2013 University of California Curriculum Integration (UCCI) Institute focusing on subject area "b" English and the Career Technical Education (CTE) industry sector of Arts, Media and Entertainment. It has been challenging for educators to find and develop linkages between some CTE sectors and certain academic disciplines, including English, history/social sciences, and mathematics. To address these challenges, the University of California created the UCCI Institute to focus on subject areas that have proven to be difficult to develop integrated curriculum. Over eighty California high school English and CTE instructors, administrators, curriculum specialists, and UC staff were assembled into teams and challenged to develop innovative model courses that infuse core foundational math concepts with relevant career technical elements.

# ALAMEDA UNIFIED SCHOOL DISTRICT

## SECTION A. COURSE DESCRIPTION COVER PAGE

1. Course Title: Applied Physics and Algebra with Robotics	6. Prerequisite(s): None
2. Action: <input checked="" type="checkbox"/> New Course <input type="checkbox"/> Course Revision <input type="checkbox"/> Title Change Only	7. Grade Level: 9-12
3. Transcript Title/Abbreviation:  (For Educational Services)	8. Elective/Required: Required
4. Transcript Course Code/Course Number:  (For Educational Services)	9. Subject Area: Science and Mathematics
5. CBEDS Code: (For Educational Services)	10. Department: Science and Mathematics
11. Length /Credits: <input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (One Year Length, 20 Total Credits) <input type="checkbox"/> 2.0 (two year equivalent)	
12. Was this course previously approved by UC? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If so, year removed from list: _____	
13. Meets the "___C and D___" requirements in the a-g university/college entrance requirement. Approval date: _____	
14. School Contact Information Name: Tracy Allegrotti Title/Position: Assistant Principal Phone: 510-748-4023 Fax: _____ E-Mail: <a href="mailto:tallegrotti@alameda.k12.ca.us">tallegrotti@alameda.k12.ca.us</a>	
16. Signatures: Department Chair: _____ Principal:  _____ Acknowledged by Other Principals:  _____  _____ Educational Services:  _____	
16. Date Approved by Board of Education:	

## Section B. Course Content

### 17. Course Description:

This course integrates Conceptual Physics and Algebra 1 within the context of Applied Robotics. Algebra concepts are introduced through the C-STEM Algebra with Robotics curriculum. Students completing the course will engage in computer programming to support their Algebra/Physics problem-solving. Students completing the course will receive a full-year's credit for both Mathematics and Algebra 1. Students enrolling in the course will be scheduled for two consecutive class periods during the academic year.

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

- Content goals for the course encompass the goals for Conceptual Physics and for Algebra 1.
- Content in both courses will be achieved while also integrating computer programming through the C-STEM Algebra materials.
- Major student outcomes are the same as for Conceptual Physics and Algebra with the following additional outcomes:
  - a. Students will learn computer programming in C since the computer programming is integrated with the math
  - b. Students will connect physics and algebra problem solving because the traditional algebra problem solving will be related to physics concepts.

### 19. Course Objectives (standards):

The course objectives and standards are the Common Core State Standards for Algebra 1 together with the California State Standards for Physics, moving toward implementation of the Next Generation Science Standards.

### 20. Course Outline:

Part 1. Scientific Methods and Measurement--including the mathematical concepts of the exponent and scientific notation

Part 2. Force--Vectors and Newton's Laws--including the mathematical concepts related to directed numbers and the number line, pythagorean theorem and basic trigonometry

Part 3. 1-Dimensional Motion--motion at constant speed and accelerated motion along the x- or y- axis including the mathematical concepts of solving of linear equations, slope

Part 4. 2-Dimensional Motion--motion at constant speed or accelerated motion not along the x- or y-axis including the mathematical concepts of solving linear equations, slope, parabolas and solving quadratic equations, circles and circumference

Part 5. Momentum and Energy Conservation

Part 6. Waves and Light -- including the trigonometric functions since they are waves, concepts of frequency, wavelength, harmonics.

Part 7. Electricity and Magnetism--including review of vectors and inverse square functions

### 21. Instructional Materials:

- Board approved required text:
  - i. Hewitt -- Conceptual Physics ISBN 13: 978-0321776723



- ii. Algebra -- Prentice Hall or any district-approved algebra textbook
- iii. Learning Mathematical Concepts with C/C++ interpreter Ch by Harry Cheng, Ph.D (\$50 per copy for official C-STEM schools)
- iv. Algebra I with Computing and Robotics by Harry Cheng, Ph.D.
- v. Learning Robot Programming with Linkbot for the Absolute Beginner (\$40 per copy for C-STEM schools)

Electronic versions could be used for most activities, but some literacy activities will still require photocopying of the textbooks.

- Robotics materials
  - 32 Linkbot 'L' Robots
  - C-STEM school registration for on-line curriculum access

## 22. Instructional Methods and/or Strategies

- a. Direct Instruction
- b. Project-Based Learning
- c. Cooperative Learning
- d. Guided Practice
- e. Cornell Note taking

## 23. Assessment and Evaluation

- a. Problem sets
- b. Writing assignments
- c. Computer programs
- d. Projects
- e. Tests
- f. Quizzes

## 24. Grading Policy

50% Tests/Quizzes

50% Homework/Classwork/Projects

## Section C. Optional Information

### 25. Context for offering the course:

The traditional practice of teaching mathematics separate from physics is artificial. It is time that mathematics and physics be reunited. Physics is concrete and intuitive. This makes physics accessible for students of various skill levels and learning styles. Mathematics has traditionally been taught in abstract with little emphasis on application. I believe this is why engagement of students in algebra 1 is generally low. As mathematics is the language of physics, the instruction of them together is a natural fit.

Robotics allows students manipulation of an object they can direct by programming it in the C programming language. Students can command the robot to move in different ways, physically creating the graphs of motion being studied.

### 26. History of Course Description:

I attended 2 workshops presented by the C-STEM group at UC Davis. The first was a 1-day workshop on April 21, 2014 and the second was a 3-day workshop June 23-25, 2014. During these workshops I was shown

the methods of using programming and robotics to illustrate applications of Algebra concepts that have been developed by the C-STEM group. I was working on integration of Physics with Robotics at my previous school in San Jose and was immediately impressed with the thoroughness and managability of the activities. As a result of my participation in these workshops I now have copies of the C-STEM textbooks for algebra and robotics and the Alameda County Office of Education bought a class set of the Linkbot robots for implementing C-STEM. Also during the past year, the C-STEM algebra I curriculum received Program Status from the California Department of Education. For \$1000 per school year the C-STEM group gives curriculum and support for the implementation of C-STEM classes in high schools. I am attaching the C-STEM Implementation Plan to this document as well. Support includes a community of educators teaching the C-STEM classes, opportunities for workshops run by C-STEM, and reductions in price of textbooks and equipment. C-STEM has another initiative under way integrating physics with the algebra, programming, and robotics called **Programming and Robotics Integrated with Science and Mathematics (PRISM)**” is funded with \$1.8 million dollars for three years by the California Department of Education. It would be nice to have access to the materials created from the PRISM program. There is also a C-STEM Day competition every spring that students from C-STEM schools come to and compete in robotics competitions using the C-STEM materials.

# ALAMEDA UNIFIED SCHOOL DISTRICT

## SECTION A. COURSE DESCRIPTION COVER PAGE

1. Course Title: English 3 / 4: Mental Health Matters	6. Prerequisite(s): This course will only be offered to juniors and seniors.
2. Action: <input checked="" type="checkbox"/> New Course <input type="checkbox"/> Course Revision <input type="checkbox"/> Title Change Only	7. Grade Level: 11 & 12
3. Transcript Title/Abbreviation:  (For Educational Services)	8. Elective/Required: Required (as part of English 3 or 4 requirement)
4. Transcript Course Code/Course Number:  (For Educational Services)	9. Subject Area: English
5. CBEDS Code: (For Educational Services)	10. Department: English
11. Length /Credits: <input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent)	
12. Was this course previously approved by UC? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If so, year removed from list: _____	
13. Meets the " <u>B</u> " requirements in the a-g university/college entrance requirement. Approval date: _____	
14. School Contact Information Name: <u>Encinal/Tracy Allegrotti</u> Title/Position: <u>Assistant Principal</u> Phone: <u>(510)748-4023</u> Fax: _____ E-Mail: <u>tallegrotti@alameda.k12.ca.us</u>	
16. Signatures: Department Chair: _____ Principal: <u>[Signature]</u> Acknowledged by Other Principals: <u>[Signature]</u> <u>[Signature]</u> Educational Services: <u>[Signature]</u>	
16. Date Approved by Board of Education: _____	



## SECTION B. COURSE CONTENT

### 17. Course Description:

*Mental Health Matters: Building Awareness Through Various Modes of Communication* is a one year college and career preparatory English course for 11<sup>th</sup> and 12<sup>th</sup> graders that integrates English with the **Mental and Behavioral Health Pathway** within the Health Science and Medical Technology CTE sector. Through reading, writing, speaking, and listening students will explore mental and behavioral health disorders, teen challenges, disorder-related violence, and disparities in the mental health care system. Throughout the course students will conduct self-generated research related to each thematic unit, utilize the writing process to effectively communicate information and ideas using industry-specific language, analyze and justify personal perspectives regarding mental and behavioral health issues, and effectively use current media to inform and persuade multiple audiences for different purposes. By the end of the course students will have gained an awareness regarding issues in mental and behavioral health and developed into advocates for such issues.

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

Mental and behavioral health is relevant to students' understanding of their own communities and is critical to promoting wellness. Students will develop a compassionate approach to communication as preparation for future CTE courses. By integrating English Language Arts standards with Health Science and Medical Technology standards, students will discover the importance of sound mental and behavioral health. Students taking this course will develop a deeper level of awareness leading to an action-oriented mindset around mental and behavioral health challenges, including specific types of mental and behavioral health disorders, awareness of teen-specific obstacles, contributors to certain types of violence, and disparities in care. Students will demonstrate the necessity of solid, compelling communication in health advocacy, evolving from the role of spectator, to that of an instrument of change.

### 19. Course Objectives (standards):

Through targeted discussion, focused writing, and analysis of real world issues, students will develop an understanding of the societal implications of mental and behavioral health issues as observed in their communities.

Throughout the course students will conduct self-generated research related to each thematic unit, utilize the writing process to effectively communicate information and ideas using industry-specific language, analyze and justify personal perspectives regarding mental and behavioral health issues, and effectively use current media to inform and persuade multiple audiences for different purposes.

### 20. Course Outline:

Unit 1: *Healing the Unseen*. In the first unit of *Mental Health Matters: Building Awareness Through Various Modes of Communication*, students will build foundational knowledge for study in the field of mental health. Through analyzing and discussing both literary and informational texts, students will differentiate between various types and causes of mental and behavioral health disorders. Students will evaluate a variety of mental health issues such as depression, Post Traumatic Stress Disorder (PTSD), self-image, and eating disorders through the

close reading and analysis of literary and visual texts such as *Push* (text), *A Child Called It* (text), *The Things They Carried* (text), *Real Women Have Curves* (film), and “For the Troops, a Dose of Neuroscience and the Voice of Homer,” (article) along with other relevant articles, newspapers and online journals. Connecting both prior knowledge and new information gleaned from unit texts, students will construct a realistic narrative scenario (character journal) in which they write from a character’s point of view. To demonstrate an understanding of the four stages of mental health recovery, students will create, propose, and defend a treatment plan for a fictional character from one of their texts and support that plan with research and evidence from class readings.

Unit 2: *What’s a Teen to Do?* Building on the foundational knowledge developed in unit 1, this unit brings the issue of mental and behavioral health to the personal perspective. Students will choose and research one mental or behavioral challenge that teens encounter, such as body image issues, self-esteem, drug use, peer pressure or stress. Students will use associated medical terminology while synthesizing information from multiple types of resources to research their chosen topic. Based upon their chosen topic, students will analyze and evaluate a variety of related literature such as *Speak* by Laurie Halse Anderson or *The Skin I’m In* by Sharon Flake, as well as contemporary informational texts, such as the National Drug Statistics Summary <http://www.crchealth.com> or Adolescent Health at <http://www.cdc.gov>. Students work individually to develop an informational research paper on a chosen topic, using information-gathering and question generation, formulated from the research. To further the impact of the project, via cooperative grouping, students will create and deliver a multimedia presentation that will inform the audience about community resources so that they can then be empowered to act as advocates for mental health issues.

Unit 3: *The Shadows of Violence*. In this unit, students return to the study of mental health in their community. This unit gives students a better understanding of how undiagnosed mental and behavioral disorders can lead to violence and how communities can promote the prevention of that violence. Through the analysis of a variety of texts and multimedia such as but not limited to movies like “Bully”, research on mental and behavioral health, and analysis of current events related to the topic, students will develop a cognitive framework for understanding violence related to mental and behavioral disorders in the U.S. Students will evaluate contributors to violent actions, participate in a student-facilitated dialogue about the issues, and conduct academic research based on relevant, self-generated questions about the topic of mental and behavioral health. They will demonstrate the ability to communicate empathetically via formulation of a Socratic Seminar, an analytical paper, and a public service announcement. Additionally, in this unit, they will employ leadership skills, in their collaborative discussion to create opinions and participate in group activities in order to communicate information which will inform their writing process. These activities that promote critical thinking and inquiry assist in students’ abilities to take an active role in understanding the complexities that surround mental and behavioral health issues, consequently promoting their ability to write proficiently about the given topic.

Unit 4: *Addressing Inequity Through Advocacy*. This unit will move students from discussing individual issues of mental health to the disparities in the treatment and services for underserved populations. Students will read and analyze literary texts such as *Crazy: A Father’s Search Through America’s Health Care Madness*, which provides an analysis of bureaucracy and

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confinement versus care, and other informational texts (articles, qualitative and quantitative case studies). They will compare and analyze discrepancies and disparities in mental health care for underserved populations (such as LGBT, lower SES, undocumented, ELL's, veterans, foster youth, and the homeless). Through careful research and analysis of informational and multimedia sources (documentary programs, first person narratives, scholarly articles, websites and class discussions), using whole group and small group discussions, students will develop evidence based written arguments about barriers to mental health care and devise ways to increase community awareness about disparities in mental health care for underserved populations. Applying the various steps of the writing process to compose clear arguments that will facilitate appropriate writing conventions and analytical skills (such as formulation of sequenced pre-write, with textual evidence citation to support arguments), students will propose and design innovative strategies to advocate for underserved populations in their communities.

Unit 5: *Advocacy in Action*. This capstone unit continues the expression of the skills and concepts addressed throughout the course with the Public Health Media Campaign proposal. Students will analyze and critique various successful public health arguments, such as Michelle Obama's "Let's Move!" childhood obesity prevention program or the "Red" campaign to raise AIDS awareness in order to learn the components and characteristics of an effective campaign, as well as effective use of rhetoric and development of claims and counterclaims. Applying what they have learned from researching advocacy campaigns, students will then design and construct their own advocacy and awareness campaign. By synthesizing what was learned about Community Campaign Proposals from the previous unit with various instructional texts on how to implement a public campaign, such as EarthShare's "Campaign Manual" or "Theories and Principles of Public Communication Campaigns," students will design and implement an advocacy and awareness campaign. They will use various types of digital media to present their campaign to a specific population in order to create a credible social presence.

## 21. Instructional Materials:

Board approved required text:

1) Title: Push

Edition: 2010

Publication Date: 2010

Publisher: Vintage

Author(s): Sapphire

2) Title: A Child Called It

Edition: 1999

Publication Date: 1999

Publisher: Health Communications

Author(s): Dave Pelzer

3) Title: Speak

Edition: 2001

Publication Date: 2011

Publisher: San Val, Inc.

Author(s): Laurie Halse Anderson

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4) Title: *The Skin I'm In*  
Edition: 2000  
Publication Date: 2000  
Publisher: Hyperion  
Author(s): Sharon Flake

Title: *4 Stages of Recovery*  
Edition: 2013  
Publication Date: 2013  
Publisher: Website  
Author(s): Mark Ragins, MD

Supplementary materials:

**1) Title:** *Adventures in Depression* (Supplementary)

Publication date: 2011

Author: "Allie"

URL: <<http://hyperboleandahalf.blogspot.com/2011/10/adventures-in-depression.html?m=1>>

Usage: Possible supplementary text. Read in entirety. Students will use this blog to understand how depression affects individuals on a personal level. This source can also provide definitions and scenarios to help deepen student perspectives on depression.

**2) Title:** *National Drug Statistics Summary* (Supplementary)

URL: <http://www.crchealth.com/troubled-teenagers/teenage-substance-abuse/adolescent-substance-abuse/national-drug-statistics/>

Usage: information on the prevalence and incidence of illicit drug, alcohol, and tobacco use in the civilian population aged 12 and older.

**3) Title:** *Crazy: A Father's Search Through America's Mental Health Madness* (Supplementary)

Publication Date: 2006

Author: Pete Early

ISBN: 0425213897

Usage: Students will read, analyze, and discuss this text in an effort to explore the causes, solutions, and implications of current disparities in the current mental health system.



## 22. Instructional Methods and/or Strategies

Close reading of text, annotations, small and large group discussion, formal essay writing, steps of the writing process, analytical writing, narrative writing, research, synthesis writing, developing academic vocabulary

## 23. Assessment and Evaluation

**Unit 1:** Quizzes and tests on assigned reading and key terms/concept will be delineated throughout the unit. Connecting both prior knowledge and new information gleaned from unit texts, students will construct a realistic narrative scenario (character journal) in which they write from a character's point of view. To demonstrate an understanding of the four stages of mental health recovery, students will create, propose, and defend a treatment plan for a fictional character from one of their texts and support that plan with research and evidence from class readings. Students will also submit formal written analysis of literary and visual texts.

**Unit 2:** Quizzes and tests on assigned reading and key terms/concept will be delineated throughout the unit. Students will also work individually to develop an informational research paper on a chosen topic related to this unit's area of study, using information-gathering and question generation, formulated from the research. To further the impact of the project, via cooperative grouping, students will create and deliver a multimedia presentation.

**Unit 3:** Quizzes and tests on assigned reading and key terms/concept will be delineated throughout the unit. Through the analysis of a variety of texts and multimedia, students will complete research on mental and behavioral health, and analysis of current events related to the topic. They will present their findings in formal, multimedia presentations. They will demonstrate the ability to communicate empathetically via formulation of a Socratic Seminar, an analytical paper, and a public service announcement. This work will culminate in a final, formal paper that demonstrates students' ability to write proficiently about the given topic they've chosen to research.

**Unit 4:** Quizzes and tests on assigned reading and key terms/concept will be delineated throughout the unit. Applying the various steps of the writing process to compose clear arguments that will facilitate appropriate writing conventions and analytical skills (such as formulation of sequenced pre-write, with textual evidence citation to support arguments), students will propose and design innovative strategies to advocate for underserved populations in their communities

**Unit 5:** By synthesizing what was learned about Community Campaign Proposals from the previous unit with various instructional texts on how to implement a public campaign, such as EarthShare's "Campaign Manual" or "Theories and Principles of Public Communication Campaigns," students will design and implement an advocacy and awareness campaign. They will use various types of digital media to present their campaign to a specific population in order to create a credible social presence.

## 24. Grading Policy

As per department

100-90=A

89-80=B

79-70=C

69-60=D

59-0=F

## **SECTION C. OPTIONAL INFORMATION**

### **25. Context for offering the course:**

This is an integrated course integrating English content with a focus on Health Science and Medical Technology -- Mental Health specifically. The course is designed to help students develop a thorough understanding of 9th grade English through a course rich in connections to Health Science that will generate interest in English and increase student success. The applications throughout the course allow students to make connections between English learning and content structures as they apply to a career in Mental Health. This course could be part of a Health Science and Medical Technology academy in a sequence of English Language Arts courses.

### **26. History of Course Description:**

This course was developed at the Fall of 2013 University of California Curriculum Integration (UCCI) Institute focusing on subject area "b" English and the Career Technical Education (CTE) industry sector of Health Science and Medical Technology. It has been challenging for educators to find and develop linkages between some CTE sectors and certain academic disciplines, including English, history/social sciences, and mathematics. To address these challenges, the University of California created the UCCI Institute to focus on subject areas that have proven to be difficult to develop integrated curriculum. Over eighty California high school English and CTE instructors, administrators, curriculum specialists, and UC staff were assembled into teams and challenged to develop innovative model courses that infuse core foundational math concepts with relevant career technical elements