UCCI Course Implementation:
Examining World History Through Media & Design Arts

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https://goo.gl/ShFXvD
San Joaquin County Office of Education (SJCOE): Teacher, Tech Mentor, Curriculum Writer/Mentor, and CCSS Consultant

University of California Curriculum Integration (UCCI): Course Writing Team Member, Facilitator, and Pathways Grant Leader

CSU Stanislaus - Great Valley Writing Project (GVWP): Teacher Consultant (Social Studies, Math, and Tech Team)
Jeremy’s Professional Stuff

San Joaquin County Office of Education (SJCOE):
Teacher, Tech Mentor, Curriculum Writer

University of California Curriculum Integration (UCCI):
Course Writing Team Member, Pathways Grant Writer

Award-Winning Graphic Novelist, Illustrator, Animator
DC Comics, Disney, Sony Interactive, 20th Century Fox, Cartoon Network
San Joaquin County Office of Education (SJCOE): Teacher, Tech Mentor, Curriculum Writer/Mentor, and CCSS Consultant
Road to CTE Integration

1. Understanding student population
2. Infusing prior work and educational experiences
3. Cross-curricular projects
4. Computer integration for 21st Century skills
5. Thematic Curriculum face-lift in 2008
6. Seeking genuine CTE expert for integration
7. UCCI 2010 “Journey for Justice” team experience
8. CTE integration at the school site level
Drafting the course

1. Using prior test curriculum as a template
2. Curriculum writers/mentors splash down all unit outlines, thematic academic content, writing assignments, and suggestions for general CTE integration projects
3. CTE expert/instructor reviews suggested CTE connections and enhances them to fit CTE standards and skills
4. Revise and cut unnecessary loose ends
5. Re-synthesize rational for academic/CTE integration
Examining cultural developments and trends:
- Ancient cultures and religions
- Science and technology
- Cultural conflicts and exchanges (values, knowledge, materials)
- Understanding contemporary social systems (ex. laws)
- Look for historical evidence
- Connecting evidence
CTE Knowledge & Skills

Developing, applying, and exploring:
- Knowledge of industry standard software
- Understanding of the creative process
- Various career paths in media and design arts
- Workplace ethics, etiquette, collaboration, and discourse
- Converting data into information graphics
- Coding and Interactivity (HTML, JAVA, Scratch)
- Understanding the role of media and design in history and science.
Pre-course CTE integration samples

From small lessons and projects ideas into a vision of an entire course...
<table>
<thead>
<tr>
<th>Curriculum &amp; Thematic Units</th>
<th>Algebra</th>
<th>English</th>
<th>Social Studies</th>
<th>Graphic Comm. (CTE)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tolerance &amp; Diversity</strong></td>
<td>Populations:</td>
<td>- Creation Myths</td>
<td>- Creation Myths</td>
<td>- Plate Tectonics Map</td>
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<tr>
<td></td>
<td>- Basic Statistics</td>
<td>- Creating Your Own Creation Myth</td>
<td>- Migration Patterns</td>
<td>- Human Ancestor Project</td>
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<tr>
<td></td>
<td>- Ratios &amp; Percentages</td>
<td>- Buried Onions</td>
<td>- Plate Tectonics</td>
<td>- Creation Myths Word Processing</td>
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<tr>
<td></td>
<td>- Scatter Plots &amp; other graphs</td>
<td></td>
<td>- U.S.A. and its diverse population</td>
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<tr>
<td><strong>Major World Religions</strong></td>
<td>Followers:</td>
<td>- Plot Structure Diagram and Analysis</td>
<td>- Hinduism</td>
<td>- Deities Design</td>
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<tr>
<td></td>
<td>- Linear Equations &amp; graphs</td>
<td>- Comparing &amp; Contrasting World Religions Essay</td>
<td>- Buddhism</td>
<td>- Hindu Deity Research PowerPoint</td>
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<tr>
<td></td>
<td>- Exponential Growth/Decay Functions</td>
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<td>- Judaism</td>
<td>- Religious Sub-group Research PPT</td>
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<tr>
<td><strong>World War I</strong></td>
<td>- Area &amp; Volume</td>
<td>- Tunes For Bears To Dance To, Character Analysis Plot Structure Essays</td>
<td>- Christianity</td>
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<td></td>
<td>- Systems of Linear Equations &amp; inequalities</td>
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<td>- Sub-group Projects</td>
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<tr>
<td><strong>World War II</strong></td>
<td>- Area &amp; Volume</td>
<td>- Short Stories</td>
<td>- Interwar Years</td>
<td>Artist Biography PPT</td>
</tr>
<tr>
<td></td>
<td>- Ratios &amp; Percentages</td>
<td>- Poems</td>
<td>- U.S. &amp; World Economy</td>
<td>- Modifying WWII Technology Project</td>
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<tr>
<td></td>
<td>- Quadratic Equations &amp; graphs</td>
<td>- WWII Leaders &amp; Character Analysis Essay</td>
<td>- German and Japanese expansion</td>
<td>- WWII Documentary iMovie</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>- Allied Victory &amp; Post-war global politics</td>
<td>- WWII Character Analysis Word Processing</td>
</tr>
<tr>
<td><strong>Unit 1: Scientific Rev. &amp; Enlightenment</strong></td>
<td><strong>Algebra</strong></td>
<td><strong>English</strong></td>
<td><strong>Science</strong></td>
<td><strong>Graphic Comm. (CTE)</strong></td>
</tr>
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<td>--------------------------------------------</td>
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</tbody>
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| **St. Thomas Aquinas**                     | -Timelines & Number Lines  
  -Distance Traveled  
  -Distance between cultures that developed similar ideas.  
  -Population of cities or followers (basic statistics) | -Citing sources  
  -Forming a thesis  
  -Providing examples and supporting details  
  -General Essay writing | -How scientific understanding begins with inquiry and observation.  
  -Creating a hypothesis  
  -Valid conclusions | -Ethical issues related to the workplace.  
  -Understanding important influences and foundations to the industry or occupation |
| **Copernicus**                             | -Rate & distance problems  
  -The rate at which planets orbit the sun.  
  -Distance between planets  
  -Scatter plots and linear graphs  
  -Area & Volume | -Persuasive Writing based on evidence and examples  
  -Considering counter-arguments  
  -Character Analysis—adversity & persistence | -Geocentrism vs. Heliocentrism  
  -Proving Heliocentrism  
  -Creating a Solar System Model | -Understanding Procedures & Systems  
  -Organization and record keeping. |
| **Renaissance & Classical Art**            | -Quadrant plain  
  -Plotting lines  
  -Graphing lines and Creating equations  
  -Comparing lines  
  -Measuring angles | -Studying stories and characters depicted in Renaissance Art | -Leonardo da Vinci and work and research related to anatomical drawings  
  -Also the physics behind some of his inventions | --Exploring the various areas of study that are related to the industry or occupation—such as writing, math, science, and culture. |
| **Luther & Calvin**                        | -Math problems based on production and distribution (such as time or resources needed to print a book) | -Read and relate some stories of tradition clashing with new, or different ideas.  
  -Reflective writing | -Comparing AND contrasting different scientific theories a how some have been accepted, proven, or disproven | Understand and apply important past practices and methods, and study newly developing practices or procedures. |
2011-2012 Project Samples (Solar System)
2011-2012 Project Samples (Solar System)

Dist from Sun (miles) | Diameter
---|---
Mercury 3,600,000 | 3,030
Venus 67,000,000 | 7,523
Earth 93,000,000 | 7,926
Mars 142,000,000 | 4,794
Jupiter 672,000,000 | 88,846
Uranus 2,871,000,000 | 31,763
Neptune 4,496,000,000 | 30,775
Saturn 888,000,000 | 74,898

Scientific Notation

Exponential notation

Scientific notation:

- $2 \times 10^6 = 1$ billion
- $3 \times 10^3 = 3$ thousand

Exponential notation:

- $10^7 = 10,000,000,000$
- $10^8 = 100,000,000,000$
- $10^9 = 1,000,000,000,000$
2011-2012  Project Samples (Solar System)
2011-2012 Project Samples (Building Design)
2011-2012 Project Samples (Building Design)
2011-2012 Project Samples (Building Design)
2011-2012 Project Samples (Creation Myths)
2012-2013 Samples

Using information & materials from other classes to better plan and design integrated projects
2012-2013 Samples

Political Pamphlets
- Redesign a past political pamphlet
- Write a short political pamphlet
- Design a Political Blog
2012-2013 Samples

Business Letters:

WEAPONS AND TECH OF WW2

Business Letter:

Steve VanZuZu
One, Lost Research and Development
2000 West Side Street, LA, CA
92040

Henry Louis Stimson
Secretary of War
3000 Delaware Pentagon
Washington, DC 20501-1440

Dear Mr. Henry Louis Stimson

My name is Steven VanZuZu. I work at the One Lost Research and Development and I would like to tell you about the SV-VI missile. Currently you are using the P-51 Mustang and I thought it would be interesting if you look at the SV-VI. The P-51 is similar to the T-5-1 it is simply an upgraded version.

The F-5 is powered by the Packard-Y-1650, it is an engine that can power a supersonic version of the R-2660-30 engine. Once it reaches 15,000 feet the P-51 will begin to slow down and the attitude at an egress point. The overall design of the P-51 is very good but there is always room for improvement.

The SV-VI has a jet engine instead of the Packard-Y-1650, which gives the SV-VI a greater thrust and power. The SV-VI is outfitted with two 7.62 caliber Guns and four attack missiles. The SV-VI has an optional feature. It is capable of carrying two nuclear missiles that are accurate up to 10,000 feet. Steve is pleased with the initial progress they have made over the past 10 years. I look forward to seeing you in person. I look forward to seeing you in person.

Though the F-5 is the best, the SV-VI is the better and better version. It is outfitted with the highest grade of weapons and technology money can buy. The SV-VI is a necessary step for the United States army. The SV-VI is the one we need and it is the one we will have.

Thank you for taking the time to read my proposal, and consider my designs.

Sincerely,

Steve VanZuZu

Book Cover Design:
CTE Supporting History & Science
2013-2014 Archeology Project

Production Responsibilities:
- Clay fossils (bones & plants)
- Project Manager
- Research articles
  1. Time period/climate
  2. Animal/plant life
CTE Supporting History & Science
2013-2014 Archeology Project

- Sketch art (animal/plant)
- Burial site (sketch/3D model)
- Fictional letter by archeologist
- New dig site sketch/layout
CTE Supporting History & Science
2013-2014 Archeology Project

- Slide Presentation
- Google site with customized HTML coding
- Posted articles
- Posted sketches & images
- Works cited
2014-2015 UCCI course samples

From small lessons and projects ideas into a vision of an entire course...
Key Assignment:
Creation Stories

Demonstrating understanding of characteristics of Creation Myths by creating an original story using BITSTRIPS FOR SCHOOL.
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Demonstrating understanding of characteristics of Creation Myths by creating an original story using BITSTRIPS FOR SCHOOL.
Key Assignment:
Comparing Religions:
Infographic

Using the elements and principles of design to create an infographic, comparing the Abrahamic Religions.
Key Assignment:

World Religion Timelines

Creating timelines using the elements and principles of design that demonstrate knowledge of founding religious leaders.
The Life of Muhammad Timeline

**By: Ashlee Dempsey**

1: Birth.
2: Childhood.
3: Divine Revelation.
4: His Success.
5: Hijra.
6: Battle of Mecca.
7: The spread of Islam.
8: Migration to Medina.
9: Military period.
10: Marriage.
11: Family Life.
12: His Final Years.

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**Birth:**
Muhammad was born in the year 570 AD in Mecca, which was a high mountain town in the high desert plateau.

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**Childhood:**
In his late 30s he took regular visits to Mount Hira, to seek solitude and contemplation. In 610 at the age of 40 he returned to his wife Fai'abergastra.

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**Divine Revelation:**
The persecutions continued until he received some welcome news. The city Yathrib, 280 miles from Mecca needed a stronger leader. He took the job.

---

**Hijra:**
He defeated Mecca in 624 AD. 627 Mecca and Medina fought. In 630 he gathered his forces and went and defeated mecca again. Islam talking to the Meccans and he died in 632. Islam took over the arabian peninsula in 634.

---

**His Success:**
They don't take his success very well. So in March 628 a treaty was signed between both sides. And in January 630 they Marched to mecca and joined them. He 40.

---

**Battle of Mecca:**
He managed her business affairs and their next years were pleasant. They gave birth to six babies two which died in infancy, and four daughters.

---

**The spread of Islam:**
When he was five to six his mother took him to visit his father's grave. But on their way back from the journey his mother became very ill and died. His uncle took him in.

---

**Migration to Medina:**
The first three years of his ministry he gained only 40 followers. Muhammad is trying to help the ones who getstolen, covered in dirt and as well as the beaten and the ones thrown in prison.

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**Military period:**
The job he had taken invited him to the people of Medina and began several years of battle of his former home city.

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**Family Life:**
622, him and his followers and travel to Yathrib. The oasis town where his father was buried. It soon became known as Medina.

---

**His Final Years:**
He entered a very wealthy service of wealth. A widow named Khadijah bint Khawwayd they were cousins. They eventually wedded about 595, and he was 25 years old.

---

**He returned to live in Medina:**
In the next three years he consolidated most of Arabian Peninsula under Islam. Tens of thousands joined. And he died in late June 8th, 632 of illness.
Muhammad was born in the year 570 in the town of Mecca.

After this grandfather's death in 578, Muhammad, who was about 8 years old, was passed into the care of his paternal uncle, Abu Ta'ilah.

In his early twenties, Muhammad entered the service of a wealthy Meccan merchant, the widowed Khadija bint Khawalid.

Mecca's new multitude and traditional dietary disturbance troubled Muhammad. He began making long retreats to a mountain cave outside town, there he fasted and meditated. On one occasion he was visited by an overpowering presence and was instructed to recite words that were attributed to God.

In 583, Muhammad and his few hundred followers left Mecca and traveled to Yathrib. The leaders there were suffering through a social civil war, and they had invited the prophet and his followers to bring order. Within a few years, the city became known as Medina, the City of the Prophet Muhammad.

By now, the balance of power had shifted radically away from once-powerful Mecca toward Muhammad and the Muslims. In January 624, they marched on Mecca and were joined by tribes after tribes along the way. They entered Mecca without bloodshed and the Meccans, seeing the tribe had turned, joined them.

570
575
580-594
594
595-609
610
613
615
618
622
622-624
630
630-632

When Muhammad was five or six, his mother took him to Yathrib to stay with relatives. On the return trip his mother became ill and died. She was buried in the village of Awej. His nurse returned to Mecca with the orphaned boy and placed him in the care of this paternal grandfather, Abd al-Muttalib, who taught him the rudiments of statecraft.

When Muhammad was in his teens he worked as a shepherd to help pay his keep. He sometimes traveled with his uncle, who was a merchant, accompanying caravans to trade centers.

Impressed by Muhammad's honesty and character, Khadija eventually proposed a marriage. Muhammad continued to manage Khadija's business affairs, and their next years were peaceful and prosperous. Six children were born to them, two sons who died in infancy, and two daughters. Mecca also prospered too; it became a well-off trading center.

After several years of experience, Muhammad knew the message he was receiving to his tribe. Three tribes were gathered around verses by verse and later would become the Quraysh. These verses inspired Muhammad in the next decade. Muhammad and his followers were first trusted and respected, then persecuted and physically attacked for their beliefs. From traditional Meccan tribal ways, Muhammad's message was resolutely monotheistic. For several years, the Quraysh, Meccan dominant tribe, lived a life in conflict with Meccan people, subjecting them to more and more strictures. Towards the end of the decade, Meccan wars and uncles killed and died. The leaders of Mecca attempted to assassinate Muhammad.

When Muhammad was 40, he left Mecca for Yathrib to establish the foundation of Islam. He faced much opposition from the Quraysh, who were Meccan tribes, and they burned him with fire. Muhammad returned to his uncle to seek protection. He was given a horse and rode to Medina. In Medina, he established the city as a center of Islamic learning and culture.

The Muslim did not leave Muhammad for two years. Early decisions led to these major battles in the next ten years of his rule: the Battle of Badr (March 624), the Battle of Uhud (March 625), and the Battle of the Camel (August 625). These battles were significant in establishing his authority and ensuring the survival of his nascent religion.

Muhammad returned to live in Medina in the next three years. He consolidated control of the Arabian Peninsula under Islam. In March 630, he returned to Mecca and last time to perform a pilgrimage and there he received the blessing of Muslims joined him. After the pilgrimage, he continued to Medina. Three months later, on June 3, 632, he died there, when a brief illness he was buried in the mosque in Medina. Within a hundred years, Muhammad's teachings and way of life had spread from the remote corners of Arabia to as far west as Spain, and as far east as China and India.
The Life of Buddha Timeline
by Hailey Marie

Buddha began his wanderings in the countryside in search of truth.

First Council resulted in four factions just one year after Buddha's death.

Second Buddhist Council declared minority group as orthodox and heretic.

Asoka's son Mahinda introduced Buddhism to Ceylon.

Buddhism reaches central Asia.

500 + sects of Buddhists existed by this time.

1521 BCE 2526 BCE 5463 BCE 4400 BCE 5363 BCE 6259 BCE 7251 BCE 8250 BCE 9200 BCE 1024 BCE 111 cen CE 12 Today

Four Noble Truths were revealed by Buddha in his first sermon after his enlightenment.

Buddhism reached Nepal.

Reign of King Asoka actively promoted Buddhism. Thus, Buddhism grew from a small town to state and local religion.

The Buddhist canon is completed during the Third Buddhist Council at Patna, under the auspices of King Asoka.

Two important Buddhist monasteries were founded in Ceylon.

Spread to inspire over 360 million.
Extended integration - Populations
(History, Art, Math)

- Creating Graphs (Consolidated U.S. Census Data)
- Infographics
- Showing systems of equations/inequalities
- Scaling (based on population sizes)
- Analyzing and making sense of data/statistics
- Historical studies and inferences
2014-2015 Mandalas (History, Art, and Math)
Mandalas (History, Art, Math, & ELA)

Examining:
- Symbols used by major world religions: Hindu, Buddhist, Jewish, Christian, Islamic, Sikh
- Elements of Art & Color Theory
- Geometry & “Sacred Geometry”
- Written explanation & presentations of symbolism in student mandalas
Key Assignment: Mandalas

Creating a Personal Mandala using symbols, shape theory and color theories based on Buddhist and/or Hindu art.

Accompanying essay or class presentation explaining the Mandala.
Key Assignment: Mandalas

Creating a Personal Mandala using symbols, shape theory and color theories based on Buddhist and/or Hindu art.

Accompanying essay or class presentation explaining the Mandala.
## THE COLOR PURPLE

**CHARACTER WORKSHEET**

Describe which archetype (or archetypes) each character represents in the first part of the movie. Provide evidence from what you see in the movie.

<table>
<thead>
<tr>
<th>Character</th>
<th>Description</th>
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<tbody>
<tr>
<td>CELIE</td>
<td></td>
</tr>
<tr>
<td>NETTIE</td>
<td></td>
</tr>
<tr>
<td>MISTER</td>
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</tbody>
</table>
Key Assignment:
Wrathful Dieties

Exploring character design and origins of common character archetypes in film, television and video games. Students create a personal wrathful protector/diety using the principles of character design and knowledge of common Buddhist imagery.
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Key Assignment:
Wrathful Dieties
The scientific revolution was the period in the mid 1500’s where science took a turn for the people. For more than a thousand years the view of the universe was shaped by thinkers like Aristotle and Ptolemy. People began searching for answers in the physical world rather than trusting the church. They no longer revered the church as the source of science but began trying to shape the physical world themselves.

The new scientific revolution was based mainly on the ideas created by Plato. His teachings were rediscovered during the Renaissance and was used to shape people’s opinions of the physical world. Scientists took his teachings and used them as a baseline for many new theories and inventions that went against the beliefs of the church.
2014-2015 3D Modeling
2014-2015 Archeology Project II

- Student create fossils represent ancient religious cultures

- Student generated articles, presentations, and web-site

- Uncovering, analyzing, and reconstructing student generate fossils, stories, and codes

- Gathering and organizing data/information

- Making claims that are supported by evidence
Contact Information & References

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Jeremy Love - jelove@sjcoe.net

-University of California Curriculum Integration (http://ucci.ucop.edu/)
-Great Valley Writing Project (https://www.csustan.edu/gvwp)

-Adobe Photoshop
-Timbler.com
-Graphite.org (https://www.graphite.org/)
-Microsoft Office Suite
-Google Apps for Education
(Docs, Forms, Spreadsheets, Drawing, Slides/Presentations, Sites, and Classroom)

-Scratch.mit.edu
-Bitstrips.com
-SketchUp (3D Imaging software)