

Glendale Unified School District

Middle School

June 6, 2023

Department: History/Social Science

Course Title: World Arts

Course Code: 2019G2

School(s) Course Offered: Toll Middle School

UC/CSU Approved:
(Y/N Subject) N/A

Course Credits: 5

Recommended Prerequisite: None

Recommended Textbook: None

Course Overview: Students develop cultural appreciation as they explore global topics from different geographical regions around the world. Students will participate in virtual field trips using Google Earth. They will conduct research by reading articles, viewing photos and videos, reading from selected websites, and by completing creative projects.

Visual Arts / Grades 6-8 Standards

The visual arts standards are designed to enable students to achieve visual arts literacy and develop technical artistic skills. Visual arts include the traditional fine arts such as drawing, painting, ceramics, metals, printmaking, fiber arts, photography, sculpture, works in wood, and mixed media; architectural, environmental, and industrial arts, such as urban interior, product, and landscape design; and folk art, which was historically defined by “originating from, or traditional to the common people of a country” (Collins English Dictionary 2019).

History-Social Science Content Standards / Grades 6-8

In addition to the standards for grades six through eight, students demonstrate the following intellectual reasoning, reflection, and research skills:

Chronological and Spatial Thinking

Students explain how major events are related to one another in time. 2. Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.

Research, Evidence, and Point of View

Students frame questions that can be answered by historical study and research. 2. Students distinguish fact from opinion in historical narratives and stories. 3. Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories. 4. Students assess the credibility of primary and secondary sources and draw sound conclusions from them. 5. Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives).

Historical Interpretation

Students explain the central issues and problems from the past, placing people and events in a matrix of time and place. 2. Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long-and short-term causal relations. 3. Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns. 4. Students recognize the role of chance, oversight, and error in history. 5. Students recognize that interpretations of history are subject to change as new information is uncovered. 6. Students interpret basic indicators of economic performance and conduct cost-benefit analyses of economic and political issues.

Grade 6/History-Social Science Content Standards

World History and Geography: Ancient Civilizations

Students in grade six expand their understanding of history by studying the people and events that ushered in the dawn of the major Western and non-Western ancient civilizations. Geography is of special significance in the development of the human story. Continued emphasis is placed on the everyday lives, problems, and accomplishments of people, their role in developing social, economic, and political structures, as well as in establishing and spreading ideas that helped transform the world forever. Students develop higher levels of critical thinking by considering why civilizations developed where and when they did, why they became dominant, and why they declined. Students analyze the interactions among the various cultures, emphasizing their enduring contributions and the link, despite time, between the contemporary and ancient worlds.

Grade 6/Science Standards

Students act as climate scientists who ask questions about the factors affecting global warming.

Grade 7/History-Social Science Content Standards

World History and Geography: Medieval and Early Modern Times

Students in grade seven study the social, cultural, and technological changes that occurred in Europe, Africa, and Asia in the years 500 – 1789 CE. After reviewing the ancient world and the ways in which archaeologists and historians uncover the past, students study the history and geography of great civilizations that were developing concurrently throughout the world during medieval and early modern times. They examine the growing economic interaction among civilizations as well as the exchange of ideas, beliefs, technologies, and commodities.

Grade 7/Science Standards

Students act as informed citizens who evaluate different designs based on how well they protect the environment and meet economic and social needs.

Topic & Timeline	Standards (Grades 6-8)	Examples of Student Work	Sample lesson showing critical thinking, depth, and assessment.
<p>What is Culture: Introduction (1 week)</p>	<p>*History-Social Science Content Standards Grades 6-8</p> <p>*Research, Evidence, and Point of View</p>	<p>What is Culture?</p> <p>My Cultural Pie</p> <p>EdPuzzle: What are Art Careers?</p>	<ol style="list-style-type: none"> 1. Write a definition for "culture" on the board. 2. Have the students create a grid of 4 boxes on a piece of paper. In each box, they write one category of culture. For example: religion, food, language, clothing, holidays, etc. Students will watch a short video about world cultures and will take notes in each box. The students will share their answers as an assessment. 3. Students will create "My Cultural Pie" using a handout from the teacher. The circle "pie" will have 4 pieces. The students fill in the pieces of the pie with their own cultural information. They share their answers as an assessment.

<p>Europe (6 weeks)</p>	<p>*Visual Arts / Grades 6-8</p> <p>*Grade Six History Social Science Content Standards</p> <p>World History and Geography: Ancient Civilizations <i><u>Students analyze the interactions among the various cultures, emphasizing their enduring contributions and the link, despite time, between the contemporary and ancient worlds</u></i></p>	<p>Russia: St. Basil's Cathedral Research & Art Project</p> <p>Music appreciation: Tchaikovsky</p> <p>France: Eiffel Tower Research & Create a 3D replica</p> <p>Celtic Ireland: Research & Create Celtic Knots; rework art and see your designs improve with practice.</p>	<ol style="list-style-type: none"> 1. Students will read an article about St. Basil's Cathedral and will answer questions. 2. Students will view examples of architecture in Western and Eastern Europe from the Renaissance era. Students will compare and contrast the architecture of St. Basil's with another building in Europe from the time period using a Venn Diagram. This will be used as one assessment. 3. Students will complete an EdPuzzle Review of St. Basil's Cathedral as an additional assessment. 4. Students will practice sketching the architectural features of St. Basil's using the teacher's PowerPoint as a guide. 5. Students will create their own building inspired by St. Basil's and will color it in using watercolor pencils and metallic markers.
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<p>Asia (3 weeks)</p>	<p>*Visual Arts Grades 6-8</p> <p>*History-Social Science Content Standards Grades 6-8</p> <p>Historical Interpretation</p> <p>*Grade Six</p> <p>History/Social Science Content Standards</p> <p>World History and Geography: Ancient Civilizations/ <i>Students analyze the interactions among the various cultures, emphasizing their enduring contributions and the link, despite time between the contemporary and ancient worlds.</i></p> <p>*Grade Six & Seven Science Standards</p>	<p>China: Geography and Himalaya Virtual Field Trip</p> <p>Music: Chinese flutes</p> <p>China: The Yangtze River and The Great Pacific Garbage Patch</p> <p>China: Bamboo Paintings</p> <p>Research: Pandas, Bamboo Forrest, and Terra Cota Warriors</p>	<ol style="list-style-type: none"> 1. Students will label a map of China and will locate the Himalayan Mountains. 2. Students will visit the Himalayan Mountains on a virtual field trip. They will discuss the risks of climbing the importance of protecting the mountain from overuse. 3. Students will read an article about the Yangtze River and the Great Pacific Garbage Patch. Students will discuss the environmental impact of the pollution from the river. 4. Pandas and Bamboo forests – students will learn about pandas and bamboo and why these are valued in China. 5. Students will discuss why some elements of nature are protected while others are not. They will discuss the pros and cons of protecting nature. They will consider the environmental reasons for protecting nature. They will consider the perspective of different people in society as they fill in a chart showing the pros and
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			cons of protecting nature. For example, from the perspective of a tourist, a company, a scientist, etc. This will be used as an assessment.
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<p>Africa (3 weeks)</p>	<p>*Visual Arts / Grades 6-8</p> <p>*History-Social Science Content Standards / Grades 6-8</p> <p>Research, Evidence, and Point of View</p> <p>Historical Interpretation</p> <p>*Grade Six /History Social Science Content Standards.</p> <p>World History and Geography: Ancient Civilizations/ <u>Students analyze the interactions among the various cultures, emphasizing their enduring contributions and the link, despite time, between the contemporary and ancient worlds.</u></p>	<p>African is a continent intro videos and presentations using PowerPoints</p> <p>Virtual Field Trip: Victoria Falls</p> <p>Music appreciation: Music of griots, King Sunny Ade, and jazz</p> <p>Endangered Animals of the African Savannahs: Research & create a painting of animals on a savannah.</p> <p>African Masks: Research & create a unique mask</p>	<p>1.Endangered Animals of the Savannah: Students will learn about the oral history by viewing griots online as they tell stories about the savannah. Students will learn that animals play an important role in the cultural legacy as griots use animals to tell stories to pass down life lessons and traditions.</p> <p>2. Students will read an article about how the animals on the African savannah are endangered. Some of the reasons are due to illegal tourism hunting practices. Students will discuss the moral dilemma of how this type of tourism is impacting the culture in Africa.</p> <p>3.Students will create a painting of an endangered animal on a savannah with a bright red sunset in the background while listening to African music.</p> <p>4.Students will learn about responsible and irresponsible tourism, the significance of the animals on the savannah for African culture, the significance of the oral</p>
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			<p>tradition in Africa, and to appreciate the beauty of the animals that remain on the savannah.</p> <p>5. Students will complete research showing various reasons why animals are endangered in Africa. They will complete a chart while they do their research. This will be used as an assessment.</p>
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<p>The Americas</p> <p>(3 weeks)</p>	<p>*Visual Arts / Grades 6-8</p> <p>*Grade Six /History Social Science Content Standards.</p> <p>World History and Geography: Ancient Civilizations/ <u>Students analyze the interactions among the various cultures, emphasizing their enduring contributions and the link, despite time, between the contemporary and ancient worlds.</u></p>	<p>Geography of the Americas “Where is America?”</p> <p>Virtual Field Trips: -Grand Canyon -Alaskan Northern Lights -Paricutin, Mexico -Brazil</p> <p>Music: Coco Soundtrack</p> <p>Mexico: Day of the Dead Skulls & Prints</p> <p>Aztec & Mayan stele art</p>	<p>1. The students will research the Day of the Dead by viewing videos and reading articles. The students will learn that this is a holiday to honor loved ones who have passed away. They will learn how this holiday is celebrated and its correlation with the migration of the monarch butterflies.</p> <p>2. Students will learn the significance of ofrendas, candles, incense, pan de muerto, marigolds, papel picado, calacas, and calaveras.</p> <p>2. Students will view several photos of calavera skulls. The students will then design their own skull using several design options that the teacher will present.</p> <p>3. Students will complete an EdPuzzle review as their assessment.</p>
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<p>Australia (3 weeks)</p>	<p>*Visual Arts / Grades 6-8</p> <p>*History-Social Science Content Standards / Grades 6-8</p> <p>Research, Evidence, and Point of View</p> <p>Historical Interpretation</p>	<p>Virtual Field Trip and Research: Uluru Sacred Site</p> <p>Music appreciation: Aboriginal digeridoo</p> <p>Aboriginal Dot Paintings</p>	<p>1.Students will go on a virtual field trip to the Uluru Sacred Site. They will discuss why the aborigines request that tourists do not climb the rock. 2.Students will learn about aborigines and how they continue many of their traditions while they also live in a modern world. Students will discuss how people could show their respect for aborigine culture and why this is important to do.</p> <p>3.Students will view several pieces of aborigine art. Students will create their own paintings in the aboriginal style.</p> <p>4.Students will complete a research project about Aborigines and Uluru Rock using a Google Slides handout. This will be used as an assessment.</p>
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