

<b>PROJECT OVERVIEW</b>			
<b>Name of Project:</b>	Civil War Reconstruction; Gilded Age; Industrial Revolution	<b>Duration (hrs):</b>	9 Weeks
<b>CTE Course:</b>	Journalism II, Digital Video Production III, User Interface Design, Digital Multimedia II	<b>Grade Level:</b>	11
<b>Academic Course:</b>	US History Honors	<b>School:</b>	DeLand HS
<b>Teachers:</b>	M. Jones, C. Oley, V. Perri, R. Schaffer, A. Sniffen, J. Lowenstein		
<b>Project Idea:</b> Summary of the issue, challenge, investigation, scenario, or problem	All academy classes will create differentiated content related to Civil War Reconstruction, the Gilded Age, and the Industrial Revolution. This unit will also prepare students to incorporate academy media in their Social Studies Fair projects due January of 2016.		
<b>Driving Question:</b> The question that both engages student attention and focuses their efforts	What are the causes, course, and consequences of the Civil War and Reconstruction and its effects on the American people?		
<b>Content and Skill Standards:</b> Those taught and assessed in the project	<p><u><a href="#">CTE Performance Standards</a></u></p> <p><u><a href="#">Digital Video Production III</a></u></p> <p>4.0 Demonstrate safe and efficient work practices. 5.0 Plan a production set. 6.0 Create appropriate lighting for location and/or set productions. 7.0 Operate a video camera. 8.0 Record, mix and edit audio resources. 10.0 Organize and edit video resources. 11.0 Generate a production schedule. 15.0 Develop a project proposal and script. 16.0 Shoot studio and/or location footage. 17.0 Design and generate graphic elements. 18.0 Plan, coordinate and manage a video or webcast production.</p> <p><u><a href="#">User Interface Design</a></u></p> <p>27.0 - Use oral and written communication skills in creating, expressing and interpreting information and ideas. 28.0 - Solve problems using critical thinking skills, creativity, and innovation. 29.0 - Use information technology skills.</p> <p><u><a href="#">Digital Multimedia II</a></u></p> <p>09.0 Demonstrate proficiency in advanced design</p>		

	<p>10.0 Demonstrate understanding color modes 11.0 Demonstrate proficiency in using fonts for advanced design</p> <p><u>Journalism III</u> LA.A.2.4.4 locate, gather, analyze, and evaluate written information for a variety of purposes, including research projects, real-world tasks, and self-improvement. LA.A.2.4.6 select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services. LA.A.2.4.7 analyze the validity and reliability of primary source information and use the information appropriately. LA.A.2.4.8 synthesize information from multiple sources to draw conclusions.</p>			
	<p><u>Common Core Standards</u> – Language Arts and/or Mathematics <u>US History</u> SS.912.A.3.6 - Analyze changes that occurred as the United States shifted from agrarian to an industrial society. SS.9.12.A.3.8 - Examine the importance of social change and reform in the late 19th and early 20th centuries (class system, migration from farms to cities, Social Gospel movement, role of settlement houses and churches in providing services to the poor). SS.912.A.3.9 - Examine causes, course, and consequences of the labor movement in the late 19th and early 20th centuries.</p>			
<p><b><u>21st Century Skills:</u></b> Those taught and assessed in the project</p> <p><i>For descriptions follow web links</i></p>	<p><b>Learning &amp; Innovation Skills</b></p>	<p><b>Info. Media, &amp; Tech. Skills</b></p>	<p><b>Life &amp; Career Skills</b></p>	
	<p><input checked="" type="checkbox"/> <a href="#">Creativity &amp; Innovation</a></p>	<p><input checked="" type="checkbox"/> <a href="#">Information Literacy</a></p>	<p><input checked="" type="checkbox"/> <a href="#">Flexibility/Adaptability</a></p>	<p><input checked="" type="checkbox"/> <a href="#">Productivity/Accountability</a></p>
	<p><input checked="" type="checkbox"/> <a href="#">Critical Thinking/Problem Solving</a></p>	<p><input checked="" type="checkbox"/> <a href="#">Media Literacy</a></p>	<p><input checked="" type="checkbox"/> <a href="#">Initiative/Self Direction</a></p>	<p><input checked="" type="checkbox"/> <a href="#">Leadership/Responsibility</a></p>
	<p><input checked="" type="checkbox"/> <a href="#">Communication/Collaboration</a></p>	<p><input type="checkbox"/> <a href="#">ICT Literacy</a></p>	<p><input checked="" type="checkbox"/> <a href="#">Social/Cross-Cultural</a></p>	
<p><b><u>Culminating Products &amp; Performances:</u></b> Elaborate on products</p> <p>Discuss publication and presentation of projects</p>	<p><b>Products:</b> <a href="#">Creativity &amp; Innovation Rubric</a></p>	<p>US History - Students will understand the causes, course, and consequences of the Civil War and Reconstruction and its effects on the American people. Students will analyze the transformation of the American economy and the changing social and political conditions in response to the Industrial Revolution. Students will analyze the transformation of the American economy and the changing social and political conditions in response to the Industrial Revolution.</p> <p>Journalism III - Students will research the media coverage of a historical topic in U.S. History. Students will evaluate and compare media coverage of yesterday with today. See assignment sheet for specific details.</p> <p>Digital Video Production III - Students will create a documentary project in relation to US History topics.</p>		

		<p>See assignment sheet for specific details.</p> <p>User Interface Design - Students will create a graphic illustration using Adobe Fireworks of their invention for US History's "Shark Tank".</p> <p>Digital Multimedia II - Students will create a graphic illustration using Adobe Illustrator of their invention for US History's "Shark Tank".</p>	
	<p><b>Publication/ Presentation:</b> <a href="#">Presentation Rubric</a></p>	<p><i>Group:</i> Presented in US History class.</p>	<p><b>Presentation Audience</b></p> <p><input checked="" type="checkbox"/> Class</p> <p><input type="checkbox"/> School</p> <p><input type="checkbox"/> Community</p>
		<p><i>Individual:</i> Presented in US History class.</p>	<p><input type="checkbox"/> Experts</p> <p><input type="checkbox"/> Business/Community</p> <p><input type="checkbox"/> Web</p> <p><input type="checkbox"/> Other:</p>
<p><b><u>Entry Event/Project Launch:</u></b> Introduction/background information to set the stage</p>	<p>Content will be presented in the US History</p>		
<p><b><u>In-Depth Inquiry/Need to Know</u></b> Discuss how the project engages students; Develop student guidelines for each phase of project</p> <p><a href="#">Student Project Guidelines</a> <a href="#">Project Management</a> <a href="#">Log/Group</a> <a href="#">Project Work Log/Individual Creativity/Innovation Rubric</a></p>	<p>See assignment sheet/rubrics on Academy Wikispace</p> <ol style="list-style-type: none"> <li>1. Introduction and Team Planning: See Integrated Assignment Sheet below</li> <li>2. Initial Research Phase - Gathering Information: See Integrated Assignment Sheet below</li> <li>3. Creation and Development of Initial Artifacts, Product(s), and/or Prototype(s): See Integrated Assignment Sheet below</li> <li>4. Second Research Phase - Additional Information &amp; Revision: See Integrated Assignment Sheet below</li> <li>5. Final Presentation Development: See Integrated Assignment Sheet below</li> <li>6. Publication of Product or Artifacts: See Integrated Assignment Sheet below</li> </ol>		

<p><b>Collaboration:</b> Discuss collaboration among colleagues in teaching the project</p> <p>Discuss collaborative instructional strategies utilized by students</p> <p><a href="#">Collaboration Rubric</a></p>	<p><b>Teachers:</b></p> <p><u>US History</u> Follow curriculum map outlining standards and benchmarks.</p> <p><u>Journalism III</u> Use the media evaluation form to present the assignment to the student.</p> <p><u>Digital Video Production III</u> Use "Documentary Project" assignment for DV3. Students should already know how to make a documentary after completing DV1 and DV2.</p> <p><u>User Interface Design</u> Using the curriculum map, cover various components of Adobe Fireworks.</p> <p><u>Digital Multimedia II</u> Using the curriculum map, cover various components of Adobe Illustrator to create graphic(s) for "Shark Tank" project.</p> <p><b>Students:</b></p> <p><u>US History</u> See Shark Tank Project assignment sheet.</p> <p><u>Journalism III</u> Use the media evaluation form to complete the assignment.</p> <p><u>Digital Video Production III</u> See assignment sheet.</p> <p><u>User Interface Design</u> See assignment sheet.</p> <p><u>Digital Multimedia II</u> See assignment sheet.</p>		
<p><b>Voice &amp; Choice:</b> Describe how students play a role in project design and implementation</p>	<p>Students have benchmarks that are to be met, but creativity, ingenuity, structure, and organization are up to the student. Students are able to design and implement their own creative genius into the required project parameters.</p>		
<p><b>Instructional Technology:</b> Select and discuss the technology-based</p>	<input type="checkbox"/> <a href="#">Webquests</a>	<input type="checkbox"/> <a href="#">Course Management System</a>	<input checked="" type="checkbox"/> Presentation Hardware
	<input type="checkbox"/> <a href="#">Blogs</a>	<input type="checkbox"/> Alternate Reality Games (ARGs)	<input type="checkbox"/> RSS Feeds

instructional options embedded in the project	<input checked="" type="checkbox"/> Wikis	<input type="checkbox"/> Simulation Software	<input checked="" type="checkbox"/> Digital Video Tools <i>(Software or online)</i>
	<input type="checkbox"/> Social Network	<input checked="" type="checkbox"/> Presentation Software	<input checked="" type="checkbox"/> Digital Photography Tools <i>(Software or online)</i>
	<input type="checkbox"/> Video Conferencing	<input type="checkbox"/> Podcasts	<input type="checkbox"/> Other:
	<b>Discussion:</b> Technology will be used to produce and view all CTE content.		
<b>Public Audience:</b> Describe how business partners contribute to project learning.	All project based learning templates are available for discussion at advisory board meetings which merit business partners contribution.		

<b>Assessments:</b>	<b>Formative Assessments</b> <i>(During Project)</i>	<input type="checkbox"/> Quizzes/Tests	<input type="checkbox"/> Practice Presentations
		<input type="checkbox"/> Journal/Learning Log	<input type="checkbox"/> Notes
		<input checked="" type="checkbox"/> Preliminary Plans/Outlines/Prototypes	<input checked="" type="checkbox"/> Checklists
		<input checked="" type="checkbox"/> Rough Drafts	<input type="checkbox"/> Concept Maps
		<input type="checkbox"/> Online Tests/Exams	<input type="checkbox"/> Other:
	<b>Summative Assessments</b> <i>(End of Project)</i>	<input checked="" type="checkbox"/> Written Product(s) w/ Rubric: See Academy Wikispace for Rubrics	<input checked="" type="checkbox"/> Other Product(s) or Performance(s) w/ Rubric: See Academy Wikispace for Rubrics
		<input type="checkbox"/> Oral Presentation w/ Rubric	<input checked="" type="checkbox"/> Peer Evaluation
		<input type="checkbox"/> Multiple Choice/Short Answer	<input type="checkbox"/> Self-Evaluation
		<input type="checkbox"/> Essay Test	<input type="checkbox"/> Other:

<b>Reflection Methods:</b>	<input type="checkbox"/> <b>Individual</b>	<input type="checkbox"/> Journal/Learning Log	<input type="checkbox"/> Focus Group
	<input type="checkbox"/> <b>Group</b>	<input checked="" type="checkbox"/> Whole Class Discussion	<input type="checkbox"/> Fishbowl Discussion
	<input checked="" type="checkbox"/> <b>Whole Class</b>	<input type="checkbox"/> Survey	<input type="checkbox"/> Other:
<b>Revision &amp; Reflection:</b> Scaffolded feedback and “check points” should be routinely provided by the teacher within the collaborative instructional process. Feedback can be based on either teacher and/or peer evaluations		<input checked="" type="checkbox"/> Grades	<input type="checkbox"/> Written Comments
		<input type="checkbox"/> Group Feedback	<input checked="" type="checkbox"/> Peer Feedback
		<input type="checkbox"/> Individual Feedback	<input type="checkbox"/> Self-Assessment

## Career Academy Integrated Unit Plan

**Academy Name: Communications Academy**

**School: DeLand High School**

Integrated Unit Plan Title: Civil War Reconstruction; Gilded Age; Industrial Revolution
Courses to integrate: US History, Journalism II, Digital Video Production III, User Interface Design, Digital Multimedia II
Grade Level: 11
Timeline & Duration: 1st 9 weeks

Unit Summary: All academy classes will create differentiated content related to Civil War Reconstruction, the Gilded Age, and the Industrial Revolution. This unit will also prepare students to incorporate academy media in their Social Studies Fair projects due January of 2016.

Overview of Activities/Lessons per Course					
Course	US History	Journalism III	Digital Video Production III	User Interface Design	Digital Multimedia II
Activity/ Lesson	<p>Students will understand the causes, course, and consequences of the Civil War and Reconstruction and its effects on the American people.</p> <p>Students will analyze the transformation of the American economy and the changing social and political conditions in response to the Industrial Revolution.</p> <p>Students will analyze the transformation of the American economy and the changing social and</p>	<p>Students will research the media coverage of a historical topic in U.S. History.</p> <p>Students will evaluate and compare media coverage of yesterday with today.</p> <p>See assignment sheet for specific details.</p>	<p>Students will create a documentary project in relation to US History topics.</p> <p>See assignment sheet for specific details.</p>	<p>Students will create a graphic illustration using Adobe Fireworks of their invention for US History's "Shark Tank".</p>	<p>Students will create a graphic illustration using Adobe Illustrator of their invention for US History's "Shark Tank".</p>

	political conditions in response to the Industrial Revolution.				
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## Lesson Instructions:

### Standards (Performance Tasks or Course Frameworks or Sunshine State Standards):

#### US History

SS.912.A.3.6 - Analyze changes that occurred as the United States shifted from agrarian to an industrial society.

SS.9.12.A.3.8 - Examine the importance of social change and reform in the late 19th and early 20th centuries (class system, migration from farms to cities, Social Gospel movement, role of settlement houses and churches in providing services to the poor).

SS.912.A.3.9 - Examine causes, course, and consequences of the labor movement in the late 19th and early 20th centuries.

#### Journalism III

LA.A.2.4.4 locate, gather, analyze, and evaluate written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.

LA.A.2.4.6 select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.

LA.A.2.4.7 analyze the validity and reliability of primary source information and use the information appropriately. LA.A.2.4.8 synthesize information from multiple sources to draw conclusions.

#### Digital Video Production III

4.0 Demonstrate safe and efficient work practices.

5.0 Plan a production set.

6.0 Create appropriate lighting for location and/or set productions.

7.0 Operate a video camera.

8.0 Record, mix and edit audio resources.

10.0 Organize and edit video resources.

11.0 Generate a production schedule.

15.0 Develop a project proposal and script.

16.0 Shoot studio and/or location footage.

17.0 Design and generate graphic elements.

18.0 Plan, coordinate and manage a video or webcast production.



User Interface Design

27.0 - Use oral and written communication skills in creating, expressing and interpreting information and ideas.

28.0 - Solve problems using critical thinking skills, creativity, and innovation.

29.0 - Use information technology skills.

Digital Multimedia II

09.0 Demonstrate proficiency in advanced design

10.0 Demonstrate understanding color modes

11.0 Demonstrate proficiency in using fonts for advanced design

**Rigor & Relevance (quadrant):**US History

Quadrant C & D

Journalism III

Quadrant C & D

Digital Video Production III

Quadrant C & D

User Interface Design

Quadrant C & D

Digital Multimedia II

Quadrant C & D

**Instructions to Teacher:**US History

Follow curriculum map outlining standards and benchmarks.

Journalism III

Use the media evaluation form to present the assignment to the student.

Digital Video Production III

Use "Documentary Project" assignment for DV3. Students should already know how to make a documentary after completing DV1 and DV2.

User Interface Design

Using the curriculum map, cover various components of Adobe Fireworks.

<p><u>Digital Multimedia II</u> Using the curriculum map, cover various components of Adobe Illustrator to create graphic(s) for "Shark Tank" project.</p>
<p><b>Instructions to Students:</b></p> <p><u>US History</u> See Shark Tank Project assignment sheet.</p> <p><u>Journalism III</u> Use the media evaluation form to complete the assignment.</p> <p><u>Digital Video Production III</u> See assignment sheet.</p> <p><u>User Interface Design</u> See assignment sheet.</p> <p><u>Digital Multimedia II</u> See assignment sheet.</p>
<p><b>Instructions for Student Accommodations:</b></p> <p><u>All Classes:</u> Students needing accommodations, can participate in a variety of options: Extra Time, written instructions, oral instructions, checklists, worksheets, project examples/samples, etc.</p>
<p><b>Assessment for Activity:</b></p> <p><u>US History</u> Rubric</p> <p><u>Journalism III</u> Teacher Checklist</p> <p><u>Digital Video Production III</u> Video Production Rubrics</p> <p><u>User Interface Design</u> Rubric</p> <p><u>Digital Multimedia II</u> Rubric</p>
<p><b>Approximate Length of Time for Activity:</b></p>

US History

9 weeks

Journalism III

2-3 weeks

Digital Video Production III

9 weeks to accumulate content, 2 weeks to create the video, due at end of 9 weeks.

User Interface Design

End of first 9 weeks

Digital Multimedia II

2 to 3 weeks, at the end of first 9 weeks

**Materials/Resources Needed:**US History

*United States History: 1850 to the Present* (Prentice Hall); Safari Montage (Causes of the Civil War, The Civil War, Reconstruction and Segregation (all from Schlessinger Media), Ken Burns "The Civil War"); various websites included Cicerohistory.com, YouTube, Teacher Tube, PBS.org, Teacher vision.com, Edsitement.neh.gov, DBQ Binder, and History Alive.

Journalism III

Computer, Internet, printer, media evaluation sheet.

Digital Video Production III

Adobe Creative Cloud, Adobe online script writing software, video cameras, production equipment

User Interface Design

Adobe Creative Cloud

Digital Multimedia II

Adobe Creative Cloud

**Attachments:**

See WikiSpace