

**FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT**



**Multimedia Communications & Community Leadership Internship**

<b>Board Approval Date: January 19, 2023</b>	<b>Course Length: 2 Semesters</b>
<b>Grading: A-F</b>	<b>Credits: 5 Credits per Semester</b>
<b>Proposed Grade Level(s): 11, 12</b>	<b>Subject Area: Elective Elective Area (if applicable): F- Visual and Performing Arts</b>
<b>Prerequisite(s):</b>	<b>Corequisite(s):</b>
<b>CTE Sector/Pathway:</b>	
<b>Intent to Pursue ‘A-G’ College Prep Status: Yes</b>	
<b>A-G Course Identifier: (f) Visual and Performing Arts</b>	
<b>Graduation Requirement: No</b>	
<b>Course Intent: District Course, Site Specific Program (if applicable):</b>	
<p>The Folsom Cordova Unified School District prohibits discrimination, intimidation, harassment (including sexual harassment) or bullying based on a person’s actual or perceived ancestry, color, disability, race or ethnicity, religion, gender, gender identity or gender expression, immigration status, national origin, sex, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. For concerns/questions or complaints, contact the <b>Title IX Coordinator(s) and Equity Compliance Officer(s): Donald Ogden, Associate Superintendent – Human Resources</b> <a href="mailto:kmorales@fcusd.org">kmorales@fcusd.org</a> 916-294-9000 ext. 104410; <b>Jim Huber, ED. D., Assistant Superintendent of Instruction</b> <a href="mailto:jhuber@fcusd.org">jhuber@fcusd.org</a> 916-294-9000 ext. 104625; <b>Shannon Diaz, Director of Compliance (Investigator)</b> <a href="mailto:sdiaz@fcusd.org">sdiaz@fcusd.org</a> 916-294-9000 ext. 104620, 1965 Birkmont Drive, Rancho Cordova, CA 96742</p>	

**COURSE DESCRIPTION:**

**Under teacher and administrator supervision, the Multimedia Communications & Community Leadership Intern supports the school, school leaders, and curricular and extracurricular programs. In collaboration with the community, interns will recommend, design, and produce multimedia content to promote the school’s brand, programs, and services using various media and techniques, including photography, videography, media relations, video production, editing, social media, and website content. Interns will perform routine tasks for school administration.**

As community leaders, interns will research, plan, and implement communication projects designed to enrich their communities, both on and off campus; they will focus on building positive multimedia content that informs and uplifts peers, families, teachers, administrators, community members, and school programs. This will be achieved by training the interns in interpersonal skills to support their community. The course begins with a self-study to understand how past circumstances have shaped what we value, realizing that everyone in the community has unique and universally shared life experiences and different values. Through empathy, students grow to learn healthy and effective communication skills. By the end of the course, interns will become experts in multimedia communications through community leadership.

**DETAILED UNITS OF INSTRUCTION:**

Unit Number/Title	Unit Essential Questions	Examples of Formative Assessments	Examples of Summative Assessment
<p><b>1. Internship Essentials</b></p>	<ul style="list-style-type: none"> <li>*How to write Press Releases, Media Advisories, News Stories, Photo Essays</li> <li>*How to write Press Release and Article Content</li> <li>*How to take a proper photo</li> <li>*How to choose and edit photos</li> <li>Examples of Good and Bad Photos</li> <li>*How to engage diverse voices in the community</li> <li>*How to represent diverse voices in the community</li> </ul>	<ul style="list-style-type: none"> <li>*Write Mock Press Releases, Media Advisories and News Stories</li> <li>*Ongoing obligations of internship include carrying out communications through print (flyers, newsletters, briefs, memos, news reports, announcements, etc), broadcast (marquee announcements, intercom announcements, podcast stories with community, etc), TV/Internet stories (speaking to press, inviting press to events, promo videos, community story videos etc), social media (videos, posts, community engagement, announcements, promos, recognitions, etc), and engaging community partners and gathering community voice</li> </ul>	<ul style="list-style-type: none"> <li>*Submission of Press Release, Media Advisory, and News Story relevant to the community for digital portfolio</li> </ul>
<p><b>2. Print Journalism</b></p>	<ul style="list-style-type: none"> <li>*Examine Different types of News Media</li> <li>*How does print journalism differ from digital formats</li> </ul>	<ul style="list-style-type: none"> <li>*Write Mock News stories in both print and digital formats</li> <li>*Ongoing obligations of internship include carrying out communications through</li> </ul>	<ul style="list-style-type: none"> <li>*Write News stories relevant to the community in both print and digital formats for digital portfolio</li> </ul>

		<p>print (flyers, newsletters, briefs, memos, news reports, announcements, etc),  broadcast (marquee announcements, intercom announcements, podcast stories with community, etc),  TV/Internet stories (speaking to press, inviting press to events, promo videos, community story videos etc),  social media (videos, posts, community engagement, announcements, promos, recognitions, etc), and  engaging community partners and gathering community voice</p>	
<p><b>3. Broadcast Journalism-Radio (Podcast/Intercom announcements)</b></p>	<p>*How to advertise through radio broadcast  *How are stories covered through broadcasting on the radio</p>	<p>*Write scripts of News stories for podcasts and broadcast announcements  *Ongoing obligations of internship include carrying out communications through print (flyers, newsletters, briefs, memos, news reports, announcements, etc),  broadcast (marquee announcements, intercom announcements, podcast stories with community, etc),  TV/Internet stories (speaking to press, inviting press to events, promo videos, community story videos etc),  social media (videos, posts, community engagement, announcements, promos, recognitions, etc), and  engaging community partners and gathering community voice</p>	<p>*Submission of a 10-15 minute podcast recording and 3-minute broadcast recording covering a relevant story in the community (Submissions must include voices of the community members. Submissions will be added to the digital portfolio)</p>
<p><b>4. Broadcast Journalism-</b></p>	<p>*What is television journalism?</p>	<p>*Write scripts for community stories through television and</p>	<p>*Record News stories relevant to the</p>

<p><b>Television/Internet</b></p>	<ul style="list-style-type: none"> <li>*How has television journalism changed since the internet revolution?</li> <li>*What is sensational Journalism?</li> <li>*How does sensational journalism differ between TV and the internet?</li> <li>*How has sensational journalism evolved?</li> <li>*How can journalistic integrity be maintained in rapidly evolving internet journalism?</li> </ul>	<p>internet media</p> <ul style="list-style-type: none"> <li>*Ongoing obligations of internship include carrying out communications through print (flyers, newsletters, briefs, memos, news reports, announcements, etc), broadcast (marquee announcements, intercom announcements, podcast stories with community, etc), TV/Internet stories (speaking to press, inviting press to events, promo videos, community story videos etc), social media (videos, posts, community engagement, announcements, promos, recognitions, etc), and engaging community partners and gathering community voice</li> </ul>	<p>community in both television and Youtube channel formats (Submissions will be added to the digital portfolio)</p>
<p><b>5. Social Media</b></p>	<ul style="list-style-type: none"> <li>*Examine the Birth and History of Social Media</li> <li>*Examine the Globalization of New Media</li> <li>*Compare and contrast Existing Social Media Sites and Their Functions</li> <li>*What are the Basics of Social Media?</li> <li>*How does the district use Social Media? (Examples of FCUSD’s use of new media)</li> <li>*How can the district’s use of social media be replicated for site-level community building?</li> <li>*How to use/ misuse social media in educational institutions</li> </ul>	<ul style="list-style-type: none"> <li>*Write online blogs/ Forums and Live blogs</li> <li>*Write social media policies</li> <li>*Ongoing obligations of internship include carrying out communications through print (flyers, newsletters, briefs, memos, news reports, announcements, etc), broadcast (marquee announcements, intercom announcements, podcast stories with community, etc), TV/Internet stories (speaking to press, inviting press to events, promo videos, community story videos etc), social media (videos, posts, community engagement, announcements, promos, recognitions, etc), and engaging community partners and gathering community</li> </ul>	<p>*Students will submit an online blog and engage the community in online blogging about a relevant news story through social media (The thread will be submitted to the digital portfolio)</p>

		voice	
<b>6. Public Relations-Marketing/ Branding</b>	<p>*What is the Four-Step Process to building a Communications Plan?</p> <p>*What are some strategies for crisis management at all levels of communication?</p> <p>*How to hold/ host a Press Conference</p> <p>*What are some strategies for community outreach and Networking?</p> <p>*What are marketing strategies, and how do they differ for various community partners?</p>	<p>*Develop a draft to review with supervising teacher/administrator of a school-level communications plan, including crisis management and protocols for community outreach, addressing community concerns, and marketing to various community partners</p> <p>*Ongoing obligations of internship include carrying out communications through print (flyers, newsletters, briefs, memos, news reports, announcements, etc), broadcast (marquee announcements, intercom announcements, podcast stories with community, etc), TV/Internet stories (speaking to press, inviting press to events, promo videos, community story videos etc), social media (videos, posts, community engagement, announcements, promos, recognitions, etc), marketing, and engaging community partners and gathering community voice</p>	<p>*An approved communications plan will be added to the digital portfolio</p>

**ESSENTIAL STANDARDS:**

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COMMON CORE STATE ANCHOR STANDARDS FOR READING (K-12): Key Ideas and Details

<https://www.cde.ca.gov/be/st/ss/elaanchorstandards.asp>

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text. Craft and Structure
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text. Integration of Knowledge and Ideas
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics to build knowledge or to compare the approaches the authors take. Reading Range / Text Complexity
10. Read and comprehend complex literary and informational texts independently and proficiently.

California Career Technical Education Model Curriculum Standards-  
Arts, Media, and Entertainment Pathway Standards (<https://www.cde.ca.gov/ci/ct/sf/documents/artsmmedia.pdf>)

A1.0 Demonstrate ability to reorganize and integrate visual art elements across digital media and design applications.

A2.0 Apply artistic skills and processes to solve a variety of industry-relevant problems in a variety of traditional and electronic media.

A3.0 Analyze and assess the impact of history and culture on the development of professional arts and media products.

A4.0 Analyze, assess, and identify the effectiveness of artistic products based on elements of art, the principles of design, and professional industry standards.

A5.0 Identify essential industry competencies, explore commercial applications and develop a career-specific personal plan.

A8.0 Understand the key technical and technological requirements applicable to various segments of the Media and Design Arts Pathway.

National Standards and Quality Indicators--Youth Development and Leadership Standards  
(<http://nasetalliance.org/youthdev/>)

3.1 Youth acquire the skills, behaviors, and attitudes that enable them to learn and grow in self-knowledge, social interaction, and physical and emotional health.

3.1.1 Youth are able to explore various roles and identities, promoting self-determination.

3.1.4 Youth develop interpersonal skills, including communication, decision-making, assertiveness, and peer refusal skills, and have the ability to create healthy relationships.

3.1.5 Youth interact with peers and have a sense of belonging.

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3.1.6 Youth participate in a variety of teamwork and networking experiences.

3.1.7 Youth have significant positive relationships with mentors, positive role models, and other nurturing adults.

3.2 Youth understand the relationship between their individual strengths and desires and their future goals,

and have the skills to act on that understanding.

3.2.1 Youth develop ethical values and reasoning skills.

3.2.2 Youth develop individual strengths.

3.2.3 Youth demonstrate the ability to set goals and develop a plan.

3.2.4 Youth participate in varied activities that encourage the development of self-determination and self-advocacy skills.

3.3 Youth have the knowledge and skills needed to practice leadership and participate in community life.

3.3.1 Youth learn specific knowledge and skills related to leadership, and explore leadership styles.

3.3.2 Youth learn the history, values, and beliefs of their communities.

3.3.3 Youth demonstrate awareness, understanding, and knowledge of other cultures and societies and show respect for all people.

3.3.4 Youth engage in experiential learning and have opportunities for genuine leadership, taking primary responsibility for developing plans, carrying out decisions, and solving problems.

3.3.5 Youth participate in service to others in their community, their country, and their world.

3.3.6 Youth identify and use resources in their community.

3.4 Youth demonstrate the ability to make informed decisions for themselves.

3.4.1 Youth practice self-management and responsible decision-making that reflects healthy choices.

## **RELEVANT STANDARDS AND FRAMEWORKS, CONTENT/PROGRAM SPECIFIC STANDARDS:**

### **Link to Common Core Standards (if applicable):**

Educational standards describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through high school.

<https://www.cde.ca.gov/be/st/ss/elaanchorstandards.asp>

### **Link to Framework (if applicable):**

Curriculum frameworks provide guidance for implementing the content standards adopted by the State Board of Education (SBE). Frameworks are developed by the Instructional Quality Commission, formerly known as the Curriculum Development and Supplemental Materials Commission, which also reviews and recommends textbooks and other instructional materials to be adopted by the SBE.

<https://www.cde.ca.gov/ci/ct/sf/documents/artsmedia.pdf>

### **Link to Subject Area Content Standards (if applicable):**

Content standards were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level.

### **Link to Program Content Area Standards (if applicable):**

Program Content Area Standards apply to programs such as International Baccalaureate, Advanced Placement, Career and Technical Education, etc.

## **TEXTBOOKS AND RESOURCE MATERIALS:**

### **Textbooks**

<b>Board Approved</b>	<b>Pilot Completion Date (If applicable)</b>	<b>Textbook Title</b>	<b>Author(s)</b>	<b>Publisher</b>	<b>Edition</b>	<b>Date</b>
		<i>N/A</i>				

### **Other Resource Materials**

<https://www.youtube.com/c/GoogleTutorials>

### **Supplemental Materials**

Board approved supplemental materials (Including but not limited to: Film Clips, Digital Resources, Supplemental texts, DVDs, Programs (Pebble Creek, DBQ, etc.):

The Associated Press Style Book. Associated Press and Goldstein, Norm. Basic Books. (2000). Seven Habits of Highly Effective Teens (Covey, Sean, 1998) Making Connections: building community and gender dialogue in secondary schools (Beardall, N. G., 2007) Former District Communications Internship Curriculum  
<https://drive.google.com/file/d/1xMCVsPcriqDwixkMu4Pip376a6XSkpme/view?usp=sharing>