DIGITAL MEDIA CONTENT COMMITTEE (DMCC)

Wednesday, NOVEMBER 7, 2018
12:00-2:00
Folsom Cordova Education Services Center
1965 Birkmont Drive,
Rancho Cordova, 95742
Room 304 (Third Floor).

Meeting Notes

ITEM 1:   **Introductions**

ITEM 2:   **Folsom Cordova Presentation**   **Attachment 1 & 2**

Melinda (last name) teaches English at Folsom High. She is also the Coordinator for Global Perspective Studies, a program that is focused on being inclusive of students from various disciplines and inspiring them to take what they learn in school and use it to make a difference in the world. Students spend four years looking at critical world issues and service opportunities and become advocates for positive change.

The program is set up to allow students to participate and not be locked in a pathway. Students select in at the beginning of high school, they have until their second year to do so, and can select out at any point.

One of the challenges that the program faced in the beginning was getting parents to understand the importance of the program given it is not a checklist item on college applications. The teachers focused on having a dialogue about the intangible benefits and focused on the tangible and soft skills that students will gain. The awareness has grown with the parents since having these conversations.

In 9th grade students are introduced to global issues, including guest speakers who expose students to the issues out in the world. 10th grade students learn about world cultures through curriculum that is aligned with global issues. There are honors and AP options and about two-thirds of students choose to take the honors and AP track. In 11th grad students concentrate on service learning opportunities by learning more about groups out in the world and then in

the spring students start forming teams based on interest and brainstorm for their CapStone project. Students start 12th grade excited but begin to panic towards the middle of the year as the project starts to come to a close. Each team has a mentor who is connected to the work they are doing with an existing organization that is working on the issue they have chosen for their project. Students become advocates for what they are studying and are able to share what they have learned with others.

Project Examples:

• Work with a nonprofit with clean water develop sustainable clean water.
• Refugee outreach.
• Bilingual children's books for literacy.
• Art therapy.
• Education- curriculum for schools in remote villages. Keept materials on USB drive.
• Flying Citizens – travel to Mexico to provide aid. Spoke to group and helped them find critical needs for population in Mexico. Will complete service project in December for this group for their specific needs.

ITEM 3:   Topic of the Month: Global Citizenship

Folsom Cordova - Vista Del Lago has more options and electives which gives them a big draw. Folsom High School has Global Program Studies and languages. Cordova High has IB program. Also looking at the opportunity to take a class at another school because they might have additional resources and it is too expensive to build resources at multiple locations. This isn't currently possible now given schedules.

San Juan – Each site finds its niche and marketable program. Have a variety of offerings. On paper families have choice but they are asking if families can get their students to the other sites. If not it's not a true choice.

- **Local citizenship collaborative (Mark Lawler)**

Mark Lawler from Robla would like to collaborate on a Civic series with the districts if there is interest.

There is an interest from the group but there are a few items that members would like clarification on. Such as, what it would look like, what resources would be used and what is covered under civics. Those that were present would like to get the correct people together and discuss what is existing/working and what exactly the need is.

ITEM 4:   Round Table Sharing

Joe Parente – Cupertino School District has mentioned they want to build a media program given how far behind in technology they are. Currently working with Apple to try and get programs into school. Apple will not give equipment but will give workshops. Their teachers are overwhelmed by the rogue apps. The schools are all currently different and the district is working to bring them all together.

Galt Elementary – SECC was recently at McCaffrey Middle School to film for SEVA Studio Profiles. Spoke to Mr. Ramer, the principal, and Karen Albert, the media teacher. The students are using the lab everyday to produce KDog News. Would like to look at how to better utilize footage and how to broadcast. The technology is out there but there is the feeling that the school is behind even though it is new.

SECC– SEVA Teachers is still going strong. Upcoming meeting on Monday, January 14th at Sunrise Elementary. The SEVA Teacher of the Week is also still going and receiving lots of positive feedback. SECC has begun producing SEVA Studio Profiles. These are videos that will be combined with a website as a resource for teachers to use to showcase their media program. Also, SECC Is working to put together a hands-on training just for teachers the last week of June. The estimated cost is $400 a person for the week. Teachers will use their own equipment to shoot material each day and get critiqued. Teachers that have attended the training in the past have had great feedback.

Natomas – Working on how to get teachers more involved. Videos are being made but not submitted. Every year SEVAs come up and they haven't prepared as much as they could. There is currently one site that is developed while another has a teacher that is interested in growing their program. Would like to use video to play a part in seeing what is happening in the classroom, but teachers are hesitant to have cameras in their classes. San Juan is currently doing this with their math classes and have emphasized that the video is to build resources, not evaluate teaching. Folsom Cordova is also using the resource but is only using it internally and still has received some pushback. Attendees agreed that there is a challenge getting some teachers to move forward, and possibly away from the traditional. Some ideas were to embed expectations with newer teachers, tie to the PayScale and receive preference for jobs at certain sites.

Liz – SECC is developing video bank and looking at equipment. There is a tiny budget that is not tied to curricular area and would like to use that to update programs. Discussed connecting with FACE on Digital Online learning opportunities but haven't been able to connect yet. Monthly live/recorded webinar format covering topics related to apps and things that students have access to and are using to help share awareness about what is out there. Don't want it to just be fear based but want to show the advantages of having access to these things.

ITEM 5:   Identify Action/Follow Up Items:
• Family Engagement:
    Digital Citizenship
    Common Sense Media,
• Closed Captioning

ITEM 6:   Future Agenda Items:

ITEM 7:   Next Meetings - Wednesdays @ 12:00-2:00
January 9, 2019 – Natomas USD (Topic: Family Engagement)
March 20, 2019 – Elk Grove USD (Topic: Melissa Oliver/Create Accessibility)
May 8, 2019 – San Juan USD (Topic: Digital Citizenship/Media Literacy)

Global Perspective Studies: Four-Year Course of Study

The Global Perspective Studies program offers two distinguished opportunities for Folsom High School students.

<u>GPS Certificate</u>
- Complete all seminars
- Complete all core coursework
- Minimum of one GPS elective
- 12 hours of service learning

<u>GPS Diploma</u>
- Complete all seminars
- Complete all core coursework
- Minimum of two GPS electives
- Completion of UC a-g requirements
- 12 hours of service learning

GPS Seminars:

9th Grade
- Speakers or activities once a month during PAWS
- Focus on cultural awareness and learning the Design Thinking approach to problem-solving
- Emphasis on exposure to cultural and global topics and individual responses

10th Grade
- Academic sessions three to four times a semester during PAWS
- Focus on in-depth study of global issues, such as water
- Emphasis on independent and small-group research and presentation skills

11th Grade
- Monthly sessions
- Fall Focus on Global Issues and Global Community Service
- Minimum 12 hour service requirement: must verify global and/or international connection and submit documentation
- Spring Focus on beginning small group capstone project with a global or international connection.

12th Grade
- Focus on small group capstone project with a global or international connection, following the Design Thinking model.
- Students meet approximately twice per semester as a whole group and periodically as needed with their project advisors.

GPS Core Class Requirements:
- GPS English 9 OR Honors English 9 (Grade 9)
- GPS World Cultures OR AP European History (Grade 10)
- GPS US History or AP US History (Grade 11)
- GPS English 12 OR AP English Lit (Grade 12)

GPS Electives:
- GPS Intercultural Speech Communication (open to 9th-12th)
- GPS Humanities 1: Critical Thinking with a Global Perspective (Academic Decathlon) (open to 9th-12th)
- World Languages (French, Spanish, German) Level III and AP (open to 10th-12th)*
- AP Human Geography (open to 11th-12th)
- GPS World Masterpieces (open to 10th-12th)
- AP Environmental Science (open to 11th-12th)
- AP Seminar
- AP Research
- Upper division VAPA or CTE electives with approval. Must include a verified global-connected project.

Advanced Placement International Diploma (APID)

GPS Students MAY wish to pursue this prestigious award if they are taking a variety of AP Courses as part of their A-G requirements. As described by the College Board, to earn an APID

1. A student attending a school within the U.S. must indicate on at least one AP Exam answer sheet that the results should be sent to a university outside the U.S
2. Students must earn **scores of 3 or higher on five or more total AP Exams**, based on the exam criteria requirements listed within each of the content areas below.
3. Each AP Exam may count towards only one content area below.

AP Category:	Courses Currently Offered at FHS:
a. TWO AP Exams from two DIFFERENT World Language courses OR TWO AP Exams from one World Language course and one English course	AP Spanish AP German AP French AP English Language and Composition AP English Literature and Composition
b. ONE AP Exam offering a Global Perspective	AP Human Geography AP Environmental Science
c. ONE AP Exam from a science, math, or AP Calculus BC	AP Calculus AB Computer science course AP Statistics AP Biology AP Chemistry (alternate years) AP Environmental Science
d. ONE additional AP Exam, not including English or World Language	AP Studio Art AP European History AP Psychology AP Government AP US History All listed math, science, and social science courses

AP Capstone Program: Seminar and Research

GPS Students MAY wish to pursue this prestigious honor from College Board.

- Capstone Diploma: Students who pass Seminar and Research with a 3 or better AND pass at least four additional AP exams of their choice are eligible for this award.
- Capstone Certificate: Students who pass Seminar and Research with a 3 or better are eligible for this award.

Global Capstone Project

GPS Seminar 4 is designed to give you the opportunity to apply the Design Thinking Process (Human Centered Design) as you research, design, implement, apply, advocate, reflect upon and present a project based on global issues.

The topic may be related to any discipline within your scope of interest or knowledge-- for example, the arts, science, business, engineering, politics, education--as long as you maintain a clearly demonstrated global connection. As you brainstorm ideas for your project, think about your previous experiences in classes, GPS seminars and electives, clubs, and your life outside school.

During the scope of the project, you will be expected to:
- **Work as part of a team** of 2-3 to design and implement a project following the Design Thinking model.
- **Use research** to become an expert on a global issue and **develop empathy** for a particular population affected by this issue.
- **Collaborate** with a representative from a charity or **organization with a global focus** to **determine a problem** to be solved related to your chosen global issue.
- Using the **design iteration process** (brainstorm/prototype/test/analyze/refine), **create a tangible product** in response to the defined problem and demonstrate its use by the organization or target population.
- *Note that fundraising and donation drives in and of themselves will not be considered products, but you might wish to raise funds or collect donations to SUPPORT your product. All fundraisers must follow the school-wide approval procedures.*
- **Become an advocate** and raise awareness in the community about the issue you have chosen to research.
- Maintain a weekly journal recording your progress---minimum 10 hours per team member, not including research.
- Meet frequently—at least monthly--with your mentors and your project advisor.
- Use technology to research, communicate and present your findings.
- Clearly demonstrate new learning and growth in an area of personal interest.
- Gather evidence and create a high-quality portfolio representing your research and proposed solution.
- Formally present your findings to a group of peers as well as adults from Folsom High School and the community.
- Write a reflection based on all stages of your GPS IV process.
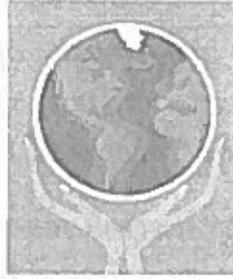
PROJECT IDEAS

The following list is based on GPS IV projects from the classes of 2014-2018. Use these as a springboard to generate your own ideas!

Topics:
Identify a topic you care about
- Vision care
- Wildlife conservation
- Literacy and Education
- Refugee Outreach
- Human trafficking
- Domestic violence
- Access to water
- Women's health issues
- Sustainable farming
- Pollution/Climate Change
- Sustainable housing
- Ocean conservancy
- Sustainable businesses
- Access to medical care
- Disaster relief

Nonprofit organizations:
Partner with an organization
- BuildOn
- International Rescue Committee
- Project Eliminate/Kiwanis
- Rotary International
- Upendo Foundation
- Habitat for Humanity
- Three Strands Global
- Opening Doors
- Worldwide Child Relief Foundation
- Heifer International
- Thirst Project
- Congo Voice
- Kusawera
- Providence World Ministries
- Soroptimist International
- Save the Children
- Clean Ocean Action
- Room to Read
- Safe Passage
- Blue Heart International
- Soles4Souls
- Stop Ivory!
- Gawad Kalinga
- Courage Worldwide