

# Chino Valley Unified School District

## High School Course Description

A. CONTACTS	
<b>1. School/District Information:</b>	School/District: Chino Valley Unified School District Street Address: 5130 Riverside Drive Phone: (909) 628-1201 Website: chino.k12.ca.us
<b>2. Course Contact:</b>	Teacher Contact: Office of Secondary Curriculum Position/Title: Director of Secondary Curriculum Site: District Office Phone: (909) 628-1201 X1630
B. COVER PAGE - COURSE ID	
<b>1. Course Title:</b>	BST Student Ambassadors
<b>2. Transcript Title/Abbreviation:</b>	BST Amb
<b>3. Transcript Course Code/Number:</b>	5E86
<b>4. Seeking Honors Distinction:</b>	No
<b>5. Subject Area/Category:</b>	Meets UC/CSU "G" elective credit
<b>6. Grade Level(s):</b>	9 <sup>th</sup> ; 10 <sup>th</sup>
<b>7. Unit Value:</b>	5 credits per semester; 10 credits total
<b>8. Course Previously Approved by UC:</b>	No
<b>9. Classified as a Career Technical Education Course:</b>	No
<b>10. Modeled after an UC-approved course:</b>	No
<b>11. Repeatable for Credit:</b>	Yes
<b>12. Date of Board Approval:</b>	May 4, 2023
<b>13. Brief Course Description:</b>	This course is designed to develop student ambassadors' skills in leadership and advocacy, enabling them to become effective representatives of the Biomedical Science and Technology (BST) Academy and community. Through a combination of project-based curriculum, hands-on activities grounded in leadership and advocacy, and guest speakers, students will learn how to communicate effectively, build relationships, and advocate for topics and activities that embody the mission and vision of the BST Academy. Overall, this course will equip student ambassadors with the knowledge, skills, and confidence they need to become effective leaders and advocates for their school and community.
<b>14. Prerequisites:</b>	None
<b>15. Context for Course:</b>	Aligned with the California Common Core Anchor Standards (CCCSS) and the State of California Student Leadership Standards (CADA/CASL), this course is designed to develop student ambassadors' skills in leadership and advocacy, enabling them to become effective representatives of BST and community. Students will explore the key principles of leadership, such as goal setting, problem solving, and decision making. They will also examine the characteristics of effective advocacy, including the importance of building alliances, conducting research, and influence through a variety of communication strategies. The course will include opportunities for students to plan and organize events, work on community service projects, and collaborate with school administrators and local organizations. Students will learn how to promote the BST student culture, programs, and events to prospective students, families, and the broader community.
<b>16. History of Course Development:</b>	The BST Student Ambassador program develops critical leadership skills such as communication, collaboration, problem-solving, and decision-making, which are crucial for student and program success. The BST Student Ambassador program empowers BST Academy students to take ownership of the program and its development and provide them with opportunities to develop their leadership potential. Moreover, students learn how to become

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effective advocates and make a positive impact on their program and community. With the rapid pace of technological advancements, students who are equipped with leadership skills can help bridge the gap between technology and society, making science and technology accessible and understandable to everyone. By participating in the BST Student Ambassador program, BST students gain valuable experience that will prepare them for leadership roles in college, career, their communities, and beyond.

<b>17. Textbooks:</b>	N/A
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<b>18. Supplemental Instructional Materials:</b>	N/A
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### C. COURSE CONTENT

**1. Course Purpose:**

This course is designed to develop student ambassadors' skills in leadership and advocacy, enabling them to become effective representatives of BST and the community.

**2. Course Outline:**

**Unit 1 – Introduction to BST Student Ambassadors**

Unit 1 provides students with an overview of the BST Student Ambassador program, along with the roles and responsibilities of serving the BST community as a BST Student Ambassador. Students are introduced to the topics of school culture and climate and how leadership concepts can be put into practice in a manner that positively affects the culture and climate of the BST program. This unit allows students to explore how school culture affects academic success, student involvement, campus appearance, and school spirit and how their role as a BST Student Ambassador is integral to positively affecting the BST community and culture. In addition, students are introduced to the characteristics of successful student ambassadors as well as the importance of professionalism and personal responsibility.

Unit 1 Learning Goals:

- Understand the purpose of the BST Student Ambassador Program and the roles and responsibilities of a student ambassador
- Identify the characteristics of successful student ambassadors and the importance of professionalism and personal responsibility
- Understand the difference between culture and climate and how they work together to represent and impact the BST community
- Explore the interconnectedness of school culture and climate, leadership, and the BST Student Ambassador program

**Unit 2 – BST Ambassador Communication and Public Speaking**

Students are taught effective communication strategies and provided opportunities to practice public speaking utilizing techniques of effective public speakers. Students learn and practice interpersonal communication skills and are taught the importance of nonverbal communication. This unit provides an opportunity for students to learn about communication frameworks and practice the giving and receiving of information and opinions using various platforms.

Unit 2 Learning Goals:

- Develop effective communication strategies to deliver messages to diverse audiences
- Demonstrate effective public speaking and presentation skills
- Develop strong interpersonal communication skills, including active listening and empathy
- Understand the impact of nonverbal communication and use it effectively
- Practice writing, speaking, and presenting varying types of messages in numerous settings while using multiple platforms

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### **Unit 3 – Leadership Development**

Students will define leadership and explore how leadership in action can be utilized as a means of maintaining and improving school culture and climate. Students will be introduced to 21st century leadership styles and models. Students engage in goal setting and develop action plans for reaching goals along with gathering data on effectiveness of action plans. Students will practice time management and organization. Decision making and problem-solving opportunities will be based on projects geared towards BST Academy recruitment and outreach.

#### Unit 3 Learning Goals:

- Define leadership and explore how leadership in action can be utilized as a means of maintaining and improving BST culture and climate
- Understand different leadership styles and models and their applications in various settings
- Develop goal setting and planning skills to effectively lead a team
- Develop time management and organizational skills to balance multiple responsibilities
- Develop decision-making and problem-solving skills to address challenges and opportunities as a leader

### **Unit 4 –BST Academy and Community Service And Volunteerism**

Students will begin to look at leadership less as a title or a resume builder and more of a contribution to their school and their community. Students will learn the commonalities that create a sense of community and will look at the service responsibilities needed within those communities. Students will investigate a particular need within the BST community and plan and implement a service project or event to address the need. At the end of the unit, students will reflect on the impact of their service on the community.

#### Unit 4 Learning Goals:

- Understand the value and importance of community service and volunteerism
- Identify opportunities to get involved in the community and make a positive impact
- Plan and execute a service project or event
- Reflect on personal growth and the impact of service on the community
- Create positive public relations campaigns for their school
- Explore advocacy and the most effective ways to raise awareness for a worthy cause

### **Unit 5 – Diversity and Inclusion**

This unit creates conversations around many social topics. Students will examine social and relational concepts such as diversity, inclusion, vulnerability, perspective, and empathy. Students will be introduced to advocacy and make action plans to increase BST school culture competency and inclusion.

#### Unit 5 Learning Goals:

- Understand the meaning and importance of diversity and inclusion
- Develop BST student culture and competency and awareness to work effectively with all populations
- Advocate for justice and work to create inclusive communities
- Create dialogue around empathy, respect, and humility for everyone
- Explore the necessary components of social dialogue – empathy and humility
- Identify strategies for giving voice to all populations on their school campus

### **Unit 6 – Social Media and Digital Communication**

This unit examines social media and digital communication as industries and as central sites for understanding the politics of everyday life. Students are introduced to social media best practices, including the meanings of sharing and privacy. Students will also explore new forms of journalism, the ethics and responsibility of digital communication, and what it means to be a digital citizen. Moreover, students will engage with questions of media technologies and texts, of platforms and users, and of how networked digital media are adopted and adapted in an environment built around the convergence of personal and public communication.

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### Unit 6 Learning Goals:

- Understand the importance of social media and digital communication in modern society
- Develop effective social media and digital communication skills
- Manage online reputation and understand the impact of online presence
- Understand and apply ethical principles and social responsibility in digital communication

### **Unit 7 – BST Event Planning and Organization**

This unit focuses on event planning and bringing events from ideation to implementation. Emphasis is placed on the skills and techniques required to organize an event, including budgeting and fundraising, marketing and promotion, and volunteer coordination and management. Students will learn how to manage all aspects of an event, including budgeting and allocation of funds, logistics, staffing, and scheduling.

### Unit 7 Learning Goals:

- Understand the event planning process and best practices for successful events
- Develop budgeting and fundraising skills to support event planning
- Develop marketing and promotion skills to attract attendees
- Develop volunteer coordination and management skills to ensure a smooth event
- Develop an event timeline and how to delegate responsibilities to team members
- Learn how to handle unexpected situations and troubleshoot problems that may arise during an event

### **Unit 8 – BST Ambassadors Culminating Project**

Students will use the needs assessment conducted in Unit 1 along with the leadership knowledge gained in Units 1-7 to plan and execute a student ambassador-led project. Students will also reflect on their personal growth and development throughout the program, focusing on their accomplishments and impact to the class and community.

### Unit 8 Learning Goals:

- Plan and execute a student ambassador-led project that aligns with personal goals and the program's mission
- Reflect on personal growth and development throughout the program
- Present accomplishments and impact to the class and community and receive feedback for future improvement

## **3. Key Assignments:**

### **Unit 1 – Introduction to BST Student Ambassadors**

- Students will conduct a needs assessment of the BST program's culture and climate. They will collect and analyze data obtained from several sources (e.g., CA dashboard, district and program surveys, interviews with BST students, faculty, and staff), participate in collaborative discussions around contributing factors, and determine a root cause(s). This needs assessment will guide further work in Units 2-7 and inform and serve as the foundation for the culminating project in Unit 8.
- Students will utilize digital media to create a visual of their choice (e.g., infographic, presentation, vlog, video) to present an explanation of what school culture and climate are, clarification on why each are important, and their needs assessment of the BST program's culture and climate.

### **Unit 2 – BST Ambassador Communication and Public Speaking**

- Students produce and deliver a communication performance task in which they are assigned speech and/or presentation tasks of various types (e.g., informal introduction of two people, a formal introduction of one person to a larger audience, graduation speech, sales pitch, eulogy). With this performance, they must employ all the communication best practice principles they have learned throughout this unit, utilizing the appropriate organization, substance, and style that are required for the purpose, audience, and assigned task.

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### **Unit 3 – Leadership Development**

- Students will work in groups to research leadership styles (e.g., autocratic, democratic, laissez-faire, transformational, service) and create a digital presentation which includes the following: detailed description of this type of leader, advantages of this leadership style, disadvantages of this leadership style, the best situations for this type of leader to thrive, suggestions for a leader with this style on how to adapt to situations in which this leadership style is not the best style to use, what personality type and skill level of subordinates are ideal for this type of leadership style to thrive, two real-world examples of leaders with this style of leadership and supporting evidence and reasoning to justify your categorization, at least one video/audio clip of this leadership style in action (could be factual and historical or a scene from a TV show or movie). As a group, students will present their research project to the class.
- Student teams will be presented with various leadership challenges related to programs and/or school climate and culture. Students will collaborate with their teams as they discuss the challenge, utilize the problem-solving and decision-making skills from the unit, determine an appropriate goal to address the challenge, and plan to reach the goal. Finally, students will present their challenge, goal to address the challenge, and plan to reach the goal to the class.

### **Unit 4 – BST Academy And Community Service and Volunteerism**

- Student teams will plan and implement a large-scale community service project that benefits the BST program and/or that addresses a particular need within the BST community. Students will investigate and gather data that identifies a particular need within the BST community. Students will then collaborate as a group to organize a spreadsheet to plan tasks, assign task owners, track task status, and plan other important information for their project. Finally, students will utilize digital media by creating a presentation of their plan to share with the rest of the class.

### **Unit 5 – Diversity and Inclusion**

- Students create a system that works for their school environment that provides student voice as well as a voice to the marginalized in a safe and respectful way. Students create a digital storyboard containing digital media (e.g., textual, graphical, audio, visual, and interactive elements) depicting various ways that they can implement inclusivity, and diversity on campus. Once completed, each group will present their storyboards to the rest of the class. If new protocols or systems should be developed, students will be encouraged to receive permission from the administration to implement their requests.

### **Unit 6 – Social Media and Digital Communication**

- Students will make strategic use of technology and digital media (e.g., textual, graphical, audio, visual, and interactive elements) to produce and publish a social media campaign that addresses one of the five R's (Respect, Recognize, Reward, Reinforce, Results). The campaign will utilize the appropriate organization, substance, and style that are required for the purpose, target audience, and assigned task.

### **Unit 7 – BST Event Planning and Organization**

- Students will utilize digital media and technology to create an event timeline, including an action plan and a process plan for executing a BST event. Students will present their timelines, action plans, and process plans to the class before implementation. This assignment allows students the opportunity to apply the skills and techniques they have learned in a practical setting.

### **Unit 8 – BST Ambassadors Culminating Project**

- Students will use the needs assessment conducted in Unit 1 along with the leadership knowledge gained in Units 1-7 to plan and execute a student ambassador-led project. Students will also reflect on their personal growth and development throughout the program, focusing on their accomplishments and impact to the class and community.

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### 4. Instructional Methods and/or Strategies:

Activity, Project, and Problem-based (APB) Instructional Design centers on hands-on, real-world activities, projects, and problems that help students understand how the knowledge and skills they develop in the classroom may be applied to everyday life. The instructional methods and strategies utilized provide students with unique opportunities to work collaboratively, identify problems, apply what they know, persevere through challenges, find unique solutions, and lead their own learning. The APB approach scaffolds student learning through structured activities and projects that empower students to become independent in the classroom and help them build skill sets to apply to real-world and open-ended design problems.

- Four Corners discussions (Agree, Strongly Agree, Disagree, Strongly Disagree)
- Data collection, interpretation, and predictions
- Jig Saw research projects (students or student groups research different aspects of a topic and report their learning back to the whole class)
- Computer based research projects: individual students or collaborative group research
- Evidence based data interpretation (Claim, Evidence and Reasoning writing research projects)
- Student centered and created activities

### 5. Assessment Including Methods and/or Tools:

The evaluation of student progress and evaluation will be based on the following criteria outlined in Board Policy:

- Assessments: 60-75% of the final grade
- Assignments and class discussions: 25-40% of the final grade

## UNITS WITH STANDARDS CORRELATIONS

### Unit 1 – Introduction to BST Student Ambassadors

#### CA Common Core Anchor Standards

- CCSS.ELA-LITERACY.CCRA.SL.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- CCSS.ELA-LITERACY.CCRA.SL.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCSS.ELA-LITERACY.CCRA.SL.5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

#### State of California Student Leadership Standards (CADA/CASL)

- GOVERNMENT – AUTHORITY AND GOVERNANCE 1.3: The student leader learns the chain of command that exists within their school and their student body organization.
- GOVERNMENT STANDARD – AUTHORITY AND GOVERNANCE 1.4: The student leader reviews and/or creates a constitution and bylaws for their student body.
- GOVERNMENT STANDARD – AUTHORITY AND GOVERNANCE 1.5: The student leader contributes to committees and/or councils and recognizes how the committees and/or councils benefit the student leadership team.

### Unit 2 – BST Ambassador Communication And Public Speaking

#### CA Common Core Anchor Standards

- CCSS.ELA-LITERACY.CCRA.SL.4: Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (e.g., argument, narrative, informative, response to literature presentations), audience, and task.
- CCSS.ELA-LITERACY.CCRA.SL.5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

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- CCSS.ELA-LITERACY.CCRA.SL.6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
- CCSS.ELA-LITERACY.CCRA.W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

### State of California Student Leadership Standards (CADA/CASL)

- COMMUNICATION – WRITTEN COMMUNICATION 1.1: The student leader applies knowledge of proper tone, formatting, and the appropriate use of business or friendly letters.
- COMMUNICATION – WRITTEN COMMUNICATION 1.2: The student leader applies knowledge of proper tone, formatting, and the appropriate use of business or friendly email.
- COMMUNICATION – WRITTEN COMMUNICATION 1.6: The student leader organizes, writes, and publishes attention-grabbing messages suitable for the occasion and audience.
- COMMUNICATION – WRITTEN COMMUNICATION 1.10: The student leader creates eye-catching, effective posters and flyers.
- COMMUNICATION – PUBLIC SPEAKING 3.1: The student leader acknowledges the audience and purpose of the occasion and adapts speech and content accordingly.
- COMMUNICATION – PUBLIC SPEAKING 3.2: The student leader plans and executes accurate pace and timing.
- COMMUNICATION – PUBLIC SPEAKING 3.4: The student leader uses appropriate volume, tone, emphasis, and diction.
- COMMUNICATION – PUBLIC SPEAKING 3.5: The student leader utilizes effective body language and eye contact.
- COMMUNICATION – PUBLIC SPEAKING 3.6: The student leader demonstrates a variety of techniques to connect with the audience and to maintain the audience's attention.
- COMMUNICATION – PUBLIC SPEAKING 3.7: The student leader effectively incorporates a variety of media and/or realia into speech content when applicable.
- COMMUNICATION – INTERPERSONAL SKILLS 7.2: The student leader understands the difference between passive and active listening.
- COMMUNICATION – INTERPERSONAL SKILLS 7.3: The student leader practices active listening skills, including positive facial expression, eye contact, posture, summarizing, and eliminating distractions.
- COMMUNICATION – INTERPERSONAL SKILLS 7.4: The student leader articulates their own point of view and utilizes active listening to hear others' points of view to arrive at a mutual decision.
- COMMUNICATION – INTERPERSONAL SKILLS 7.5: The student leader treats others with compassion and empathy.

### **Unit 3 – Leadership Development**

#### CA Common Core Anchor Standards

- CCSS.ELA-LITERACY.CCRA.SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCSS.ELA-LITERACY.CCRA.SL.4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- CCSS.ELA-LITERACY.CCRA.SL.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- CCSS.ELA-LITERACY.CCRA.SL.6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
- CCSS.ELA-LITERACY.CCRA.W.8: Gather relevant information from multiple authoritative print and digital sources (primary and secondary), using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

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### State of California Student Leadership Standards (CADA/CASL)

- COMMUNICATION – INTERPERSONAL SKILLS 7.1: The student leader acknowledges the value of teamwork and consensus building in all aspects of student leadership.
- COMMUNICATION – INTERPERSONAL SKILLS 7.7: The student leader practices problem solving skills, including identifying the problem, soliciting possible solutions from members of the leadership team, and then implementing an agreed-upon solution.
- COMMUNICATION – INTERPERSONAL SKILLS 7.8: The student leader utilizes a combination of traditional, non-traditional, and other creative approaches to idea generation, activity planning, and problem solving.
- PERSONAL AND SOCIAL DEVELOPMENT – GROUP DYNAMICS 1.8: The student leader recognizes and utilizes various models of decision-making (e.g., authoritative, consensus, democratic, individual).
- PERSONAL AND SOCIAL DEVELOPMENT – GROUP DYNAMICS 1.9: The student leader considers diverse ideas, synthesizes viewpoints, and analyzes claims and evidence on all sides of an issue when considering possible solutions.
- PERSONAL AND SOCIAL DEVELOPMENT – GROUP DYNAMICS 1.10: Once made, the student leader supports decisions of the group.
- PERSONAL AND SOCIAL DEVELOPMENT – GOAL SETTING, FEEDBACK AND EVALUATION 2.1: The student leader sets short-term and long-term personal goals.
- PERSONAL AND SOCIAL DEVELOPMENT – GOAL SETTING, FEEDBACK AND EVALUATION 2.2: The student leadership team sets attainable goals to improve school culture and climate.
- PERSONAL AND SOCIAL DEVELOPMENT – GOAL SETTING, FEEDBACK AND EVALUATION 2.3: The student leader creates a plan of action for achieving goals.
- PERSONAL AND SOCIAL DEVELOPMENT – GOAL SETTING, FEEDBACK AND EVALUATION 2.4: The student leader creates timelines for meeting goals and monitors progress to ensure on-time completion.
- PERSONAL AND SOCIAL DEVELOPMENT – GOAL SETTING, FEEDBACK AND EVALUATION 2.5: The student leader self-evaluates, solicits peer and advisor feedback, and makes adjustments to goals, behavior, and processes as necessary.

### **Unit 4 – BST Academy and Community Service and Volunteerism**

#### CA Common Core Anchor Standards

- CCSS.ELA-LITERACY.CCRA.SL.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

### State of California Student Leadership Standards (CADA/CASL)

- CIVIC AND SERVICE LEARNING – CIVIC AND COMMUNITY ENGAGEMENT 1.1: The student leader develops partnerships with various student, school, parent, and community groups.
- CIVIC AND SERVICE LEARNING – CIVIC AND COMMUNITY ENGAGEMENT 1.2: The student leader identifies the financial restrictions and guidelines of other organizations.
- CIVIC AND SERVICE LEARNING – CIVIC AND COMMUNITY ENGAGEMENT 1.3: The student leader recognizes the value of membership in, and/or partnership with, associations-groups of people organized for a joint purpose.
- CIVIC AND SERVICE LEARNING – CIVIC AND COMMUNITY ENGAGEMENT 1.4: The student leader analyzes different forms of civic activism and ways in which citizens can effect change in society.
- CIVIC AND SERVICE LEARNING – SERVICE LEARNING STRATEGIES 2.1: The student leader recognizes the difference between service learning and community service.
- CIVIC AND SERVICE LEARNING – SERVICE LEARNING STRATEGIES 2.2: The student leader assesses the needs of the community by reaching out to community leaders and local government.
- CIVIC AND SERVICE LEARNING – SERVICE LEARNING STRATEGIES 2.3: Utilizing academic skills, the student leader researches various solutions to a local need and integrates academic research into a service learning study.



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- CIVIC AND SERVICE LEARNING – SERVICE LEARNING STRATEGIES 2.4: The student leader develops and implements a research-based plan of action to address a specific community need.
- CIVIC AND SERVICE LEARNING – SERVICE LEARNING STRATEGIES 2.5: The student leader seeks both school and community feedback to evaluate and reflect upon the impact of the project.
- CIVIC AND SERVICE LEARNING – COMMUNITY SERVICE 3.1: The student leader establishes relationships with community leaders and community groups to help address a community need.
- CIVIC AND SERVICE LEARNING – COMMUNITY SERVICE 3.2: The student leader participates in a service activity or project to serve a specific need of others.
- CIVIC AND SERVICE LEARNING – COMMUNITY SERVICE 3.3: The student leader experiences and recognizes the benefit of serving others.

### **Unit 5 – Diversity and Inclusion**

#### CA Common Core Anchor Standards

- CCSS.ELA-LITERACY.CCRA.SL.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- CCSS.ELA-LITERACY.CCRA.SL.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

#### State of California Student Leadership Standards (CADA/CASL)

- PERSONAL AND SOCIAL DEVELOPMENT – GROUP DYNAMICS 1.1: The student leader acknowledges different personality types and how to work together in an all-inclusive group setting.
- PERSONAL AND SOCIAL DEVELOPMENT – GROUP DYNAMICS 1.2: The student leader appreciates the diversity of others, and the value of representing a diverse student body.
- PERSONAL AND SOCIAL DEVELOPMENT – SOCIAL AND EMOTIONAL LEARNING 3.9: The student leader identifies differing social and cultural norms and then raises awareness of those norms to promote acceptance and inclusion.
- PERSONAL AND SOCIAL DEVELOPMENT – SOCIAL AND EMOTIONAL LEARNING 3.10: The student leader acknowledges differing backgrounds (cultural, religious, geographic, special needs, socio-economic, gender identity, sexual orientation) and includes diverse perspectives to promote an inclusive school culture.
- CIVIC AND SERVICE LEARNING – COMMUNITY SERVICE 3.4: The student leader demonstrates empathy for, and an awareness of social, cultural, and societal norms for diverse locations and populations.

### **Unit 6 – Social Media and Digital Communication**

#### CA Common Core Anchor Standards

- CCSS.ELA-LITERACY.CCRA.W.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- CCSS.ELA-LITERACY.CCRA.SL. 2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- CCSS.ELA-LITERACY.CCRA.SL.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

#### State of California Student Leadership Standards (CADA/CASL)

- COMMUNICATION – WRITTEN COMMUNICATION 1.11: The student leader creates eye-catching, effective social media messages.
- BUSINESS AND FINANCE – ADVERTISING 4.1: The student leader identifies a target audience for each advertisement.

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- BUSINESS AND FINANCE – ADVERTISING 4.2: The student leader makes sure each advertisement contains all necessary information for the product or event.
- BUSINESS AND FINANCE – ADVERTISING 4.3: The student leader creates advertisements that are grammatically correct and visually appealing.
- BUSINESS AND FINANCE – ADVERTISING 4.4: The student leader utilizes a variety of techniques and media to deliver the message to the target audience.
- BUSINESS AND FINANCE – ADVERTISING 4.5: The student leader demonstrates creative ways to advertise.
- BUSINESS AND FINANCE – ADVERTISING 4.6: The student leader experiments with different displays/product placement to produce optimal interest and results.
- TECHNOLOGY AND DIGITAL CITIZENSHIP – DIGITAL WORKSPACE AND COLLABORATION 1.1: The student leader demonstrates a working knowledge of word processing, spreadsheets, presentations, online forms, and desktop publishing as it relates to their role on the leadership team.
- TECHNOLOGY AND DIGITAL CITIZENSHIP – DIGITAL WORKSPACE AND COLLABORATION 1.2: The student leader stores work in a shared cloud environment that is accessible by themselves, their leadership team peers, and leadership team educators.
- TECHNOLOGY AND DIGITAL CITIZENSHIP – DIGITAL WORKSPACE AND COLLABORATION 1.3: The student leader grants view, comment, and/or edit access to files as needed to allow for collaboration with the student leadership team.
- TECHNOLOGY AND DIGITAL CITIZENSHIP – DIGITAL CITIZENSHIP 2.1: The student leader cultivates and manages their digital identity and reputation and demonstrates awareness of the permanence of their actions in the digital world.
- TECHNOLOGY AND DIGITAL CITIZENSHIP – DIGITAL CITIZENSHIP 2.2: The student leader engages in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.
- TECHNOLOGY AND DIGITAL CITIZENSHIP – DIGITAL CITIZENSHIP 2.3: The student leader demonstrates an understanding of and respect for the rights and obligations of using and sharing intellectual property.
- TECHNOLOGY AND DIGITAL CITIZENSHIP – DIGITAL CITIZENSHIP 2.4: The student leader manages personal data to maintain digital privacy and security for themselves and for others.
- TECHNOLOGY AND DIGITAL CITIZENSHIP – VIDEO AND PHOTOGRAPHY 4.1: The student leader recognizes the role of video and photography in the promotion of positive school culture.
- TECHNOLOGY AND DIGITAL CITIZENSHIP – VIDEO AND PHOTOGRAPHY 4.2: The student leader demonstrates a basic understanding of video and photography skills as they relate to their role on the student leadership team.
- TECHNOLOGY AND DIGITAL CITIZENSHIP – VIDEO AND PHOTOGRAPHY 4.3: The student leader includes a diverse cross-section of the student body when creating video or photo presentations to be shared school-wide.
- TECHNOLOGY AND DIGITAL CITIZENSHIP – VIDEO AND PHOTOGRAPHY 4.4: The student leader demonstrates an understanding of the law and school/district policy regarding the public sharing of images/video of minors on social media and in other public forums and works with school administration to protect student privacy.
- TECHNOLOGY AND DIGITAL CITIZENSHIP – VIDEO AND PHOTOGRAPHY 4.5: The student leader acknowledges that images/video of students and staff should never be presented in such a way that would embarrass or humiliate.

### **Unit 7 – BST Event Planning and Organization**

#### CA Common Core Anchor Standards

- CCSS.ELA-LITERACY.CCRA.W.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

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- CCSS.ELA-LITERACY.CCRA.SL.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- CCSS.ELA-LITERACY.CCRA.SL.4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- CCSS.ELA-LITERACY.CCRA.SL.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

### State of California Student Leadership Standards (CADA/CASL)

- BUSINESS AND FINANCE – FINANCE/ACCOUNTING 1.1: The student leader adheres to relevant laws, school board policy, and fiscal accountability guidelines when managing the student body account.
- BUSINESS AND FINANCE – FINANCE/ACCOUNTING 1.2: The student leader evaluates past budgetary practices and collaborates on creating a working budget for the current term.
- BUSINESS AND FINANCE – FINANCE/ACCOUNTING 1.6: The student leader consults the student body on budgetary decisions through the representative process, public meeting, and open fiscal accountability, and spends student body funds for the betterment of the student body.
- BUSINESS AND FINANCE – FINANCE/ACCOUNTING 1.7: The student leader identifies the various sources of school and student funding, the laws and policies that dictate their allocation, and the structures/channels available for student input and advocacy.
- BUSINESS AND FINANCE – FUNDRAISING 2.1: The student leader adheres to relevant laws, school board policies, and fiscal accountability guidelines when selecting appropriate fundraising activities (i.e., state food guidelines, recommended list of allowable-risk activities, etc.).
- BUSINESS AND FINANCE – FUNDRAISING 2.2: The student leader performs market research and identifies trends in student purchasing preferences when selecting products and vendors for fundraising purposes.
- BUSINESS AND FINANCE – FUNDRAISING 2.3: The student leader projects income and expenses within a comprehensive pre-fundraiser evaluation.
- BUSINESS AND FINANCE – FUNDRAISING 2.5: The student leader serves as both a participant and leader in various fundraising activities and employs effective sales techniques.
- BUSINESS AND FINANCE – FUNDRAISING 2.6: The student leader evaluates each fundraising activity's effectiveness for profitability and efficient use of human and site resources.
- BUSINESS AND FINANCE – MARKETING 3.1: The student leader recognizes the difference between marketing and advertising.
- BUSINESS AND FINANCE – MARKETING 3.2: The student leader works collaboratively with the student leadership team to create a brand and/or marketing message for the student leadership team, the student body, the school, and/or school events.
- BUSINESS AND FINANCE – MARKETING 3.3: The student leader systematically develops and implements a marketing plan to deliver the brand and/or marketing message to the target audience.
- BUSINESS AND FINANCE – ADVERTISING 4.1: The student leader identifies a target audience for each advertisement.
- BUSINESS AND FINANCE – ADVERTISING 4.2: The student leader makes sure each advertisement contains all necessary information for the product or event.
- BUSINESS AND FINANCE – ADVERTISING 4.3: The student leader creates advertisements that are grammatically correct and visually appealing.
- BUSINESS AND FINANCE – ADVERTISING 4.4: The student leader utilizes a variety of techniques and media to deliver the message to the target audience.
- BUSINESS AND FINANCE – ADVERTISING 4.5: The student leader demonstrates creative ways to advertise.

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- BUSINESS AND FINANCE – ADVERTISING 4.6: The student leader experiments with different displays/product placement to produce optimal interest and results.

### **Unit 8 – BST Ambassadors Culminating Project**

#### CA Common Core Anchor Standards

- CCSS.ELA-LITERACY.CCRA.W.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- CCSS.ELA-LITERACY.CCRA.W.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. selection, organization, and analysis of content.
- CCSS.ELA-LITERACY.CCRA.W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.