



Palm Springs Unified School District Secondary Course Description

Please read: Sections 1 and 2 must be completed and submitted to the Director of Secondary Curriculum and Instruction for all courses seeking PSUSD Cabinet and Board approval. Sections 3 and/or 5 must be completed if the course will be submitted to the University of California (UC) for placement on your school's a-g list and/or Career and technical educational (CTE).

***NOTE: If this is a COD "Dual Enrollment" course then the course cannot be changed.

District Office Use Only

Transcript Title(s)/Abbreviation: Air Force JROTC Year 4

Transcript Course Code(s)/Number(s): 3014 Cabinet/BOE Approval Date: November 13, 2018

Section 1: Course Content

1. Course Title: Air Force JROTC Year 4

Date this course was first submitted to the Curriculum Advisory: October 18, 2018

2. Is this a re-write of an existing course? No If "Yes," what is the District Course Code: _____

3. CALPADS Code : 2505

4. PSUSD graduation requirement subject area: General Elective

5. Unit Value for complete course: 10 6. Grade Level: 12

Course can be repeated for Credit?

Note: Grade level pertains to which grades the course has been designed.

7. PSUSD Department: Vocational

8. PSUSD weighted GPA? No 9. Is this an "online" learning course? No

Dual Enrollment?

If "Yes," list the online provider: _____

Note: If "Yes," an additional course code will be created by ETIS with a virtual designation.

10. Will this course be offered only through the Alternative Education Program? No

11. Career Pathway Relationship

Note: Refer to the list of Industries and their associated Pathways in Section 5, Item #38

Is this course an Industry and Career Pathway-related Course? No

If "Yes," which Industry? --

Which Pathway? _____

What sequence level? --

12. Is this course an Academy-related Course? No If "Yes," which Academy? _____

13. Course Content:

For each unit of the course, provide:

1. A brief description (5-10 sentences) of topics to be addressed that demonstrates the critical thinking, depth and progression of content covered.
2. A brief summary (2-4 sentences) of at least one assignment that explains what a student produces, how the student completes the assignment and what the student learns.

Leadership Education 400 Principles of Management

Principles of Management focuses on the Air Force Junior Reserve Officer Training Corps (AFJROTC) mission to "develop citizens of character dedicated to serving their nation and community." This course places emphasis on management principles and will tremendously benefit cadets and provide them with the necessary skills and qualities needed to put into practice what they have learned during their time in AFJROTC. The leadership topics presented will help prepare them to serve in leadership roles within the corp. Throughout the course are many ethical dilemmas, case studies and role play activities built into the lessons. These activities are based on real life experiences and will give all students the opportunity to practice what they learn by getting involved in discussions and expressing their opinions. The management and leadership skills students will learn in this course will benefit them no matter what route they decide to take after high school.

Students benefit from knowing the purposes, functions and roles of managers in organizations. Approach this lesson by explaining how groups of people (e.g., classrooms, sports teams, military units, retail stores, banks, government agencies, or other organizations in the frame of reference of students) perform better when managers work well with team members. Understanding the roles and responsibilities of managers will help students gain a better appreciation for the work of teachers, school administrators, employers and various other managers with whom they interact. Students will be asked to write their opinion on different management scenarios and be involved in role playing.

Cultural Studies: An Introduction to Global Awareness

This is a customized course about the world's cultures. It is specifically created for the JROTC program. It introduces students to the world's cultures through the study of world affairs, regional studies and cultural awareness. The course delves into history, geography, religions, languages, culture, political systems, economics, social issues, environmental concerns and human rights. It looks at major events and significant figures that have shaped each region. An underlying theme of the course emphasizes the impact that cultural perspectives have on interactions between people. Throughout the course, there are individual and group activities, technology enrichment, readings, review questions, video segments and assessments to guide in the reinforcement of the materials.

Throughout the course are 21st century skills as defined by the Partnership for 21st Century Skills. These include learning and innovation skills-critical thinking and problem solving, communication and collaboration and creativity and innovation; information, media and technology skills-information literacy, media literacy and ICT literacy; and life and career skills-flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability and leadership and responsibility.

Students will focus on different parts of the world, research these areas, then participate in group/class discussions. Students will begin to understand the complex world in which they will be interacting with for the rest of their lives. Students will discuss what difference the learned information could make in the way they think about the world, understand the viewpoints of others and help them be successful in life.

AFJROTC Drill and Ceremonies Student Workbook AFMAN 36-2203

The manual describes the movements and procedures used by AFJROTC Cadets for saluting, drill, ceremonies, reviews and parades. Areas covered include; Drill and Ceremonies, Commands and Command Voice, Individual Movement Instruction, Drill of a Flight, Drill of a Squadron, Group and Wing Formations and Ceremonies. Manual is used for initial training of all cadets. Additionally the manual is always available for reference to ensure proper training in special teams such as Color Guard. All cadets will learn the basics of this manual and become proficient in drill and ceremonies during the school year.

Each cadet will be provided the opportunity to be in charge of a drilling unit and depending upon the position held in the corps may be held responsible for the training of the others in the unit. Fourth year cadets are expected to be solid in the discipline of drilling. Their focus will be on ensuring the junior leaders in the program have the support and knowledge required to manage the cadets.

Course Materials

Textbooks

Title	Author	Publisher	Edition	Website	Primary
Cultural Studies: An Introduction to Global Awareness	Air University	Jones and Barlett Publishers	2010	[empty]	Yes
Leadership Education 400: Principles of Management	Air University	Pearson Custom Publishing	2008	[empty]	Yes

Primary Documents

Title	Authors	Date	URL
AFJROTC Drill and Ceremonies Student Workbook	Air University	2004	[empty]

Add: Texts/Supplemental Materials:

Cultural Studies 400: Global Awareness

Chapter 1: The Middle East

Lesson 1 Pg 26-47

Lesson 4 Pg 92-109

Chapter 2: Asia

Lesson 4 Pg 200-219

Chapter 3: Africa

Lesson 4 Pg 312-339

Chapter 4: Russia and the Former Soviet Republics

Lesson 4 Pg 434-455

Lesson 5 Pg 456-473

Leadership Education IV: Principles of Management

Unit 1: Introduction to Management

Chapter 1 Managers and Management

Lesson 1 Management Basics Pages 1-13

Chapter 2: Historical Roots of Contemporary Management Practice

Lesson 1 Management Theories Page 28-37

Unit 2: Planning

Chapter 4: Foundations of Planning

Lesson 1 Planning Basics Page 88-103

Lesson 2 Establishing Goals and Developing Plans Pages 104-121

Unit 3: Organizing

Chapter 6: Managing Change, Stress and Innovation

Lesson 1 Managers and Change Pgs.163-178

Lesson 3 Managing Yourself – Stress and Time Management Pgs.198-213

AF Manual 36-2203, Personnel Drill and Ceremonies, V-2627

Chapter 4: Drill of the flight pgs.31-47

Chapter 5: Drill of the Squadron pages 47-65

Chapter 6: Group and Wing formations pages 66-77

- Student Workbooks
- Selected Video Tapes
- Cadet Guide

14. Course Overview [Provide a brief summary/snapshot (3-5 sentences) of the course's content]:

“(The) purpose of Junior Reserve Officers’ Training Corps [is] to instill in students in United States secondary educational institutions the value of citizenship, service to the United States, personal responsibility, and a sense of accomplishment.” (10 USC Sec 2031). The mission of the AFJROTC Program is to: “Develop citizens of character dedicated to serving their nation and community” The objectives of JROTC are to educate and train high school cadets in citizenship, promote community service, instill responsibility, character, and self-discipline, and provide instruction in air and space fundamentals. The AFJROTC program is grounded in the Air Force core values of integrity first, service before self, and excellence in all we do. The curriculum emphasizes the Air Force heritage and traditions, the development of flight, applied flight sciences, military aerospace policies, and space exploration.

To fulfill this AFJROTC strives to prepare students for college eligibility. Three main components of the program are academic instruction, tutorial support and motivational activities. Fourth year activities focus on global awareness, leadership in action and demonstrating Air Force Customs and Courtesies.

15. Texts and Supplemental Instructional Materials (*all non-core instructional materials are the responsibility of individual schools to purchase.*)

Texts: Cultural Studies: An Introduction to Global Awareness Air University Jones and Barlett Publishers 2010

Supplemental Materials: AFJROTC Drill and Ceremonies Student Workbook Air University 2004

16. Will this course be submitted for approval by UC? Yes

Section 2: School and District Information

School Information

1. School Name: Palm Springs High School

School District: Palm Springs Unified School District

City and State: Palm Springs, California District Web Site: http://www.psusd.us

School Course List Contact Information (Name of AP of Curriculum or Principal)

2. Name: Janel Hunt

Position/Title: Asst. Principal Email: jhunt@psusd.us

Phone #: 760.778.0400 Ext: 1408

Teacher Contact Information (Name of teacher/administrator who authored this course)

3. Name: Sgt. Lively

Position/Title: ROTC Head Email: clively@psusd.us

Phone #: 760.778.0400 Ext. _____



Palm Springs Unified School District Secondary Course Description

Section 3: Course Information

1. Was this course "Previously Approved" by UC? No

Note: if this course is to be submitted to UC and it was "Previously Approved," the exact same course title as the previously approved course must be used. Complete outlines are not needed for courses previously approved by UC. Courses that are defined as "previously approved" are courses from the following programs (Advanced Placement, International Baccalaureate, ROP courses, etc.), or courses from within the same district, or courses that have been removed within a three-year window are being reinstated, and/or courses from UC-approved online providers. Courses modeled after courses from outside the school district are also defined as "previously approved" but a complete course description will be required for submission to UC. Each section below represents an individual page on the UC electronic submission site.

If "No," proceed to the Course Description Section (Section 4).

If "Yes," indicate which category applies:

2. Is this course modeled after a UC-approved course from another high school outside of our district? No

Note: If "Yes," you will be required to submit a complete course description. UC will review the previous submission, if it is available, to assist them in their review process.

If "Yes," list which school:

Exact Course Title: _____

3. Is this course modeled after an identical course approved by UC for the current year at another high school in PSUSD: No

If "Yes," what school?

Exact Course Title: _____

4. Is this course being reinstated after removal within 3 years: No

If "Yes," what year was the course removed from the list? _____

Exact Course Title: _____

5. Has this course been provided program status, is not an online course, and is it listed below? No

If "Yes," select an option from the Program

Status list: -- _____

6. If "Advanced Placement," has it been authorized by the College Board through the AP audit process? --

Note: UC will only allow Advanced Placement courses that have passed or are in the AP audit process. UC requires all AP courses on your list, including those approved in prior years, to be verified via the College Board AP audit process. UC will run quarterly reports based on AP Audit data. AP courses not listed on the AP audit list will be removed.

If "In Progress," date submitted to AP: _____
MM/DD/YYYY

Exact Program Course Title: -- _____

7(a). Is this course provided by one of the UC-approved online curriculum providers listed in #8?

No

7(b). Have you signed the appropriate partnership agreement with the provider regarding methods of delivery and instruction?

No

Note: You must have signed an agreement with the appropriate provider and filed with UC in order to use their courses.

8. If the answer to either 7(a) or (b) is “No,” UC will not approve this course. If “Yes” to both 7(a) and (b)., then select the appropriate option from the Online Provider List below:

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9. Seeking “Honors” Distinction

Note: To receive “Honors” distinction for both UC and PSUSD, the course content must satisfy certain requirements. For information about these requirements, refer to the a-g Guide: <http://www.ucop.edu/a-gGuide/ag/a-g/honors.html>. For “Previously Approved” courses (including AP and IB), the honors information will be pre-populated as applicable on your UC submission template.

No

*Note: “Other Honors” is defined by UC as a course specifically designed with distinctive features which set it apart from regular high school courses in the same discipline areas. The course should be seen as comparable in terms of workload and emphasis to AP, IB or introductory college courses in the subject. Honors courses must be designed for the 11th and 12th grade level to be UC approved and require a comprehensive, year-long written final exam. In addition to AP and IB higher level courses, **high schools may certify not more than one honors level course per grade level in each of the following subject areas only: history, English, advanced mathematics, each laboratory science course, each language other than English, and each of the four VPA disciplines.** If there are no AP or IB or higher level courses in a given subject area, the high school may certify up to, but not more than two honors level courses in that area.*

10. Subject Area and Category

“a” - History/Social Science

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“b” - English

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“c” - Mathematics

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“d” - Laboratory Science

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Note: Students electing to enroll in an integrated-science program (ISP) are strongly advised by UC to complete the entire three-year sequence. In most cases, the first year of an integrated science sequence fulfills only the “g” elective requirement: the second and third years of the sequence then fulfill the two-year “d” laboratory science requirement. Accordingly, if only ISP 1 and only one of ISP 2 or ISP 3 are completed, then one additional course from the categories of Biology, Chemistry, or Physics from the “d” subject area must be taken to fulfill the “d” requirement.

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Note: This category demonstrates that the course is cross-disciplinary and is often used for advanced science courses such as AP Environmental Science or Biochemistry

“e” - Language Other than English

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Language --

“f” - Visual and Performing Arts

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“g” - Elective

Interdisciplinary



Palm Springs Unified School District High School Course Description

Section 4: Course Attributes

1. Is this course classified as a Career Technical Education Course?

No

If no, skip item #2

2. If "Yes," select the name of the industry **and** Career Pathway:

- | | |
|---|----|
| <input type="checkbox"/> Agriculture and Natural Resources | -- |
| <input type="checkbox"/> Arts, Media, and Entertainment | -- |
| <input type="checkbox"/> Building and Construction Trades | -- |
| <input type="checkbox"/> Business and Finance | -- |
| <input type="checkbox"/> Education, Child Development and Family Services | -- |
| <input type="checkbox"/> Energy, Environment, and Utilities | -- |
| <input type="checkbox"/> Engineering and Architecture | -- |
| <input type="checkbox"/> Fashion and Interior Design | -- |
| <input type="checkbox"/> Finance and Business | -- |
| <input type="checkbox"/> Health Science and Medical Technology | -- |
| <input type="checkbox"/> Hospitality, Tourism, and Recreation | -- |
| <input type="checkbox"/> Information and Communication Technologies | -- |
| <input type="checkbox"/> Manufacturing and Product Development | -- |
| <input type="checkbox"/> Marketing, Sales, and Service | -- |
| <input type="checkbox"/> Public Services | -- |
| <input type="checkbox"/> Transportation | -- |