



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).

District Office Use Only

Transcript Title(s)/Abbreviation: Business Management and Leadership

Transcript Course Code(s)/Number(s): 4522 Cabinet/BOE Approval Date: September 12, 2017

Section 1: Course Content

1. Course Title: Business Management and Leadership

Date this course was first submitted to the Curriculum Advisory: 8/9/17

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

3. CALPADS Code : 7430

4. PSUSD graduation requirement subject area: CTE

5. Unit Value for complete course: 10 PSUSD credits (one year/two semesters) 6. Grade Level: 10 -- -- --

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

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? Yes

If "Yes," which Industry? Business and Finance

Which Pathway? International Business

What sequence level? 18-Intermediate

12. Is this course an Academy-related Course? Yes If "Yes," which Academy? Academy of Business Leadership & Entrepreneurship

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.

Key assignments in this course require students to develop business documents and a marketing plan, practice accounting skills, customer service, and financial literacy. Activities encourage career and college planning: prepare students for post-secondary Business courses. These skills and concepts are wrapped around ethical considerations in business and use technology to research information and produce relevant outcomes. Team building and project management are integrated throughout, as well as current events and accountability.

Unit 1 – Philanthropy, weeks 1 and 2 (1st Q)

Students will investigate the three financial areas of a business and how they relate to one another and how philanthropic activities are incorporated into the company's business plan. Students will research and develop a definition of philanthropy, and identify good will on financial reports and explain how the amounts are derived.

Key Assignments

- Community Service Project -This event consists of two parts: a prejudged report and a performance component for the top five (5) prejudged reports. Participants are required to complete all parts to be eligible to win an award. Reports must describe one project that serves the community. The project must be in the interest of the community and be designed for class participation rather than individual. Students are encouraged to perform a wide range of service activities, but to focus on one project in detail for this report. Specifically, the performance should address the community served, member involvement, and results of the project.

Unit 2 – Personal Finance, weeks 3-10 (1 Q)

Students will develop knowledge of personal finance skills by developing a portfolio of assignments including: career selection, income taxes, budgeting, goal setting, needs and wants, checking accounts, FICO scores, credit cards, purchasing a vehicle, saving and investing, and identify theft. Students will work with business representatives, peers, parents, and teachers to achieve and demonstrate a thorough comprehension of personal financial literacy. Students will develop lifelong skills to meet the changing and competitive global society on a personal level. Students will integrate practical information on careers, taxes, budgeting, investing, saving, and managing credit for a lifetime. Students will develop lifelong skills to meet the changing and competitive global society on a personal level. Students will integrate practical information on careers, taxes, budgeting, investing, saving, and managing credit for a lifetime.

Key Assignments

Create a portfolio of assignments for the "Game of Life" project, including the following:

Develop and calculate two spreadsheets on career budgets based on educational levels of the

careers selected to determine the quality of life of each individual

Calculate and prepare mock IRS tax forms for submission to the federal government

Prepare, separate, and illustrate individual student's needs and wants on Maslow's Hierarchy chart

Prepare and use financial institution forms to create, maintain, and analyze a personal checking account.

Examine and calculate the true cost of ownership for a personal automobile

Understand and evaluate the differences between saving money and investing money.

Demonstrate the understanding of methods for protecting yourself from identity theft and the financial consequences

Parent Collaboration Activity: Research and collaborate with a parent on a topic of financial literacy based on one of the key assignments. Each activity requires the parent and teen to make practical decisions in terms of choice and lifestyle, and to produce a written report of their findings. (E.g. creating a real budget for senior year expenses, including prom and other senior activities).

Ethics Journal: small group and class discussions will result in multiple individual quick writes that require students to make judgments based on personal and business ethical dilemma scenarios.

Unit 3 – Internet Literacy and Research Skills, weeks -11-12(2 Q)

The purpose of this unit is to make students aware of their responsibilities while accessing the Internet and the laws governing cyber bullying and harassment online. In conjunction with Internet access is using Internet resources legally and appropriate in the classroom. This entails being able to give credit to resources being used and the prevention of plagiarism. Students learn to cite sources, analyze information (MLA format) Internet safety, information literacy, and plagiarism. Topics in this unit include: Cyber bullying netiquette, social networking, online profile, cyber safety, web site evaluation, search techniques, and plagiarism.

Key Assignments

- Option A – Individually, read Gcflearnfree.org lesson on Internet Safety. Keep track of important vocabulary words by writing or typing them. Using Wordle.com choose 15-20 of the vocabulary and create a design. When finished, review the vocabulary words and reevaluate the world design. Write a reflective summary of paragraphs or block on wikispaces.
- Option B – Individually, read the materials on http://www.stopcyberbullying.org/kid/are_you_a_cyberbully.html

Take the "Are You a Cyberbully" quiz last.

Using the Persuasive essay template – fill in the blanks with information from the readings and have your peers review. Type the information you have written on your template including the corrections from peer reviews, in a 5-paragraph essay, using MLA format.

Or, using wikispaces.com, create a blog page where you identify the different dangers on the

Internet and how to keep yourself safe from them – be specific and use examples from readings.

- Option C – Critical evaluation of a website – using the resources provided, partners will choose two websites and evaluate for credibility and validity. Afterwards, students will use teacher handout to compare their results to an official criteria list.
- Capstone A – Working with a partner and using Microsoft Word, analyze the information you have researched on cyber bullying and create an advertisement to prevent cyber bullying for the classroom.
- Capstone B – Group presentation on Cyber Safety/Digital Citizenship. Students will analyze information they have obtained and create a presentation to educate students at your school on how to be effective Cyber citizens using all materials from the unit. The following must be included in your presentation: cyber citizenship, cyber bullying, internet safety, and social networks.

Unit 4 – Leadership, Weeks 13-15 (2 Q)

This unit will have students study and evaluate the fundamental concepts covered in the book, 7 Habits of Highly Effective Teens. Students will also use the CA Career Zone website to research and discern the most effective ways to conduct career search, interest inventories, and formulate a plan for a career path. Resumes and E-Portfolios will also be created in this unit.

Key Assignments:

- Illustrate metamotivation as it relates to Maslow's hierarchy of needs, or other type of motivational theory. Using yourself as a fictional character, students will apply metamotivation concepts in a written paper.
- Students are introduced to the CA Career Zone and prepare an individual resume. Working in groups, they evaluate sample resumes to determine which job candidate would be hired, including: identifying personal work-readiness skills; completing a personal skills assessment, and exploring connections between their personal assessment and their dreams, values, goals, and skills.
- Students will create a graphic organizer depicting the various forms of leadership styles, their positive and negative attributes, and how each can more effectively work with others.
- Students will research and then write a 3-4 page paper summarizing the results of their interest inventory, Myer's Briggs, or Keirsey Temperament Test with reference to how their particular attributes might impact his/her leadership roles in school, work, or community organizations.

Unit 5– College and Career Readiness, weeks 13-16 (2 Q)

Students will complete a career options research project and an employment portfolio. The Career plan will reflect career interests, pathways, and options that encompass conducting research on career options, and conducting interviews of professionals in chosen field of study. Students will optimize employability by completing an employment portfolio which encompasses, demonstration of correct use of formatting for workplace documents, identifying and utilizing correct purpose and tone for a specific audience, demonstrating effective use of language and word choice, and participation in mock job interview. Students will demonstrate strategies for self-promotion in the hiring process such as job application, resume writing,

interviewing skills, and preparation of a professional portfolio.

Key Assignments

- Career Assignment: Students will complete a personality survey to assist in career research, choose between two potential careers, read and research potential jobs and differentiate between the two as to which would be the best fit, find the college major for those careers, create a cover letter, resume, and thank you letter for an interview relevant to those careers. Then, students will present their findings in a brochure, PowerPoint, or design a website to present information.
- List at least 5 goals (related to school, career, and personal) and include a description of how you plan to accomplish each one.
- List five personal strengths and one personal weakness. Write a 100-word summary on what you can do to overcome the weakness.
- Conduct research on career options
- Conduct interviews of professionals in chosen field of research
- Utilize strategies for self-promotion in the hiring process, such as job application, resume writing, interviewing skills, and preparation of a portfolio.
- Participate in mock job interviews (1st semester Final)
- Complete an employment portfolio.

Unit 6- Marketing, weeks 4-6 (3 Q)

In this units students will learn the 4 P's of Marketing – Product, Placement, Price, and Promotion – that are used to sell a product. Students will demonstrate these basic marketing concepts and utilize concepts to develop a marketing plan. They will identify the marketing mix, define and correctly use common marketing terms in speaking and writing, evaluate marketing failures, and prepare solutions, and finally analyze and assess a company's products and services and marketing methods used.

Key Assignments

- Develop a marketing plan for a new product or service of an existing or student developed company.
- Working in groups, students will demonstrate competencies in the Success Skills Reflect and Evaluate – by identifying the connections between advertising a product and promoting themselves. Students will analyze and assess product advertising, present selected products based on advertising information, and assess and evaluate personal information and prepare a resume.
- Students will read and analyze two company's profiles and marketing communications to identify key elements of market orientation (example: Nordstrom's and Southwest). Students will then produce a chart delineating each of the critical elements of market orientation for the two companies and write a 250-750 word report outlining the key elements for a company's marketing orientation with reference to primary sources to support a conclusion.

- Working in collaborative groups, students will choose two similar companies or firms in the same industry (example: Google and Yahoo; McDonald's and Carl's Junior) Using company profiles and marketing communication, they will analyze the marketing mix decisions of each company to determine which decisions have led to a competitive advantage in the industry. In a timed writing, students will highlight the decisions for each company and their effects within the competitive industry, proving specific examples from primary sources that highlight analysis of company decisions.
- Students will conduct a market analysis of a company and write a 250 to 750 word Critical Essay of their findings, drawing information from the Company Profile and website, including:
 - the market share the company has in its industry subsector and its marketing implications
 - A classification, with justification, of the company's market position
 - Main market segments
 - Key marketing objectives of the company
 - A clear definition of the marketing function and what it aims to do
 - How the company meets the aims of the marketing function
 - Type of market structure and how it effects their marketing strategies
 - The success of the marketing strategy adopted by the company in meeting their objectives
- Students will write research findings in a 2000 to 2500 word research paper on an "infant" company in narrative form, include:
 - Read annual reports, company profiles, marketing communications documents, and find relevant resources on the Internet
 - Provide a description of product, purpose and product benefits to a specific target market/audience
 - Conduct primary research through surveys and observations
 - Utilize primary and secondary resources with proofs, charts, and graphs and supporting surveys
 - Examine industry-specific vocabulary for research and incorporate it accurately in report
 - Critique expository documents
 - Write final narrative summary demonstrating feasibility of product or service based on research
 - Create an MLA formatted works cited page
- Students will then present their report in multi-media formats as if to enhance decisions making for target audience.
- Students will write a 3-5 minute persuasive speech and create and present a promotional campaign, including an executive summary, descriptions, objective(s) of the campaign, identification of the target market, primary markets and secondary markets, advertising media, budget, schedules of all advertising planned, schedules of all sales promotion activity (ies) planned, statement of benefits to the client/advertiser, MLA works cited page and appendix.

Unit 7 - Selling, weeks 7 and 8 (3 Q)

Students will recognize and demonstrate the steps and techniques of selling, buying motivations and the consumer decision-making process. They will employ effective communication skills to address the needs of their intended audience.

Key Assignments

- After studying and discerning what makes up good and bad service practices, students will develop a skit demonstrating good and bad customer service practices—students will write script for good and bad practices
- Have students go to mall and survey people coming out of a store about customer service. Interview sales people about customer service. Analyze the effects of continued bad customer service. Present out and create 3 page written report with detailed findings.
- Create poster campaign outlining the customer service policies of a specific company. Present and discuss poster with class. Students will analyze which policies are effective and why.
- Have students complete the Selling Principles assignment, reviewing the key concepts involved with selling.
- Create a flyer for a new business that you would like to see in our area. Create the flyer as if it is the grand opening for your business. Make sure you list dates, times, location, any promotions you may be running, and what kind of products or services your business has to offer.

Unit 8 – Accounting, weeks 11-15 (3 Q)

Students will develop and understand the role of accounting in the business cycle through analytical reports that demonstrate a business's financial health. Students will create an income statement, breakeven analysis, and profit and loss statements utilizing generally accepted accounting principles (GAAP). Examination of different ethical questions in the world of accounting will be demonstrated by students throughout the course through written and oral presentations. Presentation of a variety of accounting careers will summarize the unit through student multimedia presentations.

Key Assignments

- Ethics Journal: Students will respond to a scenario in which a manager requests a change in a financial statement that allows the company to appear to have less expenses or a greater profit. Write a sample dialogue of your response.
- Ethical Workplace Skit: Students will create a skit to highlight a common workplace ethical question and leaving the audience to determine the course of action through a journal write. Examples include: gossip in the workplace, computer piracy, meeting deadlines, using company property, payroll information, confidentiality, etc.
- Business Plan: Students groups will develop an executive summary of a short term business (i.e. lemonade stand), designing a portfolio of financial statements, including start-up costs, profit and loss statement, and income or balance sheet, using charts, graphs and spreadsheets, and perform and audit other student projects to determine the accuracy of their financial statements.
- Multimedia Presentation: Small group multimedia presentation on accounting services careers with various education levels – Accounting, Bookkeeping, Internal Audit, Assessors, Tax Preparation, Budget Analysts, Payroll Clerks, and Loan Officers. Students will research, decipher and analyze information and present.

Unit 9 – Financial Management, weeks 16-18 (3 Q)

This unit will cover basic financial principles that will show students how to analyze the financial conditions of a business. Students will prepare, interpret, and analyze standard accounting statements including an income statement, profit and loss statement, and a balance sheet, all

necessary for business structures. Students will be able to identify and define what an asset, liability, and owner's equity are and explain the difference between a debit and credit. They will also be able to explain how T Accounts are used to identify assets, liabilities, and Owner's Equity and explain the difference between current assets, long-term assets, current liabilities, and long-term liabilities.

Key Assignments

- Students will research a healthy corporation. They will then determine the worst year the company has experienced. They will discern the changes the company has undergone to change from that point to present day. The balance sheets and income statements will be used to analyze why and how the company has improved. Students will then present findings in a PowerPoint with graphs and charts and in written format.
- Students will construct income statement, balance sheet and statement of owner's equity from a worksheet utilizing a spreadsheet.
- Students will manually process from start to finish a payroll check given hourly, salaried and commissions. Students must use tax charts and current percentages for social security and medicare.

Unit 10– Economics, weeks 10-11 (4 Q)

This unit introduces students to economic concepts that relate to business. They begin with scarcity and opportunity costs, move into supply, demand and equilibrium to understand pricing, engage with the factors of production and productivity before grappling with the business cycle. Students will diagram a decision making process, analyze factors of production, and risks and reward of economic decisions. They will also identify factors of production needed to create wealth and explain the role of business in a free-enterprise system. Students will also recognize the determinants of supply and demand and their impact on pricing, calculate productivity with various levels of input, and illustrate the business cycle elaborating on leading, coinciding, and lagging economic indicators.

Key Assignments

- Teams of students will create and perform a skit based on ordinary small business interactions using the basic economic vocabulary, adopting the roles of customer, salesperson, owner, capital goods supplier and a regulatory agency.
- Graphic Organizer: Students will construct a graphic organizer indicating a decision-making process, e.g. Matrix, Pro/Con, Decision-making Tree, if/then, etc. By using this graphic organizer, students will analyze information and make decisions on how a person might decide whether to work part-time while in high school or which college to choose.
- Supply & Demand Poster: students will analyze a product based on factors in supply and demand and create a poster representing findings to the class which identify the factors and provide visualization of the demand and supply curve.
- Storyboard: Students will create a storyboard depicting their research findings on the relationship between economic conditions and business growth

Unit 11– Public Speaking & Customer Service, week 14-15 (4 Q)

This unit will cover what an employee needs to do before, during, and after a purchase. Students

will study concepts to improve level of customer service satisfaction and successfully meeting the customer's expectations of service. Students will demonstrate how to properly treat customers with a high level of quality and service. They will also create, compile, and analyze raw data and present findings in appropriate form. In this unit students will also research customer service for special needs populations and report findings.

Key Assignments

- Skit demonstrating good and bad customer service practices – students will write the script for good and bad practices.
- Students will go to a mall and survey people coming out of a store about customer service. Interview sales people about customer service and analyze the effects of continued bad customer service. Upon completions students will present and develop a 3 page written report with findings.
- Students will research, decipher results, and then create a 3-5 page research paper on conducting business with special needs customers. Specifically, how are you going to deal with this population from a customer service point of view?
- Optional Key Assignments:
 - Create a customer service project. Students will research 3-5 companies and list their values, commitment and mission of the company's customer service. Present information in presentation or written format.
 - Create a poster campaign outlining the customer service policies of a specific company. Present and discuss poster with peers.
 - Written paper, answering the following: Explain the difference between product standards and service. Have the students write service standards for a service business.
 - Research customer service practices in different countries. Create a 3-fold brochure detailing these practices.
 - (2nd semester final is PowerPoint and public speaking presentation)

The Business Management & Leadership course encompasses the following

American Enterprise Project
Banking and Financial Management
Business Calculation
Business Communication
Business Ethics – written research report
Business Financial Plan
Business Math
Business Plan
Business Presentation
Business Procedures
Client Service
Community Service Project
Computer Problem Solving, Cyber Security & Technology Concepts
Digital Design
Economics
Electronic Career Portfolio & Job Interview
Emerging Business Issues

Entrepreneurship
Global Business
Hospitality Management
Impromptu Speaking
Intro to Business
Intro to Business Communication
Management Decision Making
Marketing
Partnership with Business
Personal Finance
Public Service Announcement
Public Speaking 1 & 2
Sales Presentation
Virtual Business Challenge

Textbook(s) and Supplemental Instructional Materials:

Textbooks:

7 Habits of Highly Effective Teens, by Steven Covey
ISBN 10: 0684856093 / 0-684-85609-3
ISBN 13: 9780684856094
Publication Date: 1999; New York: Simon & Schuster
Personal Financial Literacy – The Game of life, Student Workbook, SDUSD

Online resources:

A Beginners Guide to Economic Indicators:

http://economics.about.com/cs/businesscycles/a/economic_ind.htm

Yahoo sues Facebook for infringing 10 patents, Reuters

<http://www.reuters.com/article/2012/03/12/us-yahoo-facebook-lawsuit-idUSBRE82B18M20120312>

Resources for Marketing Teachers – including SWOT Analysis, Marketing Mix, Etc.

www.MarketingTeacher.com

Bureau of Labor Statistics

www.bls.gov

The CA Career Zone

www.cacareerzone.org

Career Café

<http://careercafe.com>

Occupational Outlook Handbook

<http://www.bls.gov.oo>

Article on Cyber Bullying

http://www.stopcyberbullying.org/kids/are_you_a_cyberbully.html

Lesson on Internet Safety

Gcflearnfree.org

The 12 Most Memorable marketing Campaigns of 2012, Mashable-Business
mashable.com/2012/11/30/top-marketing-2012/

Other Assigned Readings:

Inaugural Address – By John F. Kennedy, 16 pages

Product Reveal Speech for iPhone – By Steve Jobs

Speech in the Virginia Convention – By Patrick Henry, 2 pages

The Declaration of Independence - By Thomas Jefferson, 2 pages

Various Case Studies in Marketing

Public Company annual Reports, profiles, marketing communications, annual reports

“Time to Think Twice”, U. S. News & World Report.com “Facebook Follies Can Hurt Your Job

Prospects”, U. S. News & World Report.com

How Philanthropy Builds a Brand, Robert Reiss, www.Forbes.com

How Strategic Philanthropy Builds Brands, www.holding.com

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

Skilled leaders motivate people or groups to achieve a common goal. Skilled managers plan, organize, staff, direct and control an organization or group for the purpose of accomplishing a goal using available resources efficiently and effectively. This course explores leadership styles and economics, personal finance and soft skills, while providing a background in business. Students engage with their peers, business professional, and their community to actively practice the 21st Century skills of Communication, Collaboration, Creativity and Critical Thinking.

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

Texts: 7 Habits of Highly Effective Teens, by Steven Covey ISBN 10: 0684856093 / 0-684-85609-3 ISBN 13: 9780684856094

Supplemental Materials: Personal Financial Literacy – The Game of life, Student Workbook, SDUSD

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: AP Email: jhunt@psusd.us

Phone #: 760.778.400 Ext: 1408

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

3. Name: Robyn Hissam

Position/Title: Teacher Email: rhissam@psusd.us

Phone #: 760.778.0400 Ext. 2604



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? Yes

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: Canyon Springs

Exact Course Title: Business Management and Leadership

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

Other



Palm Springs Unified School District High School Course Description

Section 4: Course Attributes

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

Yes

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 checked="" type="checkbox"/> Finance and Business	International 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	--