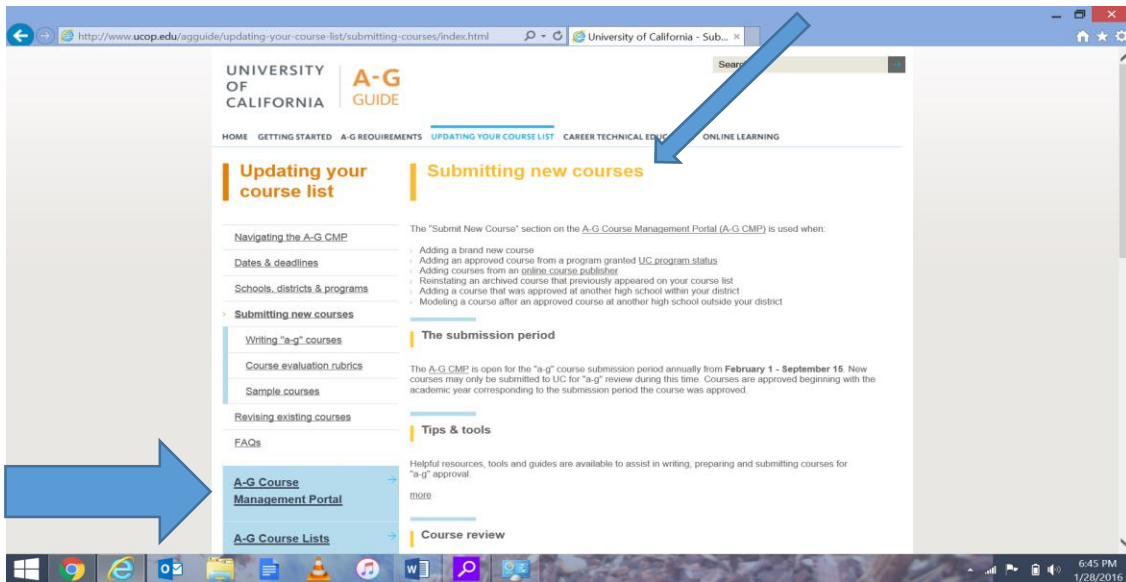


HOW TO NAVIGATE THE UC A-G SUBMISSION WEBSITE

Step 1: Google **UC a-g Course Submissions**

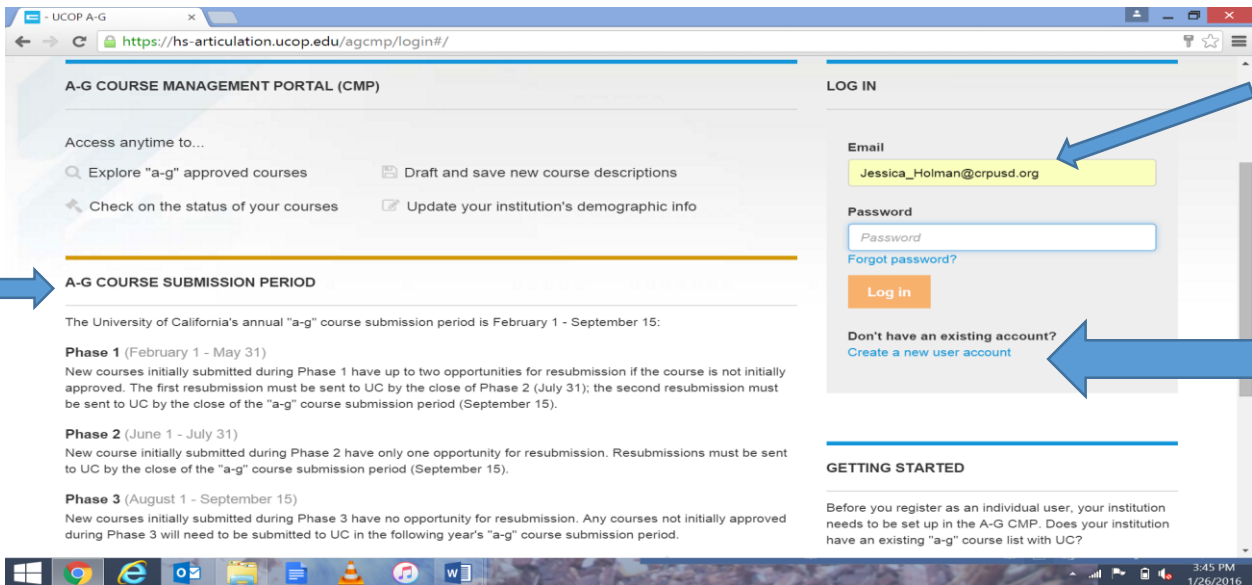
Step 2: Click on **University of California - Submitting new courses** (should be first)

This takes you to:



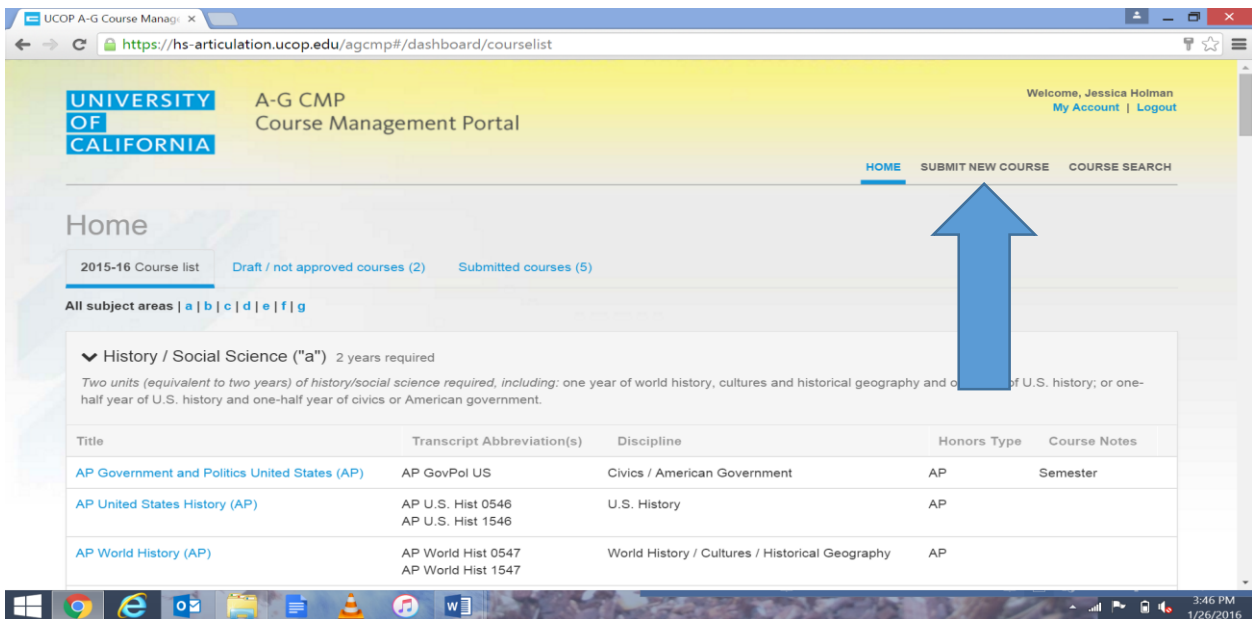
You should thoroughly review all information on this page and its links so you don't make any mistakes while submitting.

Step 3: From the above page, click on **Course Management Portal**, which brings you to the following page

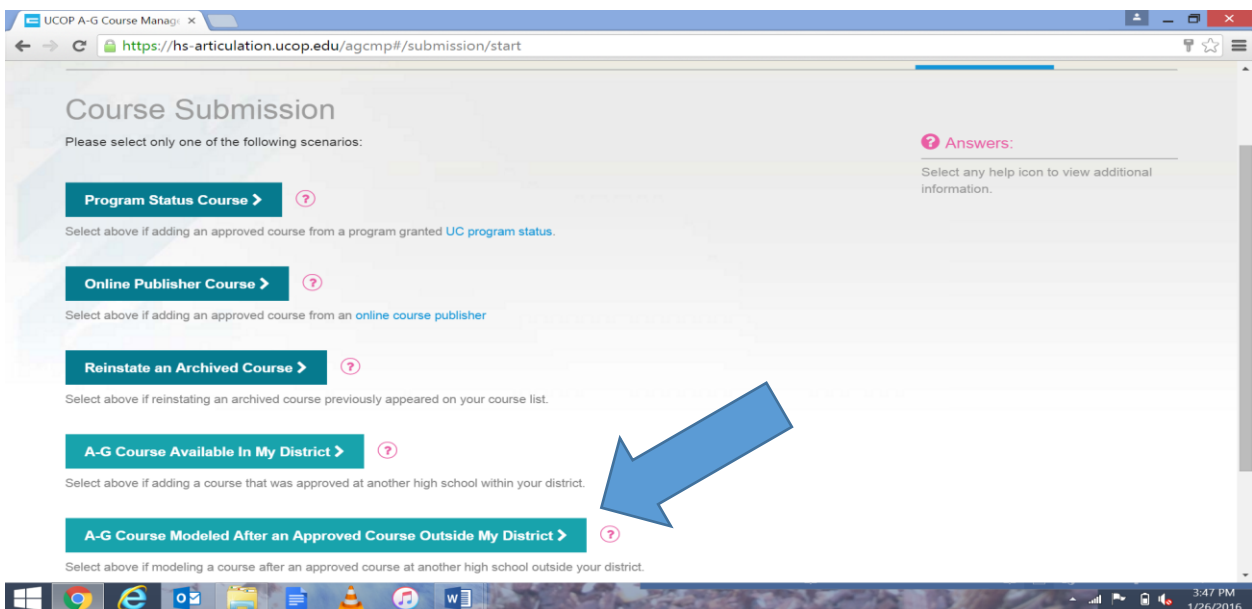


Step 4: Read through the Course Submission Period. Then, click on **create a new user account (or sign in)** (if you have to create a new account, follow all prompts) (That's my email above if you need it!)

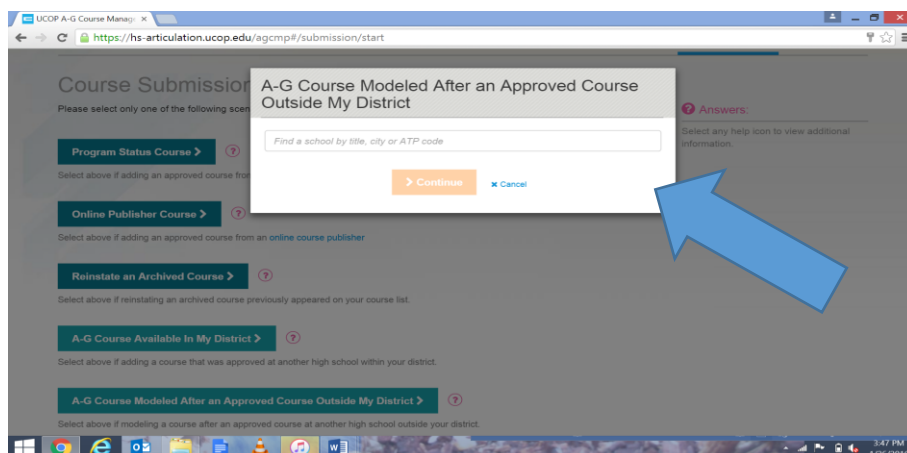
Once you sign in, you will be brought to the following page for YOUR SCHOOL (below belongs to RanchoCotateHS)



Step 5: click on **SUBMIT NEW COURSE**, which should bring you to the below page



Step 6: click on **A-G Course Modeled After an Approved Course Outside My District**, which brings a pop-up to the page



Step 7: enter **Rancho Cotate High School**, then **Student Government and Leadership**

Next, start filling in the blanks based on your information (or see the next few pages, which is RCHS's submission)

Below is the exact wording of the APPROVED RANCHO COTATE HIGH SCHOOL STUDENT GOVERNMENT/LEADERSHIP course



A-G CMP
Course Management Portal

Student Government and Leadership

Rancho Cotate High School (052678)

Basic Course Information

Abbreviations:

Abbreviation	Course code
Student Gov't	0853
Student Gov't	1853

Length of course:

Full Year (2 semesters; 3 trimesters; 4 quarters)

Subject area:

Subject area	Discipline
College-Preparatory Elective ("g")	Interdisciplinary

UC honors designation:

None

Grade levels:

9th	10th	11th	12th
X	X	X	X

Course learning environment:

Classroom	Online
X	

Is this course an integrated course? No

Course Description

Overview:

This class is designed to teach leadership skills and governmental structure which ultimately enhances school pride, spirit and culture as well as the student's individual knowledge of a working government. The class will focus on standards designed by the California Association of Directors of Activities and Common Core State Standards, including public speaking, written communication, service learning, presentation skills, community service, government hierarchy, procedures and elections, personal and social development, goal setting, group dynamics, business marketing, finance accounting, advertising, business law and research while positively impacting the entire student body.

Prerequisites: None

Co-requisites: None

Course content:

Communication

1. Students will focus on subtopics including, but not limited to: **Written Communication, Interviewing Skills, Public Speaking, Crowd Control, Conflict Resolution, Creative Thinking, Evaluation, and Interpersonal Skills.** Critical thinking in **Written Communication** is evaluated by the creation of a portfolio regarding personal skills and talents, the writing of press releases, planning and organizing a meeting agenda using proper format, present reports for committee work and creating eye-catching, effective posters by evaluating the audience of the poster. During **Interviewing Skills**, students demonstrate confidence and attentiveness, understand the importance of appropriate and professional appearance, practice preparing and asking valuable questions, and know how to research the desired position. **Public Speaking** includes students practicing speaking clearly, holding a microphone at an appropriate distance while using a loud, clear voice, demonstration of style and enthusiasm, learning how to motivate an audience, demonstration of appropriate pacing and tempo, creating eye contact, and knowing the audience and purpose of whom they are speaking. **Crowd Control** will include students understanding the importance of providing a safe location for the number in attendance, creation of appropriate comments to encourage cooperation, knowledge of when and who to talk to for questions and assistance, how to plan ahead for potential problems, and the preparation of location and manpower. **Conflict Resolution** includes students either solving the problem or leading those in conflict to the appropriate person, openly discussing problems and concerns being faced by the group or individuals, understanding the importance of coming to a solution in a variety of ways, and understanding the hierarchical nature of persons in charge. **Creative Thinking** includes students creating ways to grab an audience's attention by evaluating the audience, participating in brainstorming ideas, and planning timely events suitable for a particular audience. Through **Evaluation**, providing feedback in a constructive manner is essential, along with using appropriate positive and negative prompts to bring about constructive change. **Interpersonal Skills** include demonstration of teamwork and consensus building, showing knowledge of when to take each role, treating others the way they wish to be treated, listen to a variety of points of view, use constructive criticism, communicate using "I" statements, using appropriate body language, taking on a task without being asked, establish and practice guidelines and rules, accept constructive criticism and acknowledge the strengths and accomplishments of others.

2. Assignment - Writing a Public Address announcement

Daily public address announcements are read by Student Government students, and many are written by them as well. When writing a PA announcement, students are to consider their audience (teacher or student), create an ear-catching introduction, write a concise announcement which not only includes all pertinent information, but also is easy to read and understand, and create a concluding statement which acts as a "catch-phrase" for the audience to remember key elements of the announcement. This assignment is evaluated by the use of a rubric on the first day of the week it is read via PA. If changes need to be made to make it more effective, they are completed at once, and it is then re-assessed the next day. Students learn the importance of creating suitable, catchy, thorough marketing material.

Service Learning

1. Service Learning includes **Presentation Skills, Community Service and Citizenship.** **Presentation Skills** include the practice of organizing a presentation into a well thought-out submittal of ideas and designing a lesson that addresses the appropriate audience. During **Community Service**, students are given an opportunity to have an understanding of what it is like to serve other people for the benefit of another. Through **Citizenship**, students have the experience of giving without receiving anything in return, have compassion for other people's challenges, accepting people for who they are, and understanding differences.

2. Assignment - Unity Week

The producing of Unity Week requires the entire class' input and involvement. Unity Week showcases the various cultures our student body represents through four days of assembly, presentation, and

entertainment. The Student Government and Leadership students plan the assemblies, book the acts, fills out the appropriate payment paperwork and site facility forms, plans the materials necessary for each act, introduces each act to audiences of 25-1500, concludes each act by publicly acknowledging the presenter, insures presenter comfort by offering refreshment, remains within presenter reach in case of need, and strikes the set after each presentation. The purpose of Unity Week is to create awareness of cultures our students belong to, thereby reducing possible strife among them. Unity Week, itself, is evaluated by the popularity of each presentation, the amount of teachers who signed up for each act, and the anecdotal comments regarding its effectiveness, usually presented in the form of a questionnaire at the end of the week's 65+ assemblies. Evaluation of the Student Government and Leadership student is in two forms: a self-evaluation and a peer-evaluation, each including how well the SG and L student performed his/her duties. Oftentimes, Leadership students feel stronger self-worth after this week because they know they are creating acceptance for all students.

Government

1. This unit includes **Government Hierarchy, Procedures, Elections, Organizations, and Effective Meetings**. Through **Government Hierarchy**, students understand the importance of following chain of command, understand the importance of following procedures, take part in reviewing the student constitution, take part in committees and understand how the smaller group contributes to the good of the whole, and are familiar with the formation of a government consisting of representatives. Through **Procedures**, students understand the legal implications of not/following procedures and the importance of rules and regulation and experience creating them. In **Elections**, students recognize fair campaigning and marketing of one's self or a group one supports, understand the importance of positive salesmanship and voter persuasion, use an opportunity to make a speech or presentation, and understand the makings of a representative government and the workings of a democracy. Through **Organizations**, students are introduced to various student, school, parent, and community groups and their importance to the work of the whole school, and will have an understanding of the financial restrictions and guidelines of such organizations. During **Effective Meetings**, students will understand group dynamics, experience and obtain a working knowledge of **Parliamentary Procedure**, and understand the importance of accurate agendas and minutes for meetings.

2. Assignment - Formal Business Meeting

Students engage in weekly formal business meetings which are held using Parliamentary Procedure. The Student Body President presides over the meeting, first opening the meeting, calling on the Secretary to take roll, review past minutes to be approved by a motion, followed by Commissioners' reports including Student Body Treasurer (where checks are read, reviewed, and moved upon by the class), School Board Representative (who reports on the school board meetings and events), Student Body Vice-President, Athletics Commission, Clubs Commission, Publicity Commission, Elections Commission, Entertainment Commission, Issues Commission, Mascot, Rally Commission, Spirit Commission, Technology Commission, and individual Class Representatives, all of whom report on their activities for the week. All commissions are required to create at least one motion per semester which is acted upon during their report. In this process, students experience a working knowledge of Parliamentary Procedure. Evaluation is through quiz and hands-on implementation of Procedure.

Personal and Social Development

1. The unit on Personal and Social Development includes **Group Dynamics, Goal Setting, Interpersonal Skills, and Self-Esteem/Self-Awareness**. **Group Dynamics** includes understanding different personality types and how they contribute to a group setting, realizing the importance of the diversity of others, having the opportunity to accept a leadership role in an activity and to serve as both leader and follower, enlist others in sharing a vision, celebrating accomplishments and contributions of others, and passing on authority when appropriate; **Goal Setting** includes the creation of goals and objectives, setting and meeting timelines with periodic review, and the importance of prioritizing events; **Interpersonal Skills** includes creating ways of grabbing attention and plan timely events suitable for a variety of audiences; **Self Esteem/Self Awareness**

includes students improving the way they feel about themselves through various activities, group and individual work.

2. Assignment - True Colors

Using Don Lowry's True Colors personality profile, students first identify their own personality style and how strongly they fit that designation. As a group, we identify our strengths and differences in personality and how they are all necessary to create the strongest, most productive group. Small groups then evaluate how each personality style might treat a given scenario. Then, given the same scenario, the group will evaluate how the outcome would change if all four personalities were to confront the situation. Students learn how all personality types contribute to a setting, thereby realizing the importance of diversity. Students are required to write a one-page summary of each personality type and their importance in group dynamics. Evaluation will be based on the written summary.

Business

1. The Business unit includes sections of **Marketing, Finance Accounting, Advertising, Customer Service, Communication** and **Business Law**. **Marketing** includes practicing different advertising techniques, recognizing the correlation between price and unit sold, experimentation with different product displays to create optimal sales and selling a variety of items evaluating the better sellers; **Finance Accounting** includes creating and tracking a working budget, projection of income, understanding the concept of profit and loss, and ordering merchandise for sales and class use; **Advertising** includes evaluating a target audience and how it affects sales, using a variety of ways to get their message out to the population, learning creative ways to make posters, making sure customers know all they need to know about the product or activity; **Customer Service** includes students recognizing customer satisfaction is in the best interest of the group, discussion and practice ways of controlling a crowd in an appropriate manner, practicing ways to communicate with others effectively, and discussing and practicing communicating with the public so they are aware of the goings-on of the group; **Communication** includes the opportunity to utilize an assortment of written communications, and an opportunity to use various forms of oral communication; **Business Law** includes understanding what items need to be taxed and which do not; understanding employment laws and minors, being exposed to Senate bills which might affect the activities students produce, and understand why monies are spent the way they are and the laws that dictate these procedures.

2. Assignment - Fund raising

Students are required to produce a fund raiser each semester. A Fund raising Application must be approved in a Formal Business Meeting; a Budget Request form is required to be submitted to the ASB Treasurer; a Set/Run/Strike chart, including a materials list, planning the event's structure from inception through tear-down, is to be reviewed by the Executive Board and the Advisor; Purchase Orders or Order Forms are required to be filled out by the student; a Budget Worksheet is submitted to the ASB Treasurer within one week of completing the fundraiser; a Publicity form is to be completed for A) the PA announcements, B) the Facebook page, C) the Publicity Commissioners to create posters, and D) weekly drop-in announcements; money is to be counted and Deposit Slips are to be completed and turned in to the ASB Bookkeeper; and a reflection of the event is required including a Plus/Delta/Star evaluation chart and summary of how the event could be improved either monetarily, organizationally, or both. Evaluation will be done based on the thoroughness, timeliness, and completeness of the assignment. Students learn marketing techniques, accounting, communication, the importance of a budget for positive sales outcome, and how all deposits to the general fund are important to a working budget.

Research Paper

1. The Research Paper unit focuses on the elements of argumentative writing based on research. It will involve the process of **research, critical thinking, source evaluation, organization, and composition**. Students will explore, interpret, and evaluate sources related to a specific topic (Leadership), then outline, draft, revise, edit and proofread their composition. This paper is designed for students to support their stand on an issue. The argumentative research paper analysis uses information as evidence to support its point. Objectives

include: synthesizing a limited number of a variety of sources; evaluate sources; write a thesis statement; cite sources properly; avoid plagiarism; draw a conclusion; produce a limited research paper.

2. Assignment - A Research Paper

This assignment includes an analysis of the definition of a successful leader, then transition to the biography of a well-known leader. Throughout, the paper will identify how the topic (the leader) is defined as successful. Using at least five vetted sources (three print sources, minimum), students will find information regarding a chosen leader to analyze the positive (and negative) leadership traits of that leader. Identification of Lowry's True Colors personality profile of the leader will assist in defining the strengths of the leader's capabilities. Students will then outline, then draft, edit and revise their composition. Evaluation will be through a rubric designed from Common Core State Standards and will evaluate claim, development, audience, cohesion, and style and conventions.

Course Materials **Manuals**

Title	Author	Publisher	Edition	Website	Read in entirety
Spirit Works... Turn it On!	Bob Burton	SpiritWorks	Fifth Edition	[empty]	Yes
How To Be A Successful Leader	Linda Kott	self-published	1993	[empty]	Yes
Tongue Fu! at School	Sam Horn	Taylor Trade Publishing	2004	[empty]	No
California Association of Directors of Activities Leadership and Student Activities Standards Manual	[empty]	California Association of Directors of Activities	2001	www.cada1.org	Yes
Robert's Rules of Order Newly Revised	Henry M Robert III, Daniel H. Honemann, and Thomas J. Balch	Da Capo Press	Second Edition	[empty]	No

WHY DID I CHOOSE TO SUBMIT THIS COURSE?

I decided to submit my Student Government and Leadership course for a couple of reasons. One reason was because I wanted the 'g' designation to meet the rigorous curriculum I was already providing my students. My class is not a "poster making" class, and the students and staff know it. If it's done at Rancho Cotate, chances are that ASB is the force behind it. Another reason is because I've never backed down from a challenge, and this was the ultimate challenge. I had never written a class before, there was no precedent set for an a-g ASB before 2015, and I wanted to be a groundbreaker if it worked.

I recommend you submit your course ONLY if you have a rigorous curriculum. This isn't for the faint of heart, as you probably know. If you want your curriculum to be rigorous, you need to hold your students and personal standards to it. There's no half-assing an 'a-g' course, because if you do, it weakens the high standards in place by others and does a disservice to the students in your class.

WHAT IS A MUST WHEN SUBMITTING MY COURSE REQUEST?

I had it on good authority that my 'g' elective would not be passed unless I added a Research Paper as part of my curriculum. As a 60% English teacher (on the side when I'm not doing 20% Activities ☺), I already had a biography RP on hand for *Lord of the Flies*, so it was easy to translate it over. If you would like mine, email me, otherwise, ask any English teacher on campus; chances are they have a Biography Research Paper in their back pocket.

Submit early. The submission window begins in February and ends in September. You are allowed three re-writes. If the Regents don't like your course, they will comment and encourage you to re-submit. (I wrote mine in the summer, then submitted it to my site representative who okay's curriculum who then sent it two days before the Final Deadline. I figured I'd have to wait another year after re-writing, but I got the approval in October!)

I copied the CADA standards practically verbatim into the course. There are no other Leadership/Student Government standards nationwide that I'm aware of, and these were accessible through CADA's website. (I created a check-off sheet of them and hand them out to my kids at the beginning of the year. We re-visit them continuously through the year. If you want a copy, email me!)

Fill in the course application as it BEST SUITS YOUR NEEDS. Every ASB is different, and plugging in my information is worthless unless you actually do the things RCHS does. Find the things you **already do** and plug them into the standards. (With the exception of the Research Paper, my students already do everything I listed!) If your emphasis is History or Social Science, use that, not Interdisciplinary Studies. Make it Yours and you will succeed!

ANYTHING ELSE?

It took approximately 35 hours to complete the application and review it.

You're amazing because you're an Activities Advisor. You make the memories for your student body and your course should reflect the hard work by your students and you.

Please let me know when you get your approval! I'd love to hear from you!

If you have any questions, please don't hesitate to email me. Jessica_Holman@crpusd.org