



Educational Services Division

9-12 COURSE OF STUDY OUTLINE

Title of Course of Study Link Crew CP

Course Number: **800200** (Assigned by Curriculum Department)

CALPADS # **9219**

9-12 Course of Study Adoption Process	
PROCEDURES:	
1	Write/revise Course of study
2	Review with Principal and acquire signature
3	Technology Review: Submit via Web Help Ticket for Technology Review. Confirmation of approved Technology Agreement must be attached.
4	Email Course of Study to all appropriate department staff at all high schools.
5	Meet with appropriate teachers to discuss, review Course of Study, and sign off. Attendance sheet from meeting is required.
6	Course of Study MUST be complete, including required signatures, and submitted to Educational Services a minimum 2 weeks prior to the scheduled Curriculum Council meeting.
7	Associate Superintendent - Review/Sign
9	Present Course of Study to Curriculum Council to seek recommendation for Board
11	Board of Education Approval

Note: Please complete all sections. Enter "none" or "n/a" as appropriate.

I. Course Title: Link Crew CP

II. Department/Subject Area:

- ☐ CTE Career Technical Education (Please use CTE specific form)
- ☐ ENG English Language Arts
- ☒ ELC Electives
- ☐ FACE Family and Consumer Education
- ☐ FAL Fine Arts/Performing Arts/Foreign Language
- ☐ IND Industrial Arts
- ☐ MATH Mathematics
- ☐ PHY Physical Education
- ☐ SCU Science
- ☐ SOC Social Science
- ☐ SPED Special Education

III. Credential required to teach this course: Interdisciplinary

IV. Length of Course: Year

Credit Value: 10

- ☐ Quarter
- ☐ Semester
- ☒ Year
- ☐ Meets high school graduation requirement credits
- ☒ Elective course credit
- ☐ No credit
- ☒ Repeatable for credit

V. Grade(s):

- ☐ 9th
- ☐ 10th
- ☒ 11th
- ☒ 12th

VI. Course Level: ☐ General ☒ CP ☐ Honors ☐ AP

VII. Will this course require technology?

- ☐ Yes ☒ No

Does vendor use SSO/Google login?

- ☐ Yes ☒ No

Please describe Technology needs:

VIII. Is this an Internet-based course?

- ☐ Yes ☒ No

If so, who is the course provider? _____

IX. Does the course meet State Frameworks and Standards for the subject?

- ☒ Yes ☐ No

X. UC/CSU Approved Course: ☒ Yes ☐ No

Is this course modeled after a UC-approved course from another district?

- ☒ Yes ☐ No If so, which school/district? _____

UC approved is applied for the first time the course is offered.

This is an existing course in Aeries that has been previously approved by Curriculum Council. We are resubmitting in order to get UC/CSU a-g approval.

XI. Recommended pathway:

XII. COURSE DESCRIPTION: *Use this section to emphasize the core knowledge and skills students are expected to learn in the course, including concepts, theory and texts. There should be clear evidence of the course's level of rigor and the development of essential critical thinking skills. The Course Description is comprised of three sections:*

1. **COURSE OVERVIEW:** *The Course Overview provides a snapshot of the course content for all users browsing courses in the Course Search section. You will be asked to provide a brief summary/snapshot (3-5 sentences) of the course's content.*

Link Crew is a two-semester course that combines high-level critical thinking, writing, and analytical skills with mentorship and entrepreneurial project experiences and implementation. Students will participate in research and evaluation, project planning and execution, as well as leadership and critical thinking-based activities in order to further develop these key skills in tandem with mentorship and counseling of fellow students.

Findings from these studies and experiences will lead students to become empathic and responsible citizens who can apply their knowledge to larger-scale future projects as their ages, resources and scopes increase. Students will work both individually and collaboratively to synthesize course material with knowledge from core classes. The Link Crew course students will collaborate with approximately 45 "Link Crew Leaders" each academic year to develop team-building activities to be conducted in Link Crew teams with ninth-grade students.

Link Crew is a student-centered mentoring class. This class engages, develops, and trains students to be leaders and mentors. Link Crew is about facilitating a smooth transition both socially and academically for all 9th graders throughout the school year. Link Crew focuses on helping 9th graders achieve success and it is that initial success that propels 9th graders toward continued success throughout high school. The Link Crew class is based on seven units of study developed by the Boomerang Project.

2. HIGHLY RECOMMENDED PREREQUISITES & CO-REQUISITES:

- A. *Prerequisites provide insight to the foundational coursework and skills expected of students before taking the proposed "a-g" course.*
- B. *Co-requisites provide context to the coursework students will be simultaneously completing with the proposed "a-g" course.*

Students will be required to complete a paper application and obtain recommendations from at least three staff members to be considered for the class. If the application and recommendations are accepted, they will then complete an interview.

3. **COURSE CONTENT:** *The Course Content section will request information in a unit-by-unit style. **For each unit of the course, you will be asked to 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.*

Team and Climate Building Skills:

Team building/Climate building may perhaps be the most important element in creating a successful Link Crew class or any class. The fundamental belief of the Link Crew program is that people who feel a sense of belonging and a level of comfort will perform at a higher level. This same belief applies to the Link Crew class. Abraham Maslow's Hierarchy of Needs clearly demonstrates the need for students in a Link class to get connected and feel a sense of fulfillment in the first four levels of the hierarchy. Only then can they turn their energies outward for the benefit of others they are serving on campus. Students will develop team-building skills to establish a sense of belonging and level of comfort so that they will perform at a higher level. Students will develop the following skills: intervention, conflict resolution, and building relationships.

Assignments: *Getting to Know You "Show and Tell"*

Students will get to know their fellow Link Crew leaders on a personal level through an old fashioned "Show and Tell" presentation. Students will bring in something to share with the class and have 3-5 minutes to present and answer any questions that come up.

Organization:

Achieving organization is crucial for the success of the Link Crew class. Without organization, the class will meander through the year and not be able to realize or measure its full impact. This will result in a loss of motivation, engagement, and clarity of purpose. Organization must happen on two levels within the Link Crew class: 1) systems that facilitate the functioning of the class and its projects and 2) skills taught to help students be organized and productive. The style of the teacher will dictate the structure or organization of the class itself. Since Link Crew's philosophy is "Students Helping Students Succeed," it would make sense to have a very student-centered style of class. The more the students are involved with the setting up of the class as well as the day-in-day-out operations, the more they will buy into the class' expectations and goals. Developing the leadership skills as well as organizational skills will enable the Link Crew class to be a high-functioning organization as well as provide students with the opportunity to develop life skills. Students will develop organizational skills to aid in the functioning of the class and its projects and skills to help the students be more organized and productive. Students will develop the following skills: goal setting, project planning, time management, agenda development, prioritization, and the use +/- system.

Assignments: Project/Event implementation

Students will be asked to complete their projects in a timely manner, within an established budget and to the satisfaction of their intended audience. Students will also be assessed in light of their initially indicated project goal. Within groups, students will be evaluated individually for their contributions within said group, which will ensure positive group interactions. Project implementation will be scored using a rubric, which will ensure that all parts of the project are evaluated commensurately. Students will then work to pay close attention to any areas needing further development in future projects.

Leadership:

Leadership is such a difficult term to define because of the many layers that exist within being a leader. For Link Crew Leaders, they are leaders in the eyes of the freshmen, their peers and adults on campus merely by the position they hold. One of the characteristics emphasized in choosing Link Leaders is being a positive role model and, truly, that is where leadership begins: in walking the walk and not just talking the talk. Students will develop leadership skills to become positive role models. They will be challenged to look at themselves, their values, and what they perceive to be effective leadership. Students will develop the following skills: Concept of Leadership vs. Management, Leadership styles, Levels of Leadership, Mission Statements, Situational Leadership, Group Development, Skill tracking (pre-assessment, goal setting, focus), Change-bringing it about, making it happen, Problem Solving

Assignments: *Academic writing prompts, essays and/or journaling*

Students will be asked to complete a variety of writing tasks to demonstrate their learning and critical thinking. Short responses (approximately 250 words) will be used for students to comment and reflect on current class topics. These shorter responses will prove useful for reinforcing course concepts and giving students the opportunity to make personal connections with the material.

Communication:

The development of communication skills is obviously an integral part to the development of the Link Leaders in the Link Crew class. They will use communication skills in their interactions with each other, when presenting to and interacting with the freshmen they support, and with themselves as they reflect on their learning. There are three types of communication skills to be developed: interpersonal skills –communicating one-on-one as well as in small groups; intrapersonal skills - reflecting on an individual's own learning and creating clear thoughts about action and direction; and presentation skills – performing large group presentations, especially for teaching the Academic Follow Up lessons in the freshman classes. Students will develop communication skills as an integral part of being a Link Leaders. Using these skills in their interaction with each other, while presenting to and interacting with the 9th graders they support, and with themselves as they reflect on their

own learning. Students will develop the following skills: interpersonal, intrapersonal, speaking, listening, writing, and technology.

Assignments: *Informal observations and discussions*

Throughout the semester, the teacher will informally observe the class to ensure that all students are fully participating in the learning process. Students will be expected to contribute in positive and meaningful ways to all course debates, discussions, peer sharing, and feedback opportunities. This will ensure camaraderie between classmates, which will assist while working together during events and will enable peers to build positive working relationships regardless of project situation or personality type.

Facilitation/Teaching:

A key component of Link Crew is helping to educate freshmen students on how to be successful in high school, both academically and socially. This unit focuses on developing presentation skills such as body language, eye contact and posture, voice and expression, and how to engage an audience. Students will also have the opportunity to practice presenting to the class and reflect on their performance. Beyond just presenting, this unit also covers how to ask questions and pay attention, which is a necessary skill for both their presentations in freshmen classrooms as well as their one-one-one follow ups. Students will also develop the following skills: discussion leading techniques, storytelling, classroom management, observation, and non-verbal communication.

Assignments: *Presentations*

Students will be asked to give both individual and group presentations in order to sharpen their public speaking skills. These presentations will be given in both planned and impromptu manners. Students will not only be required to demonstrate their knowledge of the subject matter about which they are presenting, but also to demonstrate their mastery of proper use of tone and inflection, use of visual stimuli, and conveyance of succinct and meaningful points to an audience.

Personal Development:

The students in the Link Crew Class have the immeasurable privilege to achieve amazing personal growth throughout the year. Personal growth will occur within most of the other Units of Study, but within this unit, there are a few lessons specifically designed for personal growth. Students will be able to practice reflection and understand how to balance all their responsibilities in order to live a fulfilling life. Students will learn how to reflect on their priorities and brainstorm ways to find balance in all areas of their lives.

Assignments: *Self-reflection and Assessment*

As a result of the introspective nature of much of this course's materials, giving students multiple opportunities to self- and group-assess will deepen their connections with the course objectives. As students begin to sharpen their mentoring, personal leadership, and management styles, they will need to critically examine these styles for

ways in which to improve. Personal connection with their own growth will prove monumental in encouraging positive behavior in students.

Personality Profiling and Learning Styles:

This is focused on collecting inventory of students at the beginning of the year both for their own self-reflection and growth as well as learning how to work with different styles and personalities throughout the year consciously. Students will take various personality, learning, and leadership style tests in order to determine their style and how to work with others with similar and different styles.

Assignments: *Personality Profiling Tests and Reflections*

Students will be taking a variety of tests that give them feedback about their personality type, leadership style, and learning style. A few of the tests that they will be taking are the True Colors Personality test, The Kolb Learning Style Inventory, Myers-Briggs Personality test. After each of these tests they will complete self-reflections as well as conversations with their peers about what they thought of their feedback and how they can apply that to their role as a Link Crew leader and beyond.

XIII. Texts and Supplemental Instructional materials:

(Primary, Supplemental, newspapers, magazines, and software.)

Please supply ISBN #'s for all texts.

Title: Link Crew Class Curriculum


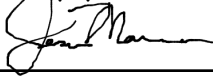
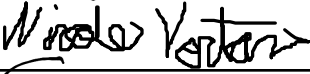



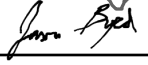
Author: The Boomerang Project

Publisher: The Boomerang Project

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Board Approval Date:

SIGNATURES for REVIEW		
Outline prepared by	Camille Rall	Site: Bear Creek High School

Principal		Site: <u>Be</u> Bear Creek HS
Principal		Site: Lodi High School
Principal		Site: Ronald McNair High School
Principal		Site: Tokay High School
Technology: Attach approved Ticket		
Teacher Representative:	Signature indicates course is aligned to content standards.	** Please state reason for no signature in the space below.
Bear Creek High School		
Lodi High School		
McNair High School		
Tokay High School	Shaina Kharufeh	
Liberty High School (if applicable)		
Plaza Robles High School (if applicable)		
Independence High School (if applicable)		
Associate Superintendent	David Horton	
Area Director (if applicable)		

DATE	
04/29/2025	Course Outline Submitted
05/08/2025	Curriculum Council Recommendation for Approval
	Board of Education Approval