

Perris Union High School District

Course of Study

A. COURSE INFORMATION		
Course Title: <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">WEB Crew Leadership</div> <input checked="" type="checkbox"/> New <input type="checkbox"/> Revised	Subject Area: <input type="checkbox"/> Social Science <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input type="checkbox"/> World Languages <input type="checkbox"/> Visual or Performing Arts <input type="checkbox"/> College Prep Elective <input checked="" type="checkbox"/> Other	Grade Level <input type="checkbox"/> MS <input type="checkbox"/> HS <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Transcript Title/Abbreviation: <div style="border: 1px solid black; height: 20px; width: 100%; margin-bottom: 5px;"></div> (To be assigned by Educational Services)	Is this classified as a Career Technical Education course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Transcript Course Code/Number: <div style="border: 1px solid black; height: 20px; width: 100%; margin-bottom: 5px;"></div> (To be assigned by Educational Services)	Required for Graduation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Meets UC/CSU Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Was this course <i>previously approved by UC</i> for PUHSD? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (Will be verified by Ed Services)	Credential Required to teach this course: <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"> ANY Fully Credentialed Teacher using the TS80005 (b) teacher credential ("generic content") <i>To be completed by Human Resources only.</i> No Interns, Permits, waivers, or CTE </div> <div style="display: flex; justify-content: space-between; margin-bottom: 5px;"> <div style="border: 1px solid black; padding: 2px; width: 60%; text-align: center;"> <i>Rebecca Fontana</i> Signature </div> <div style="border: 1px solid black; padding: 2px; width: 30%; text-align: center;"> 2/28/17 Date </div> </div>	
Meets "AP" Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Meets "Honors" Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Submitted by: Rebecca Brown Site: Pinacate Middle School Date: February 17, 2017	Unit Value/Length of Course: <input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other:	
Approvals	Name/Signature	Date
Director of Curriculum & Instruction		2/17/17
Asst. Superintendent of Educational Services		2.27.17
Governing Board		

Prerequisite(s) (REQUIRED):
Application and Interview Process Must be in Web Crew Club and complete Leadership training to be in the WEB Crew Leadership Class.
Corequisite(s) (REQUIRED):
N/A
Brief Course Description (REQUIRED):
WEB Crew Leadership 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. Students will learn vital theoretical lessons in the areas of interpersonal communications, diversity and inclusion, marketing, advertising, and pedagogy. Findings from these 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 be taught best practices in business development involving budgeting, marketing, target audience research, reporting, and pitching ideas for their leadership projects; subsequently, students will implement these concepts as they craft and execute their events, projects, and presentations. This class will require students to synthesize information obtained in core classes as well as work both individually and collaboratively.

B. COURSE CONTENT
Course Purpose (REQUIRED): <i>What is the purpose of this course? Please provide a brief description of the goals and expected outcomes. Note: More specificity than a simple recitation of the State Standards is needed.</i>
WEB Crew Leadership is intended to give students an opportunity to explore interpersonal and mass communications as they assist in ameliorating the school community through mentorship of younger students. Through this class students will become more empowered peer leaders as they hone their public speaking, critical thinking, and teamwork skills. The above coursework extends and enhances the traditional WEB Crew program (a program designed under its parent company, The Boomerang Project) above and beyond its primary intended purpose as a middle school transition program that welcomes incoming seventh graders and transfer students. It will provide a foundation for student leadership and a pathway for students interested in high school leadership through the Link Crew programs.

Course Outline (REQUIRED):

Detailed description of topics covered. All historical knowledge is expected to be empirically based, give examples. Show examples of how the text is incorporated into the topics covered.

The WEB Crew Objectives:

- to empower eighth graders as role models for sixth graders.
- to increase academic success through support of peers.
- to develop leadership skills in students on your campus.
- to allow successful older students to pass on positive traditions to younger students.
- to expose students to a variety of individuals at your school in positive situations.
- to teach students that by working together they can be successful and enjoy one another.
- to help create a supportive and positive atmosphere on your campus.

There are four formal Units of Study in the WEB Curriculum. The units are organized by concept and are not in any particular order. Within each unit, there are a number of lessons that focus on one particular concept while working on skill and knowledge development. Below, there are more than four units because Communication and Organization are so infused throughout all of them.

Personal and Character Development

The Personal and Character Development unit is two-fold: One, it allows students to have individual growth; and two, it also contributes to the team building and climate building of the class itself. Both personal reflection and teambuilding may perhaps be the most important element in creating a successful WEB class or any class for that matter. The fundamental belief of the WEB program is that people who feel a sense of belonging and level of comfort will perform at a higher level. This same belief applies to the WEB class. Abraham Maslow's Hierarchy of Needs clearly demonstrates the need for students in a WEB 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 at school. There are two consistent challenges with personal development and climate building in a class. The first is that too much time is spent building within the class and the class becomes self-serving.

Both aspects are necessary so that students feel a sense of home in the class, but they must not forget that their role at school from this class is to serve and support others, at the very minimum, the 7th graders and at the maximum, the entire student body. To have a good time, spend time self-reflecting and get to know each other only for the sake of getting to know each other does not much develop a group's or individual's strength. The second challenge in personal development and teambuilding is neglecting it after the initial opening of class, assuming that the students now know each other well enough and that "we must get things done". It is exactly in these challenging times that there is a need to build.

Beyond the lessons in this unit we suggest you grow a library of books and dvds that will allow you to pick up one activity at a time to insert into a class period and not take the entire period. The resources and references in the back are great books and if you check our website (www.boomerangproject.com) you can find other resources that we find valuable.

Personal/Character Development and Climate Building Skills

- Self-Reflection
- Cooperation
- Stress Management
- Respect for others

- Problem Solving
- Compromising
- Listening
- Risk Taking
- Imagination

Leadership

Leadership is such a difficult term to define because of the many layers that exist within being a leader. For WEB Leaders, they are leaders in the eyes of the 7th graders, their peers and adults at school merely by the position they hold. One of the characteristics emphasized in choosing WEB Leaders is being a positive role model and, truly, that is where leadership begins: in walking the walk and not just talking the talk.

Fast Company, a business magazine, presented a booklet on how to “Make Yourself a Leader”. It is suggested that leaders are made, not born and that a leader has the following 12 characteristics:

1. Leaders are both modest and confident.
2. Leaders are authentic.
3. Leaders are listeners.
4. Leaders are good at giving encouragement, and they are never satisfied.
5. Leaders make unexpected connections.
6. Leaders provide direction.
7. Leaders protect their people from danger and expose them to reality.
8. Leaders make change and stand for values that don’t change.
9. Leaders lead by example.
10. Leaders don’t blame, they learn.
11. Leaders look for and network with other leaders.
12. The job of the leader: make more leaders.

Many of the activities in this section are geared toward principle-based leadership. Students are challenged to look at themselves, their values, and what they perceive to be effective leadership. Without establishing a sense of purpose and intent of the leadership that WEB provides on campus, the program will simply be a club that sponsors events. The potential of the program is far greater than that.

Leadership Skills

- Goal Setting
- Commitment
- Active Listening
- Public Speaking
- Mission Statements
- Perspective
- Cooperation
- Creativity
- Prioritization
- Paying Attention
- Communication
- Story Telling

Anti-Bullying

While there are only four formal lessons in this section, the other sections also contribute to an anti-bullying campaign from the WEB class. As the Leaders develop their character and leadership skills, they become a more positive presence at school thus diminishing bully actions.

The Anti-Bullying lessons are quite sophisticated intentionally in order for them to carry the gravity of the issue. By eighth grade, these students know what bullying is and that it is “bad”. These lessons take it to the level of starting to truly understand the dramatic impact bullying can have on individuals and school culture. It will require creating a safe and thoughtful environment in the class before diving into these lessons so they can be as significant as possible.

Anti-Bullying Skills

- Empathy
- Research
- Creativity
- Upstanding

Service

Ultimately, the WEB class is designed to be of service to first, the 6th graders. WEB is by design a transition program so the focus of the Leaders should land on their role to support the 6th graders. All skills and knowledge that they are developing will fill that goal.

Second, WEB Leaders can serve the other WEB Leaders who may not be enrolled in the class (you may or may not have all your Leaders in the class, depending on your school size, number of Leaders, flexibility of schedule, etc.). It is a privilege and luxury to have the time of a class period where work can be done so as not have to do any much outside of school hours. To that end, the students of this class can motivate and inform those not in the class.

Third, the WEB class can be of great service to your administration and staff as they are developing skills that will bring a strong and articulate student voice to presentations as well as decision-making processes. Be careful not to let your administration and staff, however, pirate your efforts as the WEB class can easily become the “go to” group.

And fourth, the WEB class can be of service to the community at large, especially if this is a year- long class. As the 6th graders have successfully made their transition into your school, the second semester, the WEB Leaders can take their skills and possibly do some community service projects that involve the 6th graders which teaches the cycle of giving at your school (you get back what you give!). Check out our website www.boomerangfoundation.org for tools to use in creating service learning opportunities.

Service Skills

- Observation
- Project Planning
- Public Speaking
- Compassion

Organization

Achieving organization is crucial for the success of the WEB 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 loss of motivation, engagement and clarity of purpose. Organization must happen on two levels with the WEB 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 structure or organization of the class itself will be dictated by the style of the teacher. Since WEB'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 WEB class to be a highly functioning organization as well as provide students with the opportunity to develop life skills. An essential tool that students use for organization is a calendar or planner in order to keep track of their commitments to the WEB class and program. Communication is a key component to the success of the group so use calendars to communicate.

Organization Skills

- Goal Setting
- Project Planning
- Time management
- Agenda development
- Prioritization +/- system

Communication

The development of communication skills is obviously an integral part to the development of the WEB Leaders in the WEB class. They will use communication skills in their interactions with each other, when presenting to and interacting with the 6th graders 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 7th grade classes.

There is a Communication Skills Test at the website: www.queendom.com/communic.html. This test is a good starting point, not for assessment sense, but for dialogue around the different communication styles and skills. The questions themselves indicate strengths and weaknesses that individuals may have (or at least different styles). There is nothing magical about this test, but some things to think about. If you find another heuristic to use or choose not to use one at all... just another way to learn.

Communication Skills

- Interpersonal Intrapersonal
- Speaking
- Listening
- Writing
- Persuasive
- Phone
- Multi-media/technology
- Non-verbal

Writing Assignments (REQUIRED):*Give examples of the writing assignments and the use of critical analysis within the writing assignments.*

Students will journal each week and produce reflective writing.

Capstone writing assignment: Reflect, in writing a 3-5 page evidence-based analysis, on the lessons learned from this teaching experience and what steps should be taken to expand upon the skills learned from each semester.

INSTRUCTIONAL MATERIALS (REQUIRED)**Textbook #1**Title: **WEB Crew Class Curriculum**

Edition:

Author: The Boomerang Club

ISBN:

Publisher: The Boomerang Club

Publication Date:

Usage:

- ✓ Primary Text
- ✓ Read in entirety or near

Textbook #2Title: **WEB Crew Follow-up Handbook**

Edition:

Author: The Boomerang Club

ISBN:

Publisher: The Boomerang Project

Publication Date:

Usage:

- ✓ Primary Text
- ✓ Read in entirety or near

Supplemental Instructional Materials *Please include online, and open source resources if any.***Link Crew Coordinator Handbook**, Boomerang Project**No Props: Great Games with no Equipment**, Mark Collard**Pocket Prompters Series, What would it be like**, Chris Calvert and Friends**Springboard - Quick Creative Activities to Launch Learning**, Mary Beth Campbell, Carolyn Hill, Micah Johnson**Estimated costs for classroom materials and supplies (REQUIRED).** *Please describe in detail.*

If more space is needed than what is provided, please attach backup as applicable.

Cost for class set of textbooks: \$	Description of Additional Costs: Teacher Edition only (WEB Crew Class Curriculum) \$299 For New teachers Boomerang requires WEB Crew Advisors/Teachers to be trained. The cost for training is \$2495 per person
Additional costs per student:\$ Student Leadership Challenge: \$27.80 Instructional Supplies: \$15.00	
Total cost per class set of instructional materials:	\$4,280.00

Key Assignments (REQUIRED):

Please provide a detailed description of the Key Assignments including tests, and quizzes, which should incorporate not only short answers but essay questions also. How do assignments incorporate topics? Include all major assessments that students will be required to complete

Throughout the course of study students will conduct research, write essays, complete textual quizzes, work collaboratively and deliver speeches amongst their peers and incoming 7th grade students.

Instructional Methods and/or Strategies (REQUIRED):

Please list specific instructional methods that will be use.

- Direct Instruction and Modeling
- Guided Practice (Role Playing)
- Independent Practice
- Project Based Learning
- Collaborative Learning
- Research /Inquiry based Learning

Assessment Methods and/or Tools (REQUIRED):

Please list different methods of assessments that will be used.

- Essays
- Group Discussions
- Speeches
- Teacher Observation
- Student Work Samples
- Presentations
- Visiting Teacher Evaluations
- Student Self-Evaluations



Semesters at a Glance

A First Semester Glance (a sample only)

September	GOALS: Team building; class climate building; goal setting; class/team/group structure; establish student owned class routines; character development; establish communication with other programs; set first qtr. calendar of events; have first Leader meeting; train for first Academic Follow Up; affinity groups; implement WEB Alert and Applause; health and balance check; celebrate
	SKILLS: written, inter- and intrapersonal communication; team building; decision making; mission statements; agenda setting; presentation/facilitation; closure method; time management; project management; classroom management; evaluation; reflection; health and balance; balance check; celebrate
October	GOALS: Continue team building; class climate building; goal setting; have second Leader meeting; train for second Academic Follow Up; plan first Social Follow Up; plan first Service Learning Project; compromise; health and balance check; celebrate
	SKILLS: written, non-verbal, inter- and intrapersonal communication; team building; storytelling; agenda setting; presentation/facilitation; closure method; openended vs. close-ended questioning; time management; project management; classroom management; evaluation; reflection; consensus building; health and balance; appropriate celebration
November	GOALS: Continue team building; class climate building; have third Leader meeting; train for third Academic Follow Up; plan second Social Follow Up; maintain communication systems with affinity groups; begin Service Learning Project; health and balance check; celebrate
	SKILLS: written, non-verbal, inter- and intrapersonal communication; team building; coaching model; agenda setting; presentation/facilitation; closure method; multimedia usage; time management; project management; classroom management; evaluation; reflection; role modeling; resource management; health and balance; appropriate celebration
December	GOALS: Continue team building; class climate building; have fourth Leader meeting; plan Leader only Social Follow Up; maintain communication systems with affinity groups; finish Service Learning Project and process learning; health and balance check; celebrate
	SKILLS: written, non-verbal, inter- and intrapersonal communication; team building; agenda setting; presentation/facilitation; time management; project management; evaluation; reflection; role modeling; health and balance; appropriate celebration
January	GOALS: Continue team building; class climate building; have fifth Leader meeting; maintain communication systems with affinity groups; evaluate first semester both class and program; health and balance check; celebrate
	SKILLS: written, non-verbal, inter- and intrapersonal communication; team building; agenda setting; presentation/facilitation; time management; project management; evaluation; reflection; health and balance; appropriate celebration



Semesters at a Glance

A Second Semester Glance (a sample only)

February	GOALS: Team building; class climate building; goal setting; set second semester calendar of events; have sixth Leader meeting; train for fourth Academic Follow Up; maintain communication with affinity groups; revisit, evaluate and rethink goals; health and balance check; celebrate
	SKILLS: written, inter- and intrapersonal communication; team building; decision making; agenda setting; presentation/facilitation; closure method; coaching model; time management; classroom management; evaluation; reflection; health and balance; appropriate celebration
March	GOALS: Continue team building; class climate building; goal setting; have seventh Leader meeting; train for fifth Academic Follow Up; plan third Social Follow Up; health and balance check; plan second semester Service Learning Projects; health and balance check; celebrate
	SKILLS: written, non-verbal, inter- and intrapersonal communication; team building; agenda setting; presentation/facilitation; closure method; coaching model; time management; project management; classroom management; evaluation; reflection; consensus building; health and balance; appropriate celebration
April	GOALS: Continue team building; class climate building; have eighth Leader meeting; maintain communication systems with affinity groups; begin Service Learning Project; health and balance check; assist with the beginning of recruitment and application process of next year's WEB program; health and balance check; celebrate
	SKILLS: written, non-verbal, inter- and intrapersonal communication; team building; agenda setting; presentation/facilitation; time management; project management; evaluation; reflection; resource management; health and balance; appropriate celebration
May	GOALS: Continue team building; class climate building; have ninth Leader meeting; plan Leader only Social Follow Up for recognition and celebration; maintain communication systems with affinity groups; assist with Spring Day; finish Service Learning Project and process learning; health and balance check; celebrate
	SKILLS: written, non-verbal, inter- and intrapersonal communication; team building; agenda setting; presentation/facilitation; time management; project management; evaluation; reflection; role modeling; health and balance; appropriate celebration
June	GOALS: Continue team building; class climate building; have next year's Leader meeting; maintain communication systems with affinity groups; evaluate second semester both class and program; health and balance check; celebrate
	SKILLS: written, non-verbal, inter- and intrapersonal communication; team building; agenda setting; presentation/facilitation; time management; project management; evaluation; reflection; health and balance; appropriate celebration

COURSE PACING GUIDE AND OBJECTIVES (REQUIRED)

Day(s)	Objective	Standard(s)	Chapter(s)	Reference

C. HONORS COURSES ONLY

Indicate how much this honors course is different from the standard course.

N/A

D. BACKGROUND INFORMATION

Context for course (optional)
History of Course Development (optional)