

# El Monte Union High School District

## Course Outline

03/12/07

### High School Rosemead

Title: Introduction to R.M.A. at R.H.S.:  
an Organic Approach

Transitional\* \_\_\_\_\_ (Eng. Dept.  
Only)

Sheltered (SDAIE)\* \_\_\_\_\_ Bilingual\* \_\_\_\_\_

AP\*\* \_\_\_\_\_ Honors\*\* \_\_\_\_\_

Department: \_\_\_\_\_

Grade Level (s): \_\_\_\_\_ 9 \_\_\_\_\_

Semester \_\_\_\_\_ Year X

Year of State Framework  
Adoption \_\_\_\_\_

This course meets graduation requirements:

- English
- Fine Arts
- Foreign Language
- Health & Safety
- Math
- Physical Education
- Science
- Social Science

Department/Cluster Approval

Date


\*Instructional materials appropriate for English language learners are required.

\*\*For AP/Honors course attach a page describing how this course is above and beyond a regular course. Also, explain why this course is the equivalent of a college level class.

**1. Prerequisite(s):**

Admission into Restaurant Management Academy

**2. Short description of course which may also be used in the registration manual:**

The purpose of this course is to expose students to the skills and concepts needed to be successful members of the Restaurant Management Academy at Rosemead High School. An emphasis will be placed on reading and writing in the content areas and the development of Critical and Analytic thought processes. Students will work to produce a portfolio that will accompany them throughout their four years at Rosemead High school. Included in the portfolio will be a Myers-Briggs personality assessment, current standardized test scores including read 180 scores, a resume, student study habit inventory, a tentative 4 year academic plan, and other effects that reflect a commitment to academic success. In addition, students will work closely with Academy partner Earthworks, an organic urban farm located in the city of South El Monte, to develop the skills and work habits necessary for success in the workplace. In short, the course provides students with a tool belt of skills and concepts needed to ease the transition into high school. Students will also begin the journey of becoming life long learners armed with the ability to think and act in a critical and analytic manner thus facilitating the long-term goal of matriculation from a four-year academic institution or comparable professional degree program.

**3. Describe how this course integrates the schools ESLRS (Expected Schoolwide Learning Results):**

The course is designed to integrate expected school wide learning results with an emphasis placed on developing academic achievers who: (i) demonstrate the ability to function independently and responsibly to achieve personal and academic goals (ii) demonstrate achievement in reading, writing, and mathematics (iii). Achieve an understanding of the value of life long learning through the completion on multiple academic tasks including study habit assessments, academic vocabulary development, reading comprehension, formal written assessments and informal journal entries. The course will incorporate units of study and hands-on experience with our community partners to produce socially responsible students who **demonstrate** an awareness and comprehension of their roles as citizens in their school community, the nation, and our world. The course will develop complex thinkers who use creative ideas to solve new problems. Higher order thinking skills will develop student's ability to assess, analyze, and interpret information in order to solve problems, assess their dreams and aspirations and create an action plan for academic success in the restaurant management academy, at RHS and eventually at an institution of higher learning.

**4. Describe the additional efforts/teaching techniques/methodology to be used to meet the needs of English Language learners:**

Meeting the needs of English Language Learners will be addressed using teaching techniques that incorporate a wide range of processing skills. Students will receive instruction using a range of scaffold academic vocabulary assignments and reading comprehension assignments. Visual representations of material, manipulatives, peer to peer dyads and triads will be utilized to meet the needs of English language learners.

In addition to the efforts listed above, students in the Restaurant Management Academy will participate in a supportive, respectful academic environment where they will be asked to extend themselves academically in the hopes of learning. Course instructors will provide support and act as a liaison between students and families and established school wide programs serving English language learners.

**5. Describe the interdepartmental articulation process for this course:**

The summer bridge course will focus primarily on developing student's prior knowledge in the subject areas of math, science, and history. In order to facilitate this process, instructors will work closely with content-specific teachers to create a checklist of concepts and skills students need for success in the core academic curriculum at the 9<sup>th</sup> grade level. Summer bridge instructors will take the list of concepts and skills and will infuse them into the established bridge curriculum.

**6. Describe how this course will integrate academic and vocational concepts, possibly through connecting activities. Describe how this course will address work-based learning/school to career concepts:**

The course is designed to be an introduction to the Restaurant Management experience at Rosemead High School using a personalized approach for each student. The course will expose students to the academic skills and personal attributes necessary for success at the high school and collegiate level. Students will receive literacy development instruction throughout the course. This process will include direct vocabulary instruction and reading comprehension. Students will receive instruction intended to develop higher order thinking skills necessary for success in core academic classes. These will include but will not be limited to analysis, synthesis, evaluation, cause and effect, and change over time. These skills will be developed as students assess themselves as students, their academic dreams and the skills needed to achieve their aspirations. Specific California high school standards in English and Social Science will be infused to better prepare academy students for success in the core academic classes at RHS.

In addition to academic rigor, the course will expose students to work-based learning as they spend a portion of the academic week working with Earthworks, an urban garden project located in the city of South El Monte. While at the farm, students will experience first hand the process by which food comes to our table. They will receive instruction from the farms staff utilizing curriculum focused on educating students on the importance of sustainable environmentally conscious habits of mind. Students will develop positive work

place skills and communication skills that will assist them throughout their high school career. Each Wednesday students will work together to harvest and distribute vegetable boxes for 30 local low income families.

**7. Materials of Instruction (Note that materials of instruction for English language learners are required and should be listed below.)**

**A. Textbook(s) and Core Reading(s):**

The following texts come from the Foundation for Critical Thinking and are written by Dr. Linda Elder and Dr. Richard Paul.

1. The Thinker's Guide to Analytic Thinking
2. The Thinker's Guide to Critical Thinking
3. How to Study and Learn
4. Scientific Thinking

In addition, students will read excerpts from academic books, magazines, news articles, and Internet source material regarding contemporary affairs as they relate to food. A detailed bibliography of the sources used in class will be available before the start of the summer session.

**B. Supplemental Materials and Resources:**

1. Myers-Briggs Inventory: student version
2. Multiple Intelligence Checklist <http://www.mitest.com/o2ndary.htm>

8. See Attached

- Objectives of Course
- Unit detail including projects and activities including duration of units (pacing plan)
- Indicate references to state framework(s)/standards (If state standard is not applicable then national standard should be used)
- Student performance standards
- Evaluation/assessment/rubrics
- Include minimal attainment for student to pass course

**Objectives:**

1. Introduction to the Academy, including general overview and requirements for retention and graduation from academy
2. Develop student literacy with particular focus on reading comprehension and writing
3. Develop students analytic thought process
4. Develop students critical thought process
5. Familiarize students with the high school life including academic requirements and support services available to them
6. Develop student understanding of self through assessment of current academic habits and future academic goals
7. Expose students to a panel of professional experts in areas of student interest
8. Expose students to college through direct contact with students and area universities.
9. Develop students ability to communicate with peers and adults in various social settings

10. Develop student understanding of personal responsibility to society
11. Develop student interpersonal skills
12. Develop student intrapersonal skills
13. begin process of academic vocabulary acquisition
14. Expose students to essential academic methods such as analysis, synthesis, evaluation, cause and effect, and change over time.
15. Develop student awareness of social responsibility

**Unit detail including projects and activities including duration of units (pacing plan)**

The following pacing plan is in no way final and is subject to change as the Academy receives input from academic teachers in regards to the skills and concepts needed to become successful, productive students. In addition, farm days may be shortened to facilitate the academic process done in the classroom.

**Week 1: Who Am I**

Monday	Class introductions Overview of Academy-Hand out paper work, Academic Vocabulary word list, Personal Journal requirements. Begin Personal History Project: <ol style="list-style-type: none"> <li>1. Family Tree</li> <li>2. Family Birth Maps</li> <li>3. Ethnicity and Cultural background survey</li> </ol>
Tuesday	Personal History Project continued <ol style="list-style-type: none"> <li>1. Myers-Briggs student edition</li> </ol>
Wednesday	Farm Day: <ol style="list-style-type: none"> <li>1. Student introduction to Earthworks program</li> <li>2. Basics of organic farming; the environmental benefits of organic farming; sustainable agriculture</li> </ol>
Thursday	Journal Entry Personal Academic inventory <ol style="list-style-type: none"> <li>1. Academic vocabulary inventory test</li> <li>2. Academic skills inventory</li> </ol> Multiple Intelligence Checklist at <a href="http://www.mitest.com/o2ndary.htm">http://www.mitest.com/o2ndary.htm</a>
Friday	Farm Day: <ol style="list-style-type: none"> <li>1. Introduction to community project</li> <li>2. The ins and outs of harvesting</li> </ol>

**Week 2: Who Am I Continued**

Monday	Journal Entry Evaluate and Debrief MI Checklist <ol style="list-style-type: none"> <li>1. Study tips for each intelligence</li> <li>2. Vocabulary Acquisition using multiple intelligence findings</li> </ol>
Tuesday	Journal Entry Academic Goals and Aspirations inventory: “When I grow up” project <ol style="list-style-type: none"> <li>1. Use results from Myers-Briggs to evaluate possible education/professional options</li> <li>2. Mock college application, financial aid application</li> </ol>
Wednesday	Journal Entry Farm Day: Harvesting
Thursday	Journal Entry Academic Goals and Aspirations inventory continued Writing Workshop: How to survive high school essay assignments. <ol style="list-style-type: none"> <li>1. Expository vs. Narrative</li> <li>2. Introduce writing process</li> </ol>
Friday	Journal Entry Farm Day

### Week 3: Who am I Continued

Monday	Journal Entry Professional panel: 1. Participants to be determined
Tuesday	Journal Entry College Day 1. Possible visit to Claremont Colleges/Cal Poly Pomona 2. Panel of college going students 3. Possible guest college professor lecture on sustainable living
Wednesday	Journal Entry Writing Workshop cont
Thursday	Journal Entry Academic Goals and Aspirations inventory continued Writing Workshop: How to survive high school essay assignments. 3. Expository vs. Narrative 4. Introduce writing process
Friday	Farm Day

### Week 4: Who Are We

Monday	Journal Entry Writing Workshop continued 1. Outlining 2. Locating resources-internet 3. Locating resources-books, periodicals-Library trip
Tuesday	Journal Entry Restaurant Vision Project: Group project 1. Marketing 2. Link to sustainability and social consciousness 3. ethnics
Wednesday	Journal Entry Farm Day 1. Harvesting
Thursday	Journal Entry Restaurant Vision Project
Friday	Farm Day

### Week 5: Who Are We

Monday	Journal Entry Restaurant Vision Project cont
Tuesday	Journal Entry Organic Eatery Tour: location to be determined
Wednesday	Journal entry Farm Day 1. Harvesting
Thursday	Journal Entry Restaurant Vision Project Presentations
Friday	Farm Day

## Week 6: Our Place in the World

Monday	Journal Entry World Poverty Project-Groups 1. Region of research based on student ethnic/cultural background
Tuesday	Journal entry World Poverty project continued
Wednesday	Journal entry Farm day 1. Harvesting
Thursday	Student-Family Organic celebration 1. Student work and development is showcased as the cohort works in conjunction with local community member to create a special afternoon family brunch.
Friday	Farm Finale

- **Indicate references to state framework(s)/standards (If state standard is not applicable then national standard should be used)**

### History and Social Science Analysis Skills

#### Chronological and Spatial Thinking

1. Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned
2. Students analyze how change happens at different rates and different times; understanding that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.
3. Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.

#### Historical Interpretation

1. Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.
5. Students analyze human modifications of landscapes and examine the resulting environmental policy issues.

- **Evaluation/assessment/rubrics**

### Course Requirements and Grading Schedule

I.	Portfolio	30%
II.	Journal	30%
III.	Projects	30%
IV.	Attendance	10%

#### I. Portfolio Requirements

1. Mock College application
2. standardized test results
3. Myers-Briggs results
4. Multiple Intelligence results

## 5. Academic aspirations survey

### II. Journal Requirements

1. At least 31 entries half page in length
2. Four typed extended response journal entries

### III. Projects

1. Per project requirements

### IV. Attendance

1. Students will start the summer quarter with 100 attendance point. Each excused absence will be (-5), unexcused absences will count as (-10). Tardies will be -3 points. Final attendance points will be calculated into overall grade

- **Include minimal attainment for student to pass course**

Students must complete requirements with a 70% or better in order to receive CREDIT.