

# El Monte Union High School District

## Course Outline

Revised on April 2024

AHS:  EMHS  FRLHS

High School: MVHS:  RHS  SEMHS

Department:

Department /  
Cluster Approval

Date

Title: Summer Bridge

Grade Level(s):

Textbook:

Copyright Date:  Edition

Transitional\*:  (English Only)

AP\*\* :  Honors:

CTE\*\*\* :

Choose One:

Year of State Framework Adoption:

This course meets graduation Requirements:

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This course meets a-g requirements:

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Is this course an adaptation from another source?

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If yes, please indicate the source of the original course:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

\*Instructional materials appropriate for English Language Learners are required.

\*\*For AP/Honors courses 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.

\*\*\*For CTE, attach the CTE course outline created in the online template (<http://ctecourse.scoe.net/>).

1. Prerequisite(s):

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

- Objectives of course

The Summer Bridge course is designed to provide incoming 9th grade students with the necessary skills needed for a smooth transition into high school. The course will provide activities based on the four course objectives: 1) School Connectedness, 2) Study Skills, 3) Self-care and Wellness, and 4) College and Career Readiness.

- 3-5 sentences explaining overall course content

The course will include skill development and goal setting through different activities, including field trips to post-secondary institutions.

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

Not applicable, course is a noncore, elective offering. However, skills that promote self-esteem will be emphasized. Students participate in physical activities that promote well-being.

- Student performance standards

Students will participate in class discussions, as well as complete classroom assignments and projects. Students will also attend a couple of field trips. This course is a pass or no pass class.

- Evaluation/assessment/rubrics

In order to earn credit for taking this course, a student must not miss more than two days during this summer offering. If a student does miss more than two days, they are still encouraged to continue attending this class although they will not earn credit at the end of the class. Participation, in-class assignments, classwork, fieldtrip participation and attendance will be used for the purposes of determining if a student receives credit for passing this class.

- Include minimal attainment for student to pass course

Student must not miss more than two days over the course of this summer class. Student also needs to participate in the activities that are embedded into this program.

### 3. A. Focused Standards for **Fall Semester**

Not applicable; summer course.

### B. Focused Standards for **Spring Semester**

Not applicable; summer course.

### 4. Describe how this course integrates the schools SLO (former ESLRs- Expected School-wide Learning Results):

1. **Interpersonal Skills:** students will participate in varied class activities, projects and discussions designed to develop interpersonal skills
2. **Career Skills:** students will visit a college/university, attend career presentations and create their own projects that incorporate career skills
3. **Respect for diversity:** students will consider distinct viewpoints and experiences as well as work in diverse collaborative groups
4. **Responsible citizens:** students will learn skills to help them be self-disciplined, use time effectively and exhibit individual and group responsibility
5. **Quality producers:** students will gain the ability to set goals as evidenced by use of good planning, organization, time management skills, and completion of tasks.

### 5. Describe the Integrated ELD teaching techniques to be used to meet the needs of English Language Learners:

- a. Oral and academic language development will be utilized.
- b. Study skills will be emphasized.
- c. Evidenced-based strategies and activities such as AVID, metacognitive strategies, and Marzano strategies will assist student learning.
- d. Prior knowledge will be used to build connections and support new learning.
- e. Vocabulary and content development will be highlighted.
- f. Graphic organizers, visuals, realia, audio, and technology software will be utilized during instruction to support multiple learning modalities.
- g. Engagement routines such as pair-share, text markup, and group and paired work.
- h. Writing support scaffolds such as sentence framing and paragraph framing will be utilized.
- i. Reasoning and justifying answers will be highly encouraged.
- j. Flexible instructional organization for whole class, group, paired and individualized learning

will be implemented.

6. Describe the interdepartmental articulation process for this course:

Teachers from various departments throughout the district will be teaching this course. They will therefore be incorporating knowledge and expertise to improve school-wide literacy skills.

7. 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:

Connections will be drawn between skills taught and practiced in this course to applications in various careers and to college readiness. Study skills, career skills, and team-building activities will be emphasized. Students will be taught fundamental career skills such as reasoning, organizing, communicating, interpretation, and problem-solving.

8. Supplemental Materials of Instruction (Note: Materials of instruction for English Language Learners are **required** and should be listed below.)

a. Textbook(s) and Core Reading(s):

Textbook

Material	Author/ Publisher	Edition/Year
Textbook		

b. Supplemental Materials and Resources (dictionaries, resources for ELLs):  
Teachers will use resources such as panoramaed.com and newsela when needed to support literacy goals and the course objectives.

c. Tools, Equipment, Technology, Manipulatives, Audio-Visual:  
This program utilizes a variety of hands-on activities and labs that are determined by Summer Bridge Pacing Plan committee, composed of teachers and administration.