English 3 – Semester 1 of 2

ILP & Vendor Content Template

# ILP (Individual Learning Plan)

## Instructor: Kimberly Hewitt, Frontier Tutoring LLC

## Class Name: English 3 – Semester 1 of 2

## School Year: 2017-18

## Course Description

English 3 explores American literature from the Pre-Columbian period through the 20th century. The first semester of this course will begin with the Pre-Columbian Native American folk tradition and follow the development of American literature through the Civil War period, with an emphasis on literary analysis and historical context. Literary analysis will comprise of class discussions, close reading, and out-of-class writing assignments. Reading assignments will cover various genres, including fiction (the short story, novel, and drama), non-fiction (political writings, speeches, and essays), and poetry. This course continues the development of writing skills, including grammar and mechanics, in addition to short and longer-form writing (such as essays).

## Standards: Common Core or GLE

The course is designed to engender student achievement of the following Common Core standards. Page numbers refer to the *Common Core Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Studies* (published June 2, 2010).

## Standard: Reading Standards for Literature in English Language Arts 6-12

## Grade Level: Grades 11-12 Students

Skills: Citing textual evidence both for explicit and implicit ideas; identifying and analyzing central ideas; analyzing events, characters, and ideas; figurative, connotative, and technical meaning of words/sentences; evaluating structure; author’s point of view and purpose; evaluating different formats of readings.

## Standard: Reading Standards for Informational Text in English Language Arts 6-12

## Grade Level: Grades 11-12 Students

Skills: Delineate and evaluate importance of readings in historical context; understand reason and purpose behind readings.

## Standard: Writing Standards, 6-12

## Grade Level: Grades 11-12 Students

Skills: Develop writing through planning, revising, rewriting, and using successful writing processes; write arguments and support claims; analyze texts or readings using valid reasoning and relevant and sufficient evidence; organize and write informative and explanatory text to convey complex ideas.

## Standard: Speaking and Listening Standards, 6-12

## Grade Level: Grades 9-10 Students

Skills: Initiate and participate in daily class discussions regarding readings, themes, characters, purpose, and craft; argue points utilizing textual evidence and reasoning; demonstrate command of formal speech when indicated and appropriate.

## Standard: Language Standards in English Language Arts 6-12

## Grade Level: Grades 11-12 Students

Skills: Demonstrate command and conventions of English grammar, usage, spelling, capitalization, punctuation, and sentence structure.

## Student Activities/Assignments

Students will complete homework assignments that may include reading, writing, grammar, and vocabulary. Students will participate in class discussions and will be required to complete several formal, graded assessments including written reports, oral reports, and examinations. For additional detail, please see the course syllabus.

## Materials/Resources

Each student should be equipped with standard class supplies (pencil/pen, paper/notebook, binder/folder). Curriculum will be based on the following textbook(s):

* *The Language of Literature* /Grade 11 (McDougal Littell, 2005)

## Role of FPCS Sponsor Teachers

FPCS sponsor teachers will provide oversight and transcribe their assigned students’ grade based on a record of assessed work and scores provided by Frontier Tutoring.

## Role of Frontier Tutoring Instructor

The instructor will lead and pace the class, conduct in-class activities, and assign homework for students to complete under parental supervision. The instructor will communicate with students and parents about student progress through quarterly progress reports, as well as on an individual basis as necessary.

## Role of Students

Students will complete all homework assigned by the instructor. Students will complete several formal, graded assessments including written essays or reports.

## Role of Parents

Parents will monitor the academic progress of their students, taking a proactive role in their education. Parents will ensure that students attend classes regularly and on time, students are picked up from classes on time, assignments are completed on time, and students are on pace with the class. Parents will arrange for supplemental tutoring or other measures if students fall behind.

## Assessment/Grading

Class performance will be assessed using a letter grade system as follows:

100%-90% = A; 89%-80% = B; 79%-70% = C; 69%-60% = D; 59%-0% = F

Weight of each evaluation factor is presented in the class syllabus. Frontier Tutoring will report quarter and semester grades to parents and Family Partnership Charter School. Frontier Tutoring will maintain quantitative evaluation records for each student.

# Vendor Contract Content

## Vendor: Frontier Tutoring LLC

## Vendor Instructor: Kimberly Hewitt, Frontier Tutoring LLC

## Name of Class: English 3 – Semester 1 of 2

## Minimum Students: 5

## Maximum Students: 18

## Location: Crosspoint Community Church

1920 W. Dimond Blvd. Ste. K, Anchorage, AK 99515

## Dates/Times Subject to Change

Class Dates: Semester 1: **August** 30

**September** 11, 18, 25

**October** 2, 9, 16, 23, 30

**November**  6, 13, 29

**December**  6, 13

## Class Times: Semester 1: Wednesdays, 11:00 AM - 1:00 PM

## Classroom Hours: 28

Registration Charge: Please reference the Student Budget Worksheet you will receive from Frontier Tutoring; this document will specify the exact amount due. Parent will be required to pay balance due should ASD fail to remit payment at any time.

Terms of Service: Enrollment in this class is subject to the Terms and Conditions of Enrollment Agreement, as amended.