

# Avanti High School Learning Plan

Learning Plan Course Title, Level and Section:

## Communication Level 5

Course Code:

Instructor:

### Student/Course Expectations

Student Name:

Advisor:

Date Started:

Target Due Date:

Completion Date:

Target Grade: A B P

Books/Resources Issued:

Estimated Number of Hours to Complete this Credit/Set of Performance Tasks:

Estimated Number of Hours Student Should Complete Each Week in Order to Reach Target Due Date: 9

Credit Amount (if applicable):

**Office Use Only:**    \_\_\_ Instructor Copy    \_\_\_ Tasks Tallied  
                                      \_\_\_ Advisor Copy    \_\_\_ Tasks Recorded

EALRs or GLEs:

1. The student uses listening and observation skills to gain understanding.
2. The student communicates ideas clearly and effectively.
3. The student uses communication strategies and skills to work effectively with others.
4. The student analyzes and evaluates the effectiveness of formal and informal communication.

### Learning Activities

#### Assignment Requirements:

1. Regularly attend classes/appointments with instructor.
2. Each week record up to five hours outside of class time for this learning plan.
3. Adhere to the requirements of this written alternative experience learning plan.
4. Any modification to this plan must be pre-approved by the instructor.

Book List	Date

Task Number	Description	Completion Date
<b>COM 5.01</b> Writing	Complete a communication experience from the list of communication experiences.	
<b>COM 5.02</b> Writing	Mentor a student through the expectations of the six-trait writing process by editing a minimum of eight pages of student writing..	
<b>COM 5.03</b> Reading	Read two books, which must come from the Avanti reading list, and one of which must be a biography.	
<b>COM 5.04</b> Writing	Add 50 new words to the personal vocabulary dictionary of words that you started in Level 2.	
<b>COM 5.05</b> Writing	From your generated personal dictionary, write a 400 word paper correctly using 25 of your new words.	

<b>COM 5.06</b> Speaking and Listening	Interview five individuals (or fewer with permission), each representing a different decade (1920'2 – 1980'2),geographical location, or social-economic background. Draft stories are reviewed and edited by individuals interviewed before submission.	
<b>COM 5.07</b> Media Literacy	Ingest a text created by/ representing a marginalized segment of society. In a class presentation elucidate the meaning of the work. Include how the marginalized nature of the work has effected both its perspective on society and the ability/ strategies of the artist in marketing their product.	
<p><b>Teaching Components:</b></p> <ol style="list-style-type: none"> <li>1. Teacher will provide student with instructional resources/ materials.</li> <li>2. Teacher will evaluate student performance.</li> <li>3. Teacher will assist student with learning process.</li> </ol>		
<p><b>Performance Supervision, Evaluations, and Assessments:</b></p> <ol style="list-style-type: none"> <li>1. As scheduled, student will initiate a meeting with instructor to review progress. Student will be prepared with current projects/ material to discuss on progress towards meeting their completion date.</li> <li>2. Student will be awarded completion for a task when all of the requirements for the task have been demonstrated.</li> <li>3. Student will be awarded for completion of the level when all required task and meeting have been documented.</li> </ol>		
<b>Progress Reviews</b>		
<b>Dates:</b>	<b>Notes:</b>	
<b>20 Day Review - Date:</b>		
<b>45 Day Review - Date:</b>		
<b>90 Day Review - Date:</b>		
<b>Student Signature:</b>	<b>Date:</b>	
<b>Instructor Signature</b>	<b>Date:</b>	