

Avanti High School Learning Plan

Learning Plan Course Title, Level and Section:

Literature: Images of Men and the American Dream

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):
.5

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

Suggested Reading list:

Hemmingway—Old Man and the Sea
Steinbeck—Grapes of Wrath/ Of Mice and Men
William Least Heat Moon—Blue Highways
Arthur Miller—Death of a Salesman
Joseph Heller—Cathc-22
Jack K.—On the Road

1. Describe what the American dream means to you (or what it should mean) and the role men play in creating this dream.
2. Read/ Discuss/ Write—consider the image of the American Dream presented by each author and how their characters relate to this image. What does this image say about the image of being a “man”?
 - a.
 - b.
 - c.
 - d.
3. Give a Presentation –explain the changes to the vision presented by these author, the images of men and the American dream that each author presented and you notion of what the image(s) of men should be and what the American dream should be.
4. The student will add new words from their reading to their vocabulary notebooks
5. The student will be give a list of basic literary concepts; plot, conflict, setting, character development, climax, denouement, theme. They will know the meanings of these terms and be able to apply them to the fiction they read.

Teaching Components:

1. Teacher will provide student with instructional resources/ materials.
2. Teacher will evaluate student performance.
3. Teacher will assist student with learning process.

Performance Supervision, Evaluations, and Assessments:

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.
2. Student will be awarded completion for a task when all of the requirements for the task have been demonstrated.
3. Student will be awarded for completion of the level when all required task and meeting have been documented.

Progress Reviews**Dates:****Notes:****20 Day Review - Date:****45 Day Review - Date:****90 Day Review - Date:****Student Signature:****Date:****Instructor Signature****Date:**