

TGIF High School Tutorial Class Offerings 2018-2019

TGIF's High School Tutorial classes run on Fridays for thirty-two weeks from September 7, 2018 through May 10, 2019.

Class Fees are \$150 for a one hour class and \$195 for a 1 ½ hour class. Lab fees and required texts are extra.

In addition to class, text, and lab fees, each family enrolled in the tutorial pays a \$40 registration fee that is used to pay for the extra weeks that TGIF uses the facility.

Questions about the tutorial? Email Alana Krispin at akrispin@verizon.net

If you are interested in registering for any of the tutorial classes, please email Sharon at tgifhomeschool@comcast.net. The links below are inactive.

LITERARY ANALYSIS **- IEW Hybrid**

Register

Grade: 9th, 10th,
11th, 12th
Sep 7, 2018 – May
10, 2019—Fri
Period: 09:00 AM -
10:30 AM
9:00-10:30 HS
Location:
Instructor(s): [Darby](#)
[McHugh](#)

LITERARY ANALYSIS - IEW Hybrid

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Through my career as a public high school teacher and homeschool tutor, I've realized that students across the board seem to have trouble accessing, engaging with, and communicating about all forms of text - no matter the genre.

In an effort to combat that perceived deficiency, I'm proposing a full year class based on IEW's Literary Analysis curriculum entitled Windows to the World. Check out the link below to read about the course:

<https://iew.com/shop/products/windows-world-introduction-literary-analysis-teacherstudent-combo>

Although the class will follow the WttW course loosely, there are places we'll deviate from the curriculum. Where, when, and how often will depend on the level and capability of students within the class. Teaching an English class with a grade disparity of four years requires a great deal of flexibility on all our parts:)

A few significant points for your consideration:

- 1) This is a 90 min class with approximately 4-6 hours of coursework during the rest of the week. The work outside of class is necessary and significant. If you aren't interested in that sort of academic rigor for whatever reason, this class isn't for you.
- 2) Since the end of this class is up against the beginning of Drama, I would like to offer an alternative for those students considering both that would allow

you to participate in both. I know it's always tough when you want two classes running concurrently! If you are interested in finding out more about this alternative, please contact me personally and we can discuss that on a case by case basis. gracestres@gmail.com or [410.386.0364](tel:410.386.0364)

3) Contrary to what it may seem, this is NOT simply a literature class. We will be using literature of all forms to learn how to access, engage with, and analyze a text. We will read poetry, short story, possible non-fiction, and one novel: ***To Kill A Mockingbird***. Therefore, it would/could count as a lit OR writing class.

4) Flexibility is required on all sides: if your child has read ***To Kill A Mockingbird***, we'll pick another great book. If your child has trouble with the workload, we'll work together to adjust. If you want your child challenged more, we'll work together to make that happen. That's the beauty of homeschooling, right?! Right!

5) In addition to the class fee, students will need a \$29 workbook available from IEW - <https://iew.com/shop/products/windows-world-introduction-literary-analysis-student-book-only>

English/LA for 7-9 graders

Register

Grade: 7th, 8th, 9th
Sep 7, 2018 – May 10, 2019—Fri
Period: 11:30 AM - 12:30 PM
11:30-12:30 HS
Location: Friendship Baptist
Instructor(s): [Darby McHugh](#)

English/LA for 7-9th graders

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This year, the TGIF tutorial is broadening its scope with a new writing and literature class for 7th-9th graders!

If that sounds like something you'd like to know more about, read on...

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1) Day/Time: Fridays from 11:30-12:30 at FBC

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2) Grade Level: Students in 7th - 9th grade who are at or above grade level in their reading proficiency.

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3) Curriculum: The curriculum will be IEW based (haven't decided exactly which one) but I know I'll go rogue when I need/want to. So I can't say I will stick with that curriculum completely. I will provide you with what you need for HW, though - mostly via email for you to print out and use. For those in 9th grade, you'll need to ascertain your oversight's requirements for English credits and let me know if there are any specific criteria I need to meet in terms of assessment/reporting.

4) Rigor and Relevance standard: This will be a real academic class - and, for those of you who don't know me, I take that pretty seriously.... We'll have fun, but we'll work hard, learn a lot, and all of us need to bring our "A" game. Speaking of work, there will be HW weekly (M-Th) b/c this will be their English class and the 9th graders (at least) will be getting a credit for it. Parental support is pretty important to the success of students in this class.

**The World History class is almost at capacity

**World History Part
2: Imperialism -
Modern Times**

Register

Grade: 9th, 10th,
11th, 12th
Sep 7, 2018 – May 10,
2019—Fri

Period: 01:00 PM -
02:00 PM

1:00-2:00 HS

Location:

Instructor(s): [Andrea
David](#)

World History Part 2: Imperialism - Modern Times

(This Course is independent and students need not have taken Part 1 to take this class!)

Teacher: Andrea David

Credits: 1 High School Social Studies Credit, ½ - 1 High School
English/Language Arts Credit

Materials: Oak Meadow World History Coursebook (\$75), literature
selections, Glencoe World History Student Edition by Jackson J. Spielvogel
(recommended, older versions fine), other World History textbooks (optional)

Internet Access: Required

Grading: Written Assignments, Individual Projects, and Class Participation

Course Description: The study of world history is the study of humanity itself. This course moves far beyond the simple learning of historical facts, and asks students to think deeply about what we can learn from the past and apply to the present to create a better future. This course looks at world history

through a multi-faceted lens, helping students connect course topics with literature, art, geography, psychology, sociology, economics, science, and technology. Students develop critical thinking and research skills as they analyze relationships between people and events as a means of understanding past and current world events. Students are encouraged to interpret facts, determine cause and effect, separate facts from opinions, explore values, synthesize information, consider divergent perspectives, form hypotheses, and evaluate conclusions. The course combines content-rich lessons with student-designed projects and learning reflections. Students will also be reading historical fiction books that complement the lesson content. Class participation is also an important component of the course and students are expected to contribute to class discussions each week.

Lessons: Imperialism, Changes and Challenges in East Asia, War and Revolution, The West in the 1920s and 1930s, Nationalism in the Early 1900s, World War II, Western World in Modern Times, Contemporary Latin America, Africa in Modern Times, Modern Middle East, and Asia and the Pacific Today.

Methods/Philosophy: Each week, students will research topics in World History and answer thought provoking questions in written or other formats. They will also present to the class the most interesting information they found during their research. This course is designed to be textbook-independent. This means that students can use ANY textbook or other research materials to learn about the lesson topics.

Students may choose any current world history textbook to accompany this course. However, relevant and comprehensive information can be found in a variety of places and a textbook is not required. As a textbook-independent course, students will conduct research and locate reputable sources to explore lesson topics, using a variety of print and online sources, film, audio, literature, news archives, artwork, and journals.

Literature Component: In addition to learning about history through more traditional methods as mentioned above, students will also be reading literature that further enhances understanding of the time period being studied. Examples include *All Quiet on the Western Front*, *All the Light We Cannot See*, *The Good Earth*, *Cry The Beloved Country*, etc.

Expectations: Since we only meet for 1 hour a week, students will be responsible for completing the reading and assigned work outside of class. Students will be expected to come to class each week prepared to discuss their research, reading, and assigned work. In addition to weekly written assignments, students will be reading relevant works of literature and be working on individual projects that may include papers and multimedia presentations.

Environmental Science

Register

Grade: 9th, 10th, 11th, 12th
Sep 7, 2018 – May 10, 2019—Fri
Period: 11:30 AM - 12:25 PM
11:30-12:30 HS
Location: Friendship Baptist
Instructor(s): [Andrea David](#)

High School Environmental Science (Oak Meadow Curriculum)

Teacher: Andrea David with assistance from Faith Johnston

Description: Environmental Science introduces fundamental ecological concepts and explores the interactions between all living things, including humans, and our environment. Students learn about the biosphere, major biomes, ecosystems, chemical cycles, and the role of living things in ecosystems. In addition to learning about environmental problems, students explore practical alternatives for protecting the environment and moving toward a sustainable future. More and more, the broad subject of environmental science needs to be considered on a global scale, and this course helps to increase students' awareness of global environmental issues, as well as their role in their environment, both local and global. Students are encouraged to think deeply about the issues discussed and their responsibilities as citizens of the Earth. The interdisciplinary nature of environmental science is reinforced throughout the course.

Methods/Philosophy: Each week, students will read about and research topics in environmental science and answer thought provoking questions in written or other formats which will be discussed during class. There will also be in-class and out-of-class lab work. Students will also read articles and books of importance to the understanding of environmental science.

Credits: 1 High School Science Credit, ½ High School English/Language Arts Credit

Materials: Holt Environmental Science by Karen Arms 2008 (buy used on Amazon or ebay), literature selections, Oak Meadow Environmental Science Coursebook 2014 or earlier (approx.\$10-\$25 on ebay). Do not buy anything from 2015 or later since they completely changed the curriculum including the textbook being used.

Internet Access: Required

Grading: Written Assignments, Lab Reports, Individual Projects, and Class Participation

Units: Tools of Environmental Science, Ecology, Populations, Water, Air, and Land, Mineral and Energy Resources, Our Health and Our Future.

Literature Component: In addition to learning about environmental science through more traditional methods as mentioned above, students will also be reading articles and books (fiction and non-fiction) that further enhance the understanding of the topics being studied. Examples include *The Grapes of Wrath*, *Silent Spring*, *A Sand County Almanac*, *The Sixth Extinction*, etc.

Expectations: Since we only meet for 1 hour a week, students will be responsible for completing the reading and assigned work outside of class. Students will be expected to come to class each week prepared to discuss their research, reading, and assigned work and participate in scheduled labs. In addition to weekly written assignments, students will be reading relevant works of literature, doing out of class labs, and be working on individual projects that may include papers and multimedia presentations.

Textbook: Holt Environmental Science by Karen Arms 2008 (buy used on Amazon or ebay), literature selections, Oak Meadow Environmental Science Coursebook 2014 or earlier (approx.\$10-\$25 on ebay).