

# Mr. Carlin Lesson Plans:

## May 11 – May 15

AP Language and Composition: This is the first test week for AP, so I will try to lighten the load a little to accommodate for test taking

Monday: On Friday, students completed an AP Vocabulary Test. Today I will place an answer key for the test and students are to go over the test and for any question they got wrong, they are to review it and make sure they understand the words meaning and usage

Tuesday: I will place in TEAMS a PowerPoint students saw earlier in the year about types of rhetorical arguments. Students are to review that and prepare for a short quiz on the types of arguments. Students have seen these before. They will get a sample argument and identify the argument. There will be a word bank consisting of the types of arguments for them to use. The quiz will be posted on Thursday. So students have today and tomorrow to review. The test and review should not take that much time, so students should have additional time for other classes.

Wednesday: Students are to review for the Arguments quiz tomorrow. It will consist of eight sample arguments they will have to identify with a word bank.

Thursday: Students will take the APLAC Arguments quiz today they may use their PowerPoint to help with the test. There will be 8 sample arguments they are to identify and a word bank. Students can upload their answers to the quiz today or tomorrow.

Friday: As a break from tests and test prep, students have today off to prepare for any tests students are taking, or get caught up in class work for this or other classes.

APLAC Test Takers: I have created a TEAM for students taking the AP TEST – APLAC Analytical Essay Review. In this TEAMS cite I have placed a PowerPoint that will serve as a review for the Analytical Essay, which is what the test will consist of this year as well as another sample Prompt and Passage. Students who are taking the test should look over the new prompt and Prepare an outline for the prompt to get a little more practice reading the prompt and planning an approach to answering that prompt. There is also the APLAC Vocabulary so students can review it for the test as well.

## English 11:

Monday: Students should have read chapter 7 of *The Lord of the Flies* and answered the Guided Reading Questions as well as having gone over the PowerPoint overview of chapter 7. Today, students are to take a reading quiz on chapter 7 and upload their answers to TEAMS

Tuesday: Today students are to begin reading chapter 8 of *The Lord of the Flies*. I will attach to the Assignment a set of Guided Reading Questions for students to review to help guide them through the reading. I will also attach another PowerPoint Overview of the reading to help students identify the important events, themes, subtext and symbolism in the text. Students have today and tomorrow to do the reading, they will have a quiz on Chapter 7 on Thursday.

Wednesday: Students are to continue reading chapter 8 of *The Lord of the Flies*. To help with the reading and the difficult subtext, I have uploaded a detailed PowerPoint review of chapter 8 and attached it to the assignment as well as a set of GRQs. The GRQs and the PowerPoint are also uploaded to the Files section of *The Lord of the Flies* Channel. A quiz will be uploaded for students to take on tomorrow.

Thursday: Students are to take a reading quiz on chapter 8 of *The Lord of the Flies*. The quiz will be posted in TEAMS and students should upload their answers by the end of the day. They may use their Guided Reading Questions and the PowerPoint overview on the quiz. Students should also begin reading chapter 9 of the novel. I will have the Assignment posted and attached to that Assignment will be another set of Guided Reading Questions and another PowerPoint Overview. The reading is to be completed for Monday, May 18

Friday: Today students are to continue with their reading of chapter 9 of *The Lord of the Flies* and have it completed for a quiz on Monday. To help with the reading I have attached to the Assignment a set of Guided Reading Questions and a PowerPoint Overview of chapter 9.

## Humanities:

Monday: On Friday, students received a poem by Ivor Winters, *At the San Francisco Airport*. They are to read the poem carefully and answer the Thinking Questions that go with it. Student's responses are to be uploaded into TEAMS by tomorrow.

Tuesday: Today, students are to upload their responses to the poem, *At the San Francisco Airport*. Today we will now look at love and friendships and how this love can bind and guide us. Today student are to listen to a song by the B-52's, *The Dead Beat Club* and respond to questions about the nature of the love of friends as it is depicted in this song.

Wednesday: We will continue with the theme of love and friendship as students listen to one last Springsteen song for the year, *No Surrender*. *The Dead Beat Club* looks at young friends, probably in high school hanging out together. *No Surrender* is from the perspective of someone looking back at a friendship that began at 16 and what that friendship has meant. Students will again have a few questions to respond to that address the intensity of young friendships and their meaning as we move into adulthood.

Thursday: Today students should upload their responses to yesterday's song. Today they will get a final reflection on love and friendship, Simon and Garfunkel's *Old Friends/Bookends*. This song now reflects on friends who have spent a lifetime together and in a very subtle way it reflects on what a friendship like this means. Students will again listen to the song and react to a few questions about its meaning.

Friday: Today students should upload their response to yesterday's song. We will be entering the final phase of our Love, Loss and Redemption unit. Today, students will get Elizabeth Barret Browning's famous love Sonnet, *How Do I Love Thee*. There will be some questions about her sonnet and her depiction of a deep and soulful romantic love. Next week, we will end with another look at a relationship that has lost its meaning but end with a video about the power and meaning of universal love and what it could mean to love humanity.

## STEAM – Video:

Monday: Students will receive in TEAMS a Story Board format which they are to use to plan out their video of fun things to do while sheltering in place. They have developed three to five ideas for what they can do. They have also been asked to plan out locations, props, and other people they will need to have in their movie (this is all to be done and arranged practicing safe social distancing). Students can certainly make this video alone, but they are welcome to invite family members to take part if they would like. **Family members who are not part of this class are not obligated to be in the film if they would prefer not to be.** Each student's film should have five to seven scenes. They need an Opening/Intro to guide the viewer into their movie, three to five scenes depicting the activities the students have developed and a Concluding/Outro scene to end the movie and wrap it up. The Story Boards are due on Thursday. If Students finish their Story Boards early they are free to begin shooting their movie.

Tuesday: Students are to continue working on their Story Boards

Wednesday: Students are to continue working on their Story Boards

Thursday: Students need to upload their Story Boards to TEAMS, they can do this just as they did with their practice Story Boards. Once uploaded, students may begin filming their movie.

Next week: Students will work on their movie and begin moving towards wrapping up the class for the year.