

Mr. Carlin

Lesson Plans: May 4 – May 8

AP Language and Composition:

Monday: On Friday, students received a passage, *Young Privileged, and Unemployed* by Julia Carlisle. They also received some Rhetorical Analysis Questions. They are to read the passage and answer the RAQ's for tomorrow.

Tuesday: Students should upload their RAQs for *Young, Privileged, and Unemployed* to the Assignment in TEAMS. Students will also take a short reading quiz on *Young, Privileged, and Unemployed*.

Wednesday:

Students will be given a Test on the APLAC Vocabulary tomorrow, (the list of words they got over the summer). Students have today to review for the test. Students are free to use their vocabulary list on the test, so the test is intended to get them to see the words and how they are used and how those techniques work. It is a good way to review the terminology.

Thursday:

Students will take the APLAC Vocabulary test today and may use their vocabulary list for the test.

Friday:

As a break from the standard work we have been doing, and a moments respite before the test, I would like to have the student read a short poem that includes a stark message about American schools in the early 1960's. Students are to read the poem and then answer a few questions about the argument contained in the poem. The responses are due next Tuesday, May 12.

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 a sample Prompt and Passage. I have also added the APLAC Vocabulary so students can review it for the test. Another Analytical Essay Prompt will be uploaded for students to look at review and practice.

English 11:

Monday: We have finished the review of chapters 1 through 5 of *Lord of the Flies*. Today we begin to pick up where we left off as we worked on the rough drafts of students *Crucible* papers. Students are to read chapter 6 of the novel. In order to help with the more difficult subtext of the novel, students will find in TEAMS a PowerPoint I created to help navigate the complexity of the reading. There will also be a set of Guided Reading Questions to help guide students to the most significant and revealing moments in the text. Students have today and tomorrow to do the reading. A quiz on the reading will be posted in TEAMS on Wednesday.

Tuesday: Today, students are to complete the reading, read through the PowerPoint on chapter 6 and look over the GRQ's to prepare for a reading quiz tomorrow.

Wednesday: Students are to begin reading chapter 7 of *The Lord of the Flies*. To help with the reading and the difficult subtext, I have uploaded a detailed PowerPoint review of chapter 7 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. Students will have today and tomorrow to work on the reading and GRQ's. A quiz will be uploaded for students to take on Friday.

Thursday: Students are to continue to read chapter 7 of *The Lord of the Flies*, read through the PowerPoint, the overview and review the Guided Reading Questions.

Friday: Today students are to take a quiz on Chapters 7 of *The Lord of the Flies*. Students may use the text, the PowerPoint overview and their GRQs to help with the quiz. On Monday we will begin reading chapter 8 of the novel.

Humanities:

Monday: We have started our final unit of the year it is an art based unit centered around the theme of Love, Loss and Redemption. Students were given a painting to look at on Friday and they are to answer some questions about the painting and then choose a song they think fits the painting and explain why. The assignment is to be uploaded into TEAMS tomorrow.

Tuesday: Students are to upload their responses to the painting they received on Friday. They will receive one more painting today, which is an interesting look at young love in the age of Covid-19. This will be short assignment with just two reflective questions to upload to TEAMS by tomorrow.

Wednesday: We are now going to look at two poems about the love between a parent and a child. The first is a short poem titled *Lullaby* by John Fuller and looks at the feelings of a parent with a young baby. Student are to answer some questions about the poem and upload the responses into TEAMS tomorrow.

Thursday: Today students should upload their responses to yesterday's poem. Today they will get another poem, *At the San Francisco Airport*, by Ivor Winters. This poem reflects the love between a parent and a much older child. The first poem depicts the love of parent for a young child at the beginning of life. Today's poem, presents us with a parent who is letting a child move on to their own life and future. Students are to read the poem and answer questions about it including their own thoughts about the process of leaving home and moving on to their own lives.

Friday: Today we begin to look at the love of friends. We will listen to two songs, one about friends parting and then next week about old friends in the twilight of their lives.

STEAM – Video:

Monday: Students are working on ideas for their movie. Tomorrow, students are to upload into TEAMS three to five ideas for fun things kids can do while sheltering in place. Details for the assignment can be found in my TEAMS page.

Tuesday: Students are to upload their ideas for fun things to do while sheltering in place.

Thursday: Students need to submit to me a list of where in the home or yard they will film their movie (locations), who will be in it with them, (yes parents they may ask you to be in their movie, but you are not required to be in it if you would prefer not to be) and what props do they need in each location. Presumably, each location will be another scene.

Next week: Students will work on their Story Boards for their movie and possibly begin filming.