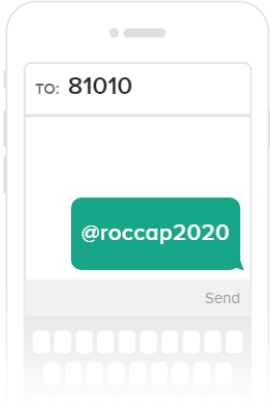
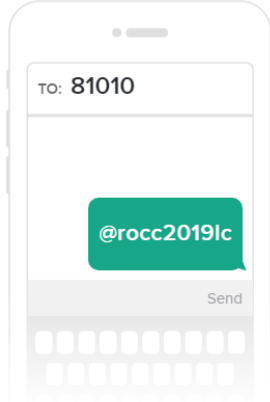
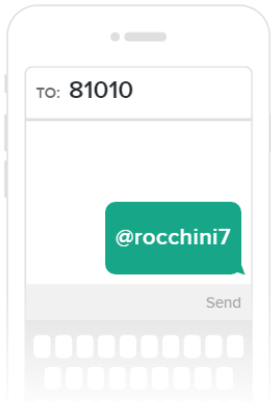


AP Literature and Composition 12 • Academic English 12 • Honors English 7

Dear students and parents,

Please review the information below for your reading and writing assignments for the next two weeks (or so). Please complete all assigned reading and writing tasks, and be prepared to submit your written work upon your return to school. I will be available if you have questions; my email is crocchini@rsd.k12.pa.us and I will likely check that each morning and afternoon. I am also available through the Remind App, which, as many of you know, is the fastest way to get in touch with me.

Joining information for Remind is below if you are not already a member for your assigned class:

AP Lit/Comp 12	Academic English 12	Honors English 7
<p>Text @roccap2020 to the number 81010</p> <p>You'll receive a welcome text from Remind.</p> <p>If anyone has trouble with 81010, you can try texting @roccap2020 to (412) 436-5839.</p> 	<p>Text @rocc2019lc to the number 81010</p> <p>You'll receive a welcome text from Remind.</p> <p>If anyone has trouble with 81010, you can try texting @rocc2019lc to (412) 436-5839.</p> 	<p>Text @rocchini7 to the number 81010</p> <p>You'll receive a welcome text from Remind.</p> <p>If anyone has trouble with 81010, you can try texting @rocchini7 to (412) 436-5839.</p> 

Take care,

Mrs. Rocchini

AP Literature and Composition 12 – Revised 3.16.2020

PART 1: Students should complete the weekly USA Test Prep Assignments that are listed in their online classes. There will be one assignment for each missed week of school. Students will need to use the Account ID listed below, and they will also need their login and password. If they forget this information, they should send me an email or Remind message, and I will provide it.

Account ID: riverview18

PART 2: Students in the class had a choice between reading one of two dystopian novels, *1984* by George Orwell (297 pages) or *Brave New World* by Aldous Huxley (268 pages).

In either case, *students will be expected to read approximately 15 pages per school day and work towards the completion of a Major Works Data Sheet (MWDS)*, which they were provided in class on 3/13. Their analyses on the MWDS should be thoughtful, original, and specific.

If a student has lost this document, needs another copy, or was not present to receive it on 3/13, they should email me or send me a message through Remind to receive a new copy.

If we are out for five days, the student should have read approximately 75 pages, and should be approximately 25% of the way through the completion of the MWDS. If we are out for ten days, the student should have read approximately half of the book and they should be 50% of the way through the MWDS, and so on.

Students can complete their MWDS on the document I provided on 3/13, hand-write them in the school-provided notebook, or type them on their computers. Students should be prepared to submit their MWDS upon return to school for grading.

PART 3: Students will be expected to complete one Vocabulary Lesson (VL) and the accompanying Quizlet assignments OR written assignments (for those without access to internet/computer) for each week of school that we miss. Students have received this Vocabulary Lesson Packet already. If we are off during the week of 3/16-3/20, students should finish the written or Quizlet exercises for VL 16. If we are off during the week of 3/23-3/27, they should complete the written or Quizlet exercises for VL 17, and so on.

Academic English 12 – Revised 3.16.2020

PART 1: Students in the class will read the play, *Fences*, by Pittsburgh Native August Wilson.

Students received the text, “*Fences* Notes” (background information), and the work plan in class on 3/13/2020. I have revised since handing out that assignment after realizing the amount of work was too great in light of students having assignment to complete for every class while working primarily on their own over the next two weeks.

If the student needs a new copy of the text or “*Fences* Notes” (background information), please have them email me or send a message through Remind. The play can also be found in full text online at https://archive.org/stream/WilsonFences/Wilson%20Fences_djvu.txt.

Day 1: Read and highlight/take notes on the “*Fences* Notes” Packet.

Day 2: Read Act I Scene 1.

Day 3: Complete Comprehension and Analysis Questions for Act I Scene 1.

Day 4: Read Act I Scene 2.

Day 5: Complete Comprehension and Analysis Questions for Act I Scene 2.

Day 6: Read Act I Scene 3.

Day 7: Complete Comprehension and Analysis Questions for Act I Scene 3.

Day 8: Read Act I Scene 4.

Day 9: Complete Comprehension and Analysis Questions for Act I Scene 4.

Day 10: Read Act II Scene 1.

Students should be prepared to submit their reading comprehension and analysis questions upon return to school for grading. Once we return to school, we will finish reading the play, complete an in-class review, and take an objective test on the play. **If students have questions as they are reading, they can email me or send a message through Remind.**

PART 2: Students will be expected to complete one Vocabulary Lesson (VL) and the accompanying Quizlet assignments OR written assignments (for those without access to internet/computer) for every two weeks of school that we miss. Students have received this Vocabulary Lesson Packet already. If we are off during the week of 3/16-3/20, students should finish the regularly assigned Quizlet exercises for VL 8; when completing the Quizlet “Test,” they should be sure to select 15 questions (the maximum number allowed, and they should not use their vocabulary lists – we’re working on the honor system here!).

If we are off during the week of 3/23-3/27, students should complete the written OR Quizlet exercises for VL 9. We will take the assessment for 9 when we return.

Please note: I have provided the VL 7 list in the front of the packet in the event that we are out for a more extended period of time because a review unit on VL 7-9 follows the VL 9 list.

Honors English 7

Directions: Throughout this school year, two of the central writing skills we have focused on are generating and adding supporting details to our writing and vocabulary development. Experienced writers are able to carefully investigate a writing prompt, brainstorm ideas, and generate writing that has strong supporting information. They are also able to choose interesting words and phrases to improve their writing. Your assignments for the next two weeks or so require you to complete work in each of these areas. See the details below in “Part 1” and “Part 2.”

Part 1: Informative/Expository Writing Skills Adding Supporting Detail

For every day that school is not in session, please select one writing prompt from the following list and complete this writing prompt as if it were a classroom writing assignment. This would include creating a heading, a small brainstorming chart, and then completing the paragraph with a topic sentence, supporting details, and a concluding sentence. Each of these writing assignments should take you about 15 to 20 minutes to complete. In this process, please also consider reviewing your writing each day and making additional revisions to enhance your paragraph(s).

Again, I would like you to practice writing one **different** prompt each day; thus, if we miss five days of school, I would like you to answer five prompts, if we miss ten days of school, I would like you to answer ten prompts, etc. You may write each response in a journal, on a separate sheet of paper, in a word document, or any other format of your choice as long as you have a method of organizing and storing all this writing and you are prepared to turn in each response upon our return to school.

Writing Prompt Options (complete 1 per missed school day)

1. Write about someone you care about and explain why they are so important to you.
2. Write about one of your favorite sports or hobbies, explaining why it is your favorite.
3. Write about a character from a book that you would enjoy meeting and explain your reasoning.
4. If you were able to travel into the future, what would you do? Identify and explain your plans.
5. Do you think that social media is a positive thing? Identify and explain your answer.
6. Identify and explain why honesty is so important in any type of relationship.
7. Identify and explain what you feel is your greatest accomplishment in your life.
8. Identify and explain some of the things you feel are most difficult or challenging about being in middle school.
9. Identify a new national holiday that you feel should be created based on a person or event. Explain your reasoning for creating this holiday.
10. Who do you admire most in history? Identify and explain your answer.
11. Does being fair mean treating everyone exactly the same? Identify and explain your answer.
12. In your opinion, which scientific discovery or invention has changed the world the most. Identify and explain your answer.
13. What is the best thing you've done this year? Identify and explain your answer.
14. Which season of the year do you like best? Identify and explain your answer.
15. If you could travel to any place in the world, where would you go and why? Identify and explain your answer.

Part 2 - Vocabulary Development: Acquire/Use accurately academic and domain-specific words/phrases

Directions: Complete the Vocabulary Lesson 7 Packet; Supplement your learning using quizlet.com