



Caldwell High School

Phase 2 Learning Opportunities

Week of April 16th - April 22th

Hint: Any words that are in blue will link you to an online video or activity.

ENGLISH	LESSONS
<p>English I</p> <p>We will use the process of research to define a research topic in order to define a career to research.</p> <p>I will use the research process to prepare my chosen career presentation either in an electronic or paper-based format to share my research findings, citation summarization and MLA citations with my classmates.</p>	<p>Lesson 3 Topic: Taking Notes</p> <p>Activity: Reading, summarizing and organizing information for final project</p> <p>Complete the following notes chart (Part 2) to help you gather the information you need. Also, be careful to WRITE your source author in the top grey box so that you know which source the information came from. You are required to collect 8 “bullet statements” from each source.</p> <p>Google Class Codes: Armstrong 1st = ijxjogt Armstrong 5th = 7oiyunn Armstrong 7th = dyrddid Armstrong 8th = a55doar Cole 3rd = r5zohhm Cole 4th = me25zzr Cole 7th = usqfr7z</p> <p>Lesson 4: Taking Notes</p> <p>Activity: Collect 2-3 direct quotes from each of your sources</p> <p>Direct Quote: Write a one sentence DIRECT QUOTE from each source you could include on your presentation.</p>

<p>PAP English I</p> <p>We will use the process of research to define a research topic in order to define a career to research.</p> <p>I will use the research process to prepare my chosen career presentation either in an electronic or paper-based format to share my research findings, citation summarization and MLA citations with my classmates.</p>	<p>Lesson 3 Topic: Taking Notes</p> <p>Activity: Reading, summarizing and organizing information for final project</p> <p>Complete the following notes chart to help you gather the information you need. Also, be careful to WRITE your source author in the top grey box so that you know which source the information came from. You are required to collect 8 “bullet statements” from each source.</p> <p>Google Class Codes: Armstrong = fx5h4sv</p> <p>Lesson 4: Taking Notes</p> <p>Activity: Collect 2-3 direct quotes from each of your sources</p> <p>Direct Quote: Write a one sentence DIRECT QUOTE from each source you could include on your presentation.</p>
<p>English II</p> <p>We will use the process of research to define a research topic in order to define a career to research.</p> <p>I will use the research process to prepare my chosen career presentation either in an electronic</p>	<p>Lesson 3 Topic: Taking Notes</p> <p>Activity: Reading, summarizing and organizing information for final project</p> <p>Complete the following notes chart to help you gather the information you need. Also, be careful to WRITE your source author in the top grey box so that you know which source the information came from. You are required</p>

<p>or paper-based format to share my research findings, citation summarization and MLA citations with my classmates.</p>	<p>to collect 8 “bullet statements” from each source.</p> <p>Google Class Codes: McMullen 2nd: dihg02f McMullen 3rd: 7dice5m McMullen 5th: 6hxfosd McMullen 8th: pwo2nvk McMullen 9th: mnlx2f4 Cole 1st: qqcgeb5 Cole 9th: znildj5</p> <p>Lesson 4: Taking Notes</p> <p>Activity: Collect 2-3 direct quotes from each of your sources</p> <p>Direct Quote: Write a one sentence DIRECT QUOTE from each source you could include on your presentation.</p>
<p>PAP English II</p> <p>We will use the process of research to define a research topic in order to define a career to research.</p> <p>I will use the research process to prepare my chosen career presentation either in an electronic or paper-based format to share my research findings, citation summarization and MLA citations with my classmates.</p>	<p>Lesson 3 Topic: Taking Notes</p> <p>Activity: Reading, summarizing and organizing information for final project</p> <p>Complete the following notes chart to help you gather the information you need. Also, be careful to WRITE your source author in the top grey box so that you know which source the information came from. You are required to collect 8 “bullet statements” from each source.</p> <p>Google Class Codes: McMullen 1st: fmaphue McMullen 4th: j7ipgke</p>

	<p>McMullen 9th: mnlx2f4</p> <p>Lesson 4: Taking Notes</p> <p>Activity: Collect 2-3 direct quotes from each of your sources</p> <p>Direct Quote: Write a one sentence DIRECT QUOTE from each source you could include on your presentation.</p>
<p>English III</p>	<p>Lesson 1 Topic: Identifying rhetorical appeals</p> <p>Activity: Select any news or op ed article published in the past month. You will need to answer the following questions.</p> <p>What is the main argument expressed in the article?</p> <p>List three rhetorical appeals or argumentative techniques the author uses to prove their point.</p> <p>Google Class Codes:</p> <p>Hutto English 3: slr6fj7</p> <p>Lesson 2: Using Rhetoric effectively</p> <p>Activity: You will write a 1 page “news article” using effective rhetorical appeals. You may choose whichever current event you would like. You must utilize at least 3 examples of ethos, pathos, and logos.</p> <p>Underline or highlight every</p>

	argumentative technique used
<p>AP English III</p> <p>We will read, analyze, and discuss the article, "High School Students Demand Wars in Easier-to-find Countries."</p> <p>I will respond to questions about a satirical article using complete sentences. I will also analyze the article to determine one or more satirical elements to focus my 300-400 word analysis.</p>	<p>Lesson 1 Topic: Analyzing Satire Doc for lessons 1 and 2 - to be printed</p> <p>Activity: <u>Student Task 1</u> Google Form</p> <p>Read, analyze, and answer questions about the article, "High School Students Demand Wars in Easier-to-find Countries."</p> <ul style="list-style-type: none"> • Who is this written for? • For what purpose? What message is trying to be conveyed? • In your opinion, is this article effective in conveying that message? Why or why not? • What significance does the publication source have? • Would this article be more effective if it was published by a different source? Why or why not? If yes, what other source would be more effective? Explain. <p>Google Class Codes:</p> <p>Cole 5th: tdueuzu Cole 8th: 3xagh5v</p> <p>Lesson 2: Analyzing Satirical Elements</p> <p>Activity: <u>Student Task 2</u> Reread the satirical article and write a 300-400 word analysis that focuses on how the author develops specific satirical elements (you will identify at least one - you can decide which element(s)).</p> <p>Satirical Elements (see satire ppt in Google Classroom)</p>

English IV	<p>Lesson 1 Topic: Romantic Poetry: Shelley</p> <p>Activity: Read the two poems by Percy Shelley, “Ozymandias” and “England in 1819.” Answer the provided reading questions.</p> <p>Google Class Codes: tzlh6tr</p> <p>Lesson 2: Romantic Poetry: Keats</p> <p>Activity: Read the two poems by John Keats, “When I have Fears that I May Cease to Be” and “To Autumn.” Answer the provided reading questions.</p>
AP English IV	<p>Lesson 1 Topic: Poetry Active Reading</p> <p>Activity: Complete a full active reading annotation of the provided poem by John Keats, “To Autumn.”</p> <p>Google Class Codes: any4vcj</p> <p>Lesson 2: AP Exam Practice Essay</p> <p>Activity: Complete an AP Timed Writing over the provided AP prose prompt - “The Rise of Silas Lapham”</p>
College Prep English	<p>Lesson 1 Topic: Literary analysis</p> <p>Activity: After you have received corrections to the rough draft of your analysis, begin the revising and editing process. You will have specific notes on corrections.</p>

Google Class Codes: 7wsdqqb

Lesson 2: Literary analysis close reading

Activity: Read the literary analysis of Romeo and Juliet and write a 1 paragraph reflection on what you think the essay does well.

https://docs.google.com/document/d/1Md_v928AUVQq3ci_g_lqV8uihgdKje3jQhyC04lnbLH8/edit#heading=h.ed7fd72r084e