

Meet Mr. Pagan

[Mr. Pagan Meet the Teacher Video](#)

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Latin II

Course description: Latin 2 expands the skills acquired by students in Latin 1. Specific content includes, but is not limited to, expansion of vocabulary and translation skills through comprehension of selected readings. Vocabulary and grammar stresses activities which are important to prepare for translating the works of authentic authors in the target language. In presentational speaking and presentational writing, Latin students will present projects and reports of the research they have done about the culture, arts, history, politics, literature and mythology of the target language in English.

Textbook

Latin for Americans 1 (red book)

- Face-to-Face students will be able to check this text out from the media center
- LaunchEd students will have all the necessary pages reproduced for them digitally (Note: it may be possible for LaunchEd students to check out physical copies of the text. Should this be possible, I will let you know.)

Course Progression

- Students will complete the second half of the text from chapter 36-70

Materials

- Computer
- Headphones (face-to-face students)

Supply Donation Wish List

- HAND SANITIZER
- TISSUES
- SANITIZER WIPES
- LYSOL

Latin III

Course description: Latin 3 expands the skills acquired by students in Latin 2. Specific content includes, but is not limited to, expansion of vocabulary and translation skills through comprehension of selected readings. Vocabulary and grammar stress activities which are important to authors such as Caesar, Cicero, Plautus, Ovid, Catullus, Horace, Pliny, Sallust, Juvenal and Vergil. In presentational speaking, Latin students will present projects and reports of the research they have done about the culture, arts, history, politics, literature and mythology of the target language in English. For presentational writing, students will write essays of literary criticism to prepare for those expected in Advanced Placement and college classes.

Textbooks

Latin for Americans 2 (green book)

Ecce Romani 3

- Face-to-Face students will be able to check these texts out from the media center
- LaunchEd students will have all the necessary pages reproduced for them digitally (Note: it may be possible for LaunchEd students to check out physical copies of the text. Should this be possible, I will let you know.)

Course Progression

- Students will work in *Latin for Americans 2* for the first semester
- 3rd Quarter, students will work in *Ecce Romani 3* and cover Latin prose authors
- 4th Quarter, students will return to *Latin for Americans 2* and cover Latin poetry

Materials

- Computer
- Headphones (face-to-face students)

Supply Donation Wish List

- HAND SANITIZER
- TISSUES
- SANITIZER WIPES
- LYSOL

AP Art History

Course description: The AP Art History course is equivalent to a two-semester introductory college course that explores topics such as the nature of art, art making, and responses to art. By investigating a specific image set of 250 works of art characterized by diverse artistic traditions from prehistory to the present, the course fosters in-depth, holistic understanding of the history of art from a global perspective. Students become active participants in the global art world, engaging with its forms and content, as they experience, research, discuss, read, and write about art, artists, art making, and responses to and interpretations of art

Textbook

Optional: Gardner's *Art Through the Ages*

- There is no formal text for this course. Readings may be assigned from other resources which will be made available to all students. Face-to-Face students who wish to check out the optional text may do so in the media center.

Course Progression

- The course is divided into 9 units which cover the required 250 works of art. These units have been modified from the official units as outlined in the course description provided by CollegeBoard
- Larger units will be subdivided into smaller segments
- Each unit ends in a test which will approximate the formatting of the AP Exam
- All students enrolled in the course will be required to sit for the AP Exam in May

Materials

- Computer
- Headphones (face-to-face students)

Supply Donation Wish List

- HAND SANITIZER
- TISSUES
- SANITIZER WIPES
- LYSOL

Theatre 2

Course description: Students with previous theatre experience and instruction continue to study acting, design, and dramatic literature to increase the enjoyment and understanding of what is required to prepare plays for the public. Students explore theatre history, study the great American playwrights, examine the cultural and historical contributions to theatre, and begin to use the information to inform and improve their theatre knowledge and skills. Students begin to use the basic elements of theatre design through practical application and projects. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

Textbook

- There is no formal text for this course. Readings may be assigned from other resources which will be made available to all students. Digital copies of plays to be read in class will be made available.
- Selected plays may include: *A Raisin in the Sun*, *Brighton Beach Memoirs*, *Antigone*, and *A Doll's House*

Course Progression

- The course will begin with developing observational skills
- From there we will revisit improvisational theater
- Other topics will include character development, pantomime, theatre history

Materials

- Computer
- Headphones (face-to-face students)

Supply Donation Wish List

- HAND SANITIZER
- TISSUES
- SANITIZER WIPES
- LYSOL

Theatre 3/4

Course description: This course is designed for students with extensive experience in theatre, and promotes significant depth of engagement and lifelong appreciation for theatre through a broad spectrum of primarily self-directed study and performance. In keeping with the rigor expected in an accelerated setting, students assemble a portfolio that showcases a significant body of work representing personal vision and artistic growth over time; mastery of theatre skills and techniques in one or more areas; and evidence of sophisticated oral and written analytical and problem-solving skills based on their structural, historical, and cultural knowledge.

Textbook

- There is no formal text for this course. Readings may be assigned from other resources which will be made available to all students. Digital copies of plays to be read in class will be made available.
- Selected plays may include: *A Streetcar Named Desire*, *The Laramie Project*, *Rosencrants and Guildenstern Are Dead*

Course Progression

- The course will begin with a revisit of improvisational theatre
- From there we will explore various acting methods
- Other topics will include: play structure, playwriting, exploration of other roles in theatre (director, producer, designer), the entertainment industry

Materials

- Computer
- Headphones (face-to-face students)

Supply Donation Wish List

- HAND SANITIZER
- TISSUES
- SANITIZER WIPES
- LYSOL

Technical Theatre

Course description: Students focus on developing the basic tools and procedures for creating elements of technical theatre, including costumes, lighting, makeup, properties (props), publicity, scenery, and sound. Technical knowledge of safety procedures and demonstrated safe operation of theatre equipment, tools, and raw materials are central to success in this course. Students explore and learn to analyze dramatic scripts, seeking production solutions through historical, cultural, and geographic research. Students also learn the basics of standard conventions of design presentation and documentation; the organizational structure of theatre production and creative work in a collaborative environment; and the resulting artistic improvement. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.

Textbook

- There is no formal text for this course. Readings may be assigned from other resources which will be made available to all students. Digital copies of scripts to be read in class for design analysis will be made available.

Course Progression

- The course will begin with principles of design
- From there we will explore the various branches of technical theatre
- Hands on skills will focus on carpentry, lighting, and sound

Materials

- Computer
- Headphones (face-to-face students)

Supply Donation Wish List

- HAND SANITIZER
- TISSUES
- SANITIZER WIPES
- LYSOL

LaunchEd@Home Specific Policies:

Daily Attendance - Daily attendance will be taken via web conference at the beginning of class. Students are expected to sign in on time as if they are attending class and will be marked as tardy if late. As soon as class starts, open your course in Canvas and complete the bell work with the other students right away.

Due Dates - Due dates are set for a physical schedule, meaning things are “due” at the end of class on the day it is due. There is a 48 hour grace period where students may submit work. Generally speaking, if work is submitted the same day it is due, I do not reduce points. If it is submitted the following day, it is docked 10%. Once an assignment has closed, there will be an opportunity to make it up later in the quarter for half credit.

Office Hours - My office hours remain the same whether the student is learning through LaunchEd@Home or Face-to-Face. If you need to email me or you wish to schedule a virtual meeting, please use the Inbox on Canvas for all written communication in order to receive a prompt response. Since I teach 6 classes each day, requests for virtual meetings can only be scheduled after the school day has ended.

Web Conferencing - Students need to attend class digitally during their normal class period, as lectures will not be recorded. It is expected that students have their video camera activated at all times during web conferencing and that they be dressed appropriately for school as if they were attending face-to-face.

Recording by students is in violation of FERPA laws and is not permitted. However, any notes, presentations, or other materials you might need for the course will be available to you online. Students may request a private video conference to ask any questions that I was not able to answer during class or if they need clarification or help with an issue they may be having in the course.

Daily Procedure- Make sure that your video is enabled and your display name is your first and last name. If you have another name that you go by, let me know so I can adjust my personal roster. During class discussions or lecture, be prepared to be called on as if you were sitting in class. Make sure your video is enabled, and I will unmute your microphones whenever you are asked to speak. If you need to ask a question during class, you can use the “raise your hand” option, or simply type your question into the chat box. In the event of a microphone issue, you can also use the chat function to participate. Even when you are working independently on a class assignment, you must keep the conference active during the entire period.

Content - All chat conversations, video conversations, shared screens, presentations, etc, should be focused and school appropriate. Students at home are held to the same standards of civility and engagement as students on campus. Remember that everything you do on a school computer or using your school accounts (like Google, even in Google Hangouts) is subject to observation and monitoring by the school and district. These are not private accounts or private equipment and they should be used solely for educational purposes.

Group Work - All group work, whether with Face-to-Face students or those in LaunchEd@Home will be completed using a variety of tools that enable interactivity or chat functionality.