

No Cell Phones!

- **Bell Ringer**
- Write down 3 important things to say (or ask) about the protagonist from each of your novels (6 things total). What have you inferred about them? What is admirable about them? What is disappointing about them?

Honors

August 20, 2015

Learning target(s): I can define and use literary present tense. I can discuss protagonists on a deeper level. I can be a good participant (listener and contributor).

Agenda:

- 1. Questions about goals
- 2. Literary Present Tense
- 3. Discussion
- 4. Exit slip

Homework:

- 1. Goals due tomorrow
- 2. Bring 2 novels tomorrow

Tally

- If you are keeping a daily record of anything (participation, being prepared, listening, not falling asleep, etc.), remember to make a note of today's successes.

Literary Present Tense

- Definition
- Explanation
- Examples: Daisy hits Myrtle while driving Gatsby's car. Buttercup believes Westley is dead, but he returns as the man in black.
- Exceptions
- Writing prompt: Write 4 short sentences, using literary present tense, about big events in your summer novels. (Avoid writing about flashbacks or backstory.)

Novel Discussion

- 1. Use literary present tense when appropriate (the majority of the time it will be).
- 2. Be a good participant: listen and contribute in a meaningful way.
- 3. Discuss the protagonists of your novels – what are their major personality traits? How do they handle obstacles and conflicts? What makes them successful (or not)? Do they fit a certain pattern or type (do they remind you of other protagonists)? Do they represent traits we admire in our society? Explain.

Exit Slip

- **At this moment, what would you say about the protagonist of your second novel? What would you argue about this character?**
- Argue: declare an interpretation (not a fact or mere observation), especially one that may not be immediately obvious, and defend it with evidence.
- Example: While Mr. X's extreme confidence at first seems to be a major flaw, it is this very self-assurance that carries him through the various conflicts in the novel.

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- Bell Ringer
- 1. Turn in the bonus homework if you did it.
- 2. Which of my rules (posted on the Stupp side, up high) will be your biggest challenge? Write about it in your class notes.

CP English 11 August 20, 2015

Learning target(s): I can be a good listener and participant. I can set goals for myself. I can plan a speech.

Agenda:

- 1. Review speaking goals
- 2. Set remaining goals
- 3. Introduce speaking assignment
- 4. Work time?

Homework:

- 1. Finish writing goals by tomorrow
- 2. Bring summer books NEXT Friday (haven't read one yet? You have a week to do so.)

Tally

- **If you are keeping a daily record of anything (participation, being prepared, listening, not falling asleep, etc.), remember to make a note of today's successes.**

2 Goals per Category, First Semester

- Listening/Participation
- Grammar/Mechanics/Vocabulary
- Reading (assigned, for deeper meaning)
- Composition (not handwriting)
- Formal Speaking
- See next slides for suggestions

Sample Goals

- L/P: I will keep dated notes. I will contribute to class regularly (tally).
- G/M/V: I will earn a 90% or higher on all grammar-related activities. I will demonstrate correct semicolon use in formal and informal writings. I will use at least 10 vocabulary words in formal and informal writings outside of vocabulary assignments.
- Reading: I will read on a deeper level and show that in literary analyses and quizzes. I will analyze literature for symbolism.
- Composition: I will support each major point with 3 details or direct quotations in major papers. I will use transitions effectively to organize my essay. I will integrate information from multiple sources in my research paper. I will use active, interesting verbs. I will use a formal tone. I will have a clear thesis in my introduction.
- FS: I will use pauses effectively rather than filler words (um, like, so). I will help my audience remember my main points by using tactics like acronyms, repetition, or diagrams. I will rehearse my speech multiple times in front of different people. I will exceed the minimum time limit with substance.
- **What do you notice about the phrasing of these goals? How could a student prove that he or she met each of these goals? How do these goals relate to what will be covered in this class?**

Suggested Formal Speaking Goals

- I will speak more than the minimum time required.
- I will rehearse at least 3 times before I present and record the dates on my tally calendar.
- I will use pauses effectively.
- I will make notecards or another guide for myself to use during my speech.
- I will look at my audience during my presentation.
- I will avoid filler words like “um” or “like” and use pauses effectively instead.
- I will have an engaging introduction that is creative.
- I will ask the audience if they have any questions when I’m nearly finished with my presentation.
- I will do something creative that helps my presentation.

Suggested Listening/ Participation Goals

- I will take notes regularly and date them.
- I will write down instructions and check them as I finish each part.
- I will participate _ times each week and keep a tally on my calendar.
- I will ask questions in class when I need help (someone else probably wants to know, too).
- I will take notes over another student's presentation at his or her request and keep a copy for myself.
- I will not text, sleep, zone out, or have private conversations during class (keep a tally).
- I will be an active group member when we work with partners or groups (tally).
- I will come to class prepared to contribute, i.e. I will have done my homework and be ready to discuss it (tally, write down questions, etc.)
- I will score at least 80% on listening quizzes.

Suggested Reading Goals

- Reading aloud fluently
- Take notes while reading (in the text or on separate paper)
- Read to understand (plot) – don't rush
- Ask questions and record the answers
- Read to understand on a deeper level: symbolism, foreshadowing, characterization, theme, setting, literary critical theory
- Proof: notes, quizzes, papers, journal responses/answering questions

Suggested Composition Goals

- Edited/proofread
- Use good detail and citations
- More sophisticated words
- Thesis statements/arguments/claims
- Using transitions/ organizing your writing
- Staying focused on the topic
- Introductions/conclusions
- Go to the Writing Center an extra time
- Have multiple drafts

Suggested Grammar/Mechanics/ Vocabulary Goals

- Learn when to use a semicolon (or comma, or dash, or quotation marks, or colons, or hyphens).
- Use sentence variety.
- Use adverbs correctly.
- Capitalize the appropriate words.
- Use vocabulary words correctly.
- Use vocabulary in your writing.
- Earn at least an A- on vocabulary quizzes (pick your grade).

Your Goals: 2 per category

- 1. Are they specific? Pick one skill or task for each goal.
- 2. Do they pertain to what we will do in this class?
- 3. Are they ambitious, yet realistic?
- 4. How will you be able to prove that you met these goals?

Speaking Assignment

- With a partner (or in groups up to 3 people), give a how-to demonstration.
- Each person should speak an equal amount of the time, roughly 3 minutes each.
- The demonstration should involve back-and-forth presenting (speakers should co-present, not speak for 3 minutes straight and then remain silent for the next 3 minutes).
- Topics must be school appropriate (safe, legal, etc.) and presentable in this classroom.

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- **Bell Ringer**
- Write down what you think historians do and how they approach historical events, individuals, trends, etc.

AP Euro

August 20, 2015

Learning target(s): I can explain what historians do and define different skills they use. I can explain why the Renaissance began in Italy and describe how the Renaissance differed from the Middle Ages.

Agenda:

- 1. What do historians do?
- 2. Why Italy? Why the mid-1400s?
- 3. Key points from the reading

Homework:

- 1. Spielvogel, pp. 332-335 & 340-350
- 2. Expect a quiz over all the history we have covered so far (McKay & Spielvogel). Scroll all the way through this slideshow for study tips and helpful information.

Historians

1. Primary & Secondary Sources
2. Different agendas: PERSIA
3. Skills:
 - Historical Causation
 - Patterns of Continuity & Change Over Time
 - Periodization
 - Comparison
 - Contextualization
 - Historical Argumentation
 - Appropriate Use of Historical Evidence
 - Interpretation
 - Synthesis

Italian Renaissance

- Why Italy? Why the mid-1400s?
- Politics and warfare
- Intellectual trends
- Religion
- Key people & events

Tomorrow's Quiz

- **IDs and Essay**
- **IDs: who/what/when/where**
- **AND why is it important?** How did it change things? How was it the result of something? Whom did it influence? What bigger idea does it illustrate?
- **Essay: Historical causation** What led to an event or a trend?

ID Example

- The ceiling of the Sistine Chapel
- Michelangelo's painting on the Sistine Chapel (early 1500s) for Pope Julius II includes a variety of Biblical scenes depicted in bold colors and realistic detail. It represents both new trends in art (nudes, realism, and perspective) and the tendency of Renaissance popes to spend extravagant amounts of money, much as secular leaders were doing to increase their prestige.

Brainstorm

- Most of your IDs will be people (individuals or groups). Who in the reading strikes you as influential or strong examples of a trend or representative of an idea?
- Make a list of 12-15 such people and be ready to tell me about them. Make flashcards or notes and review them. Save these to use for future tests and exams.