

# No Cell Phones!

- **Bell Ringer Honors:**
- You are about to take a quiz.
- Keep your eyes on your own paper.
- No communicating with others.
- Proofread your work before you turn it in.
- Finished quizzes go in the Honors tray.

# Announcements/Reminders

- PSAT registration forms are available in the office, due September 23 (test is Oct. 14).
- There will be a school-wide assembly during ET/EH today for ALL STUDENTS.
- No cell phones at any time during class, even at the end.

# Two-Pass Policy

- I will give you 2 (two) passes each quarter. After that, going to the bathroom, your locker, your car, your previous class, the water fountain, etc., will count as a tardy.
- Please train yourself to come prepared every day.
- Emergencies are a different story.

# Honors

# August 27, 2015

**Learning target(s):** I can use vocabulary words correctly. I can explain the Greek concept of fate and contrast it with the Norse idea.

## Agenda:

- 1. VQ
- 2. “Perseus” discussion
- 3. Norse idea of fate: read & discuss

## Homework:

- 1. Full draft due tomorrow
- 2. Whatever else you owe me

# 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.

# “Perseus” Discussion in Groups

- **Spend quality time on each question, involving each person. Get in the habit of re-reading and referring back to the text.**
- 1. What is your favorite part of this long story? Why?
- 2. How does fate feature in this myth? Do the fulfillment of prophecies seem like accidents, or the direct consequences of decisions? Explain, citing specific examples.
- 3. What did you learn about Greek culture and attitudes from this myth? Refer to specific examples – I suggest you look at each chapter for insights.
- 4. Discuss characters’ motivations – why do they do what they do? Are the villains in any way pitiable? Are the “good” characters in any way flawed?
- 5. As a group, write opposing thesis statements about Acrisius, fate, or Polydectes. To clarify, write 2 thesis statements about the same topic; the second should argue the opposite interpretation of the first.

# Norse Mythology

- Vikings/Norse/Northmen
- Scandinavia, but travelled far and wide
- Individuals' fates AND Ragnarok
- Norns: what was, what is, what is necessary/what may be (future is somewhat malleable)

# No Cell Phones!

- **Bell Ringer English 11:**
- You are about to take a quiz.
- Keep your eyes on your own paper.
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- Finished quizzes go in the top tray.



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# **CP English 11     August 27, 2015**

**Learning target(s):** I can use vocabulary words correctly and follow the rules of grammar. I can plan a speech in an organized manner.

## **Agenda:**

- 1. VQ
- 2. Collaborate with speech partners
- 3. Make me an outline

## **Homework:**

- 1. Finish your outline
- 2. Bring summer novel tomorrow

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# Discuss with your Partner(s)

- 1. What is our topic? Commit.
- 2. What will we need to do this? Supplies
- 3. What steps will we cover? Or what points will we make?
- 4. Are there any safety guidelines we should address with the class?
- 5. When might our classmates need this information? Are there any situations when this is important to know?
- 6. Are there any famous examples? Variations?
- 7. How quickly can we set up and clean up?
- 8. How can we make our opening and closing interesting without being really silly or awkward?
- 9. How can we take turns presenting? Who will say/do what?
- 10. What do we need to do or make ahead of time?

# Tell the Wall

- With your partner, do an impromptu version of your speech.
- Face the wall as you do this and keep your voices low.
- Pantomime your actions.
- This should give you some idea of what you will say, what you will do, and how you will organize your speech.

# Outline

- I. Introduction
  - A. Hook/attention getter
  - B. Who are you
  - C. What is your topic
  - D. Why is this important or practical?
- II. First Section (materials? Famous examples?)
- III. Second Section (steps? Safety tips?)
- IV. Third Section (variations? Occasions to use this?)
- V. Conclusion
  - A. Review major points
  - B. Ask for questions (optional)
  - C. Thank the audience OR have a meaningful final statement



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# AP Euro

# August 27, 2015

**Learning target(s):** I can explain how Renaissance politics worked in leading kingdoms. I can define terms and identify major people and works.

## Agenda:

- 1. New Monarchs: how they centralized the government
- 2. Review

## Homework:

- 1. Quiz tomorrow over France, England, Spain
- 2. Tomorrow we'll look at northern Renaissance art and discuss Erasmus and other key thinkers

# Spain

- Backstory: Moors conquered in Middle Ages, peaceful(ish) co-existence of Muslims, Jews, and Christians
- Isabella of Castille married Ferdinand of Aragon, 1469
- See map on p. 359 (Spielvogel)
- Separate Cortes (parliaments), money, laws, etc. (Spain not an actual, unified kingdom until the early 1700s (War of the Spanish Succession))
- Hermandades, royal council
- Good relationship with Pope Alexander VI, Cardinal Ximenes
- Inquisition, Reconquista, 1478 - Grenada, 1492
- Oh, and Columbus in 1492
- Most Catholic monarchs, Treaty of Tordesillas, 1494