

No Cell Phones!

- **Bell Ringer Honors:**
- **Aberrant:** departing from an accepted standard
- Synonyms: deviant, divergent, atypical, abnormal, anomalous
- Use it to describe behavior, results
- The car, moving in an aberrant path, was sure to crash into the barn. My aberrant mood swings have gotten worse. The six-toed cat is an aberrant type, though not a species to itself.
- If you want to say someone is weird or strange, use the word **eccentric**.
- **Unwonted:** unaccustomed or unusual
- Use it to describe attitudes, behaviors
- His unwonted enthusiasm made me think he was finally over his ex-girlfriend.

Honors

November 4, 2015

Learning target(s): I can use vocabulary words correctly.

Agenda:

- 1. Vocabulary (Derivatives & Sentences)
- 2. Discuss research paper
- 3. Other business?

Homework:

- 1. VQ tomorrow
- 2. Library time tomorrow after quiz
- 3. Revision due Friday

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.

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- **Bell Ringer English:**
- That's not fair! I have ____ marshmallows than you have. (**fewer or less?**)
- How ____ strawberry jam do you want? (**much or many?**)
- What ____ of fans don't use every single one of their season tickets? (**amount or number?**)

CP English 11 November 4, 2015

Learning target(s): I can distinguish between similar words dealing with quantity. I can use vocabulary words. I can prepare a speech.

Agenda:

- 1. Fewer vs. less, much vs. more, etc.
- 2. Vocabulary practice (Derivatives, sentences)
- 3. Discuss speech: grade YouTube speech

Homework:

- 1. VQ tomorrow
- 2. More library time tomorrow
- 3. Speeches start Monday

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.**

Can you count it?

- **Yes: many, number, fewer**
- **No: much, amount, less**

1. I have ___ hair than you have. (fewer/less)
2. “I have too ___ shoes,” said no girl ever. (many/much)
3. Whoa! That’s way too ___ pepper. (many/much)
4. If you have ___ than 3 missing assignments, you probably have a passing grade. (fewer/less)
5. The ___ of people who drink green tea is surprising. (number/amount)
6. Whoa! That’s way too ___ peppers. (many/much)
7. The ___ of sugar in a candy bar may surprise you. (number/amount)
8. The ___ of calories in a candy bar may surprise you. (number/amount)

Can you count it?

- **Yes: many, number, fewer**

- **No: much, amount, less**

1. I have ___ hair than you have. (fewer/**less**)

2. “I have too ___ shoes,” said no girl ever. (**many**/much)

3. Whoa! That’s way too ___ pepper. (many/**much**)

4. If you have ___ than 3 missing assignments, you probably have a passing grade. (**fewer**/less)

5. The ___ of people who drink green tea is surprising. (**number**/amount)

6. Whoa! That’s way too ___ peppers. (**many**/much)

7. The ___ of sugar in a candy bar may surprise you. (number/**amount**)

8. The ___ of calories in a candy bar may surprise you. (**number**/amount)

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- **Bell Ringer AP:**
- What does this mean?
“After us, the deluge.”

AP Euro

November 4, 2015

Learning target(s): I can describe the achievements and problems under Louis XV's leadership. I can judge the effects of enlightened rulers, science, and philosophy on the vast majority of people.

Agenda:

- 1. Louis XV, Catherine II, Frederick II, Joseph II
- 2. Who was affected?
- 3. Popular vs. Elite

Homework:

- 1. Quiz tomorrow over Religion & Popular Culture in the 1700s
- 2. How was life changing? How was life remaining the same?

Achievements & Problems

- Louis XV: tarnishing the image of the king
- Catherine II: conquest and reform?
- Frederick II: efficiency and order
- Joseph II: attacking the church, freeing the serfs
- It's not good to be a serf, eh?

Who was really affected? How?

- To what extent did the achievements of the the scientific revolution affect the masses?
- To what extent did the achievements of the Enlightenment affect ordinary people?
- To what extent did the reforms of the enlightened monarchs affect the majority of the population?
- Pick one and answer it in a couple of paragraphs. Refer to specific leaders, reforms, and consequences.

Make a double picture.

- Show the lives, entertainment, quality of life of the popular and elite classes. Popular = majority, elite = upper crust of society.
- Use pictures and captions!
- Have at least 5 differences.