

No Cell Phones!

- **Bell Ringer Honors:**
- 12 Austere avarice insatiable inundate myriad replete
- 14 Construe conundrum cryptic patent perspicacity rudimentary
- 16 Caustic deleterious obviate raze stultify wrest
- 18 Commodious iota lofty
- 20 Juggernaut kowtow maelstrom
- 22 Extenuation pretentious retinue
- 24 Ignominious misnomer moniker

Honors

April 19, 2016

Learning target(s): I can use vocabulary words. I can draft a résumé. I can analyze short stories.

Agenda:

- 1. Vocabulary
- 2. Résumés
- 3. Review

Homework:

- 1. Draft of Portfolio Piece due tomorrow
- 2. Short Story test Thursday
- 3. Draft of résumé 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.

Résumé

- Contact information
- Relevant information about you
- No complete sentences
- Start with most recent and work backwards (nothing before 9th grade unless it is something you still do). **Include dates!**
- Start with most relevant and work to least relevant (What is your purpose?)
- Line things up – make it easy to read and find facts quickly
- Possible categories: education, experience (work, sports, music, volunteer, whatever), awards, leadership positions
- If possible, limit to one page. If not, limit to two. You're only what, 16 or 17 years old?
- Generic examples on next slides.

Some Review Questions

- Short stories often use a 3- or 5-frame organization. How is this true of *The Metamorphosis* and “Eveline”?
- Setting is so important in short stories. The seasons change in *The Metamorphosis*. It starts when and ends when? How is this symbolic? Pathetic fallacy?
- Which characters change? Which characters have changed? What epiphanies do they have? Any post-mirror phase moments? (YES – but not in every story.)
- Symbols and symbolic gestures!!!!

Short Story Test Next Thursday

- “Eveline”
- *The Metamorphosis*
- **Your 2 independent stories**
- Plot: conflict, irony, foreshadowing
- Setting: time, place, atmosphere
- Characters: characterization, dynamic characters, epiphany, archetypes
- Meaning: motifs, theme, theory
- Nuances: symbols, allusions, tone

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- **Bell Ringer English:**
- 3rd Period: Fill out what you can of the Shakespeare Pre-Test
- 6th Period: Write down three things you remember about the life of Shakespeare from yesterday.

If you signed up for an Honors or AP Class for next year...

- Make sure you have filled out a waiver (available in the office).
- This needs to be turned in after you and your parents/guardians have signed it.
- Thanks! 😊

CP English 11 April 19, 2016

Learning target(s): I can describe the life and times of William Shakespeare. I can explain what happens in the beginning of the play.

Agenda:

- 1. Review notes from yesterday
- 2. Finish notes from yesterday
- 3. Act I: How to read a play
- 4. Act I: What is going on?

Homework:

- 1. Writing Center conference due 4-26 (that's one week from today – you already have a draft, so let's go!)
- 2. Bring *Romeo and Juliet* with you daily. GET A COPY if you don't have one.

Tally

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Theatre

- Actors
 - Set
 - Extras/Expected features
- Costumes
 - Props
 - Audience Members

Audience Appeal

- Comedies, Tragedies, Histories
- Love, Battles, Humor
- Singing, Juggling, Dancing
- Subplots, lots of mistaken identity – suspense
- All classes represented
- Beautiful language: metaphors, Classical and Biblical allusions, poetry

New Words & Phrases

- Bandit, Bedroom, Assassination, Coldblooded, Countless, to elbow, employer, to gossip
- **All that glitters is not gold (*The Merchant of Venice*)("glisters")**
- **Eaten me out of house and home (*2 Henry IV*)**
- **Knock knock! Who's there? (*Macbeth*)**
- **What's in a name? A rose by any other name would smell as sweet. (*Romeo and Juliet*)**
- **Break the ice (*Taming of the Shrew*)**

Thou: singular, informal “you”

- **Thou** art my friend. (Subject)
- I have given **thee** a cookie. (Object)
- Where are **thy** manners? (Possessive adjective)
- Is this pencil **thine**? (Possessive pronoun)

End of Class

- 1. What does the Prologue tell us?
- 2. How does the big fight start?
- 3. How does the big fight end?
- 4. What do we know so far about Romeo? (By the way, he hasn't yet met Juliet.)

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- **Bell Ringer AP:**
- Write your five items on the board and your name, too.

AP Euro

April 19, 2016

Learning target(s): I can understand the DBQ rubric. I can analyze primary sources to answer a question.

Agenda:

- 1. Introduce the DBQ Rubric
- 2. Read documents, plan

Homework:

- 1. Ten Review IDs
- 2. Plan out/pre-write essay