

CP English 11

August 21, 2014

Learning target(s): I can evaluate and analyze 2 essays; I can create extensive prewriting.

Agenda:

- 1. Index cards, seating needs
- 2. Review policies, rules
- 3. ACT essays

Homework:

- 1. Extensive Prewriting
- 2. Summer assignments (if you're not finished)

On the Index Card

- 1. Write on the blue side.
- 2. Write your name at the top on the left. Use only the top line for this.
- 3. Underneath, on the next line, print the name Golding.
- 4. On the back, if you know it, print your parents' names, email addresses, and phone numbers. Please make this legible.
- 5. Also on the back, let me know of any special seating needs (vision, hearing, personality conflicts) or other needs (medical).

ACT Essays

- 1. Partners: discuss scores, write down your reasons.
- 2. Compare to “official” scoring
- 3. Deconstruct essay
- 4. Homework: Prewriting for a prompt. Include thesis/claim, organization, specific examples, counterclaims, vocabulary, style

Deconstructing an Essay (Analysis)

- 1. Organization (Content & Cues)
 - Content: Thesis, claims, counterclaims, evidence, appeals
 - Cues: Thesis, transitions, topic sentences
- 2. Style (Syntax & Diction)
- 3. Mechanics

Together, First Essay

- I. Paragraph 1
 - A. Personal experience to introduce the topic
 - B. Personal side of argument: thesis/ position
- II. Paragraph 2
 - A. Transition & topic sentence
 - B. Support/ explanation
 - C. Counterclaim ...

Honors

August 21, 2014

Learning target(s): I can define and use literary present tense. I can discuss the role of setting in a novel. I can listen and participate in a discussion.

Agenda:

- 1. Finish index cards (parent contact info.), seating needs
- 2. Literary Present Tense
- 3. Setting & Type 3 Writing
- 4. Novel discussions

Homework:

- 1. Ten Goals
- 2. Read Tone handout thoroughly – come with questions & observations

Index Cards & Seating Requests

- Finish recording parents' contact information on the pink side (names, phone, email)
- Also on the pink side, please record any seating needs (for vision, hearing, attention, personality conflicts)

Literary Present Tense

- **Always date your notes.**
- **Definition:** (Listen and write it down.)
- **Examples:** David hears his mother's voice. The unicorn runs through the forest. Christopher finds the letters. Elizabeth tells Mr. Darcy exactly how she feels. Hazel meets Augustus at her support group.
- **When to use past tense?** (Listen and write it down.)
- **Examples:** When Lir was born, something happened to him. Christopher's autism did not develop until he was about three years old. Hazel used her "cancer wish" on a trip to Disney World. Jonathan Tulvey disappeared by the railroad tracks.

Type 3 Writing

- Upper left-hand corner: name, date, targeted skill (in this case, literary present tense)
- **X** on every other line: write on every other line.
- **Write** until time is called.
- **Focus** on the content and the skill. Don't worry about other things (but do attempt to abide by standard English rules).
- **Prompt:** Discuss a setting in your 2nd novel. Apply Foster's ideas.

Novel Discussions

- 1. Take turns talking – no side conversations.
- 2. Start with your impressions & questions.
- 3. Discuss the big issues in the book – character interactions, controversial ideas, etc. What is the author trying to show you about life or encourage you to feel or do or be?

Honors Homework

- 1. Read the handout on tone thoroughly.
- 2. Mark up the first two pages – highlight, underline, annotate (write in the margins).
- 3. Page 3 – skip it.
- 4. Page 4 – read over the tone adjectives. Look up some of the ones you don't know.

AP Euro

August 21, 2014

Learning target(s): I can distinguish between the Middle Ages and Renaissance; I can define and describe humanism, secularism, and individualism.

Agenda:

- 1. Turn in HW, seating needs
- 2. Middle Ages vs. Renaissance
- 3. Three –isms
- 4. Italian politics: reading on the Medici

Homework:

- 415-428 Quiz tomorrow
- Sample quiz online

For your -ism

- Re-read.
- Read from a 2nd source.
- Define it.
- List some names, titles, terms associated with it.
- Present it.

CP English 10

August 21, 2014

Learning target(s): I can define denotation and connotation. I can recall terms.

Agenda:

- 1. Index cards, seating needs
- 2. Review denotation & connotation
- 3. Term Review

Homework:

- 1. Checklist due tomorrow (see final slide)
- 2. Bring summer book Monday

On the Index Card

- 1. Write on the red side.
- 2. Write your name at the top on the left. Use only the top line for this.
- 3. On the back, if you know it, print your parents' names, email addresses, and phone numbers. Please make this legible.
- 4. Also on the back, let me know of any special seating needs (vision, hearing, personality conflicts) or other needs (medical).

Denotation vs. Connotation

- Think-Write-Share: what are the denotation and the connotation of the following words?
- Lazy
- Gooney
- Butcher
- Brighten
- Bossy

Collins, Type 2

- Prompt: Discuss the denotation and connotation of one of the following pairs of words: **childlike vs. childish, stingy vs. thrifty, confident vs. cocky**. Use a dictionary if you need help with the denotation.

Checklist

- 1. Please fill out the **9-CP** column
- 2. If you know the term very well, write an **M** for “mastery” in the box.
- 3. If you kind of know the term, but need a refresher, write a **D** for “developing.”
- 4. If you’ve heard the term, but really don’t remember what it means, write an **I** for “introduced.”
- 5. If you have absolutely no idea, leave the box blank.
- 6. **Fill out BOTH SIDES.**