

CP English 11 August 22, 2014

Learning target(s): I can be a good listener. I can compose an essay. I can identify two skills I need to improve.

Agenda:

- 1. Tutor Visit
- 2. ACT Writing
- 3. Set two composition goals & two listening/participation goals

Homework:

- 1. Summer work?
- 2. Enjoy your weekend!

ACT Writing

- 1. Review the rubric – look at the “6” requirements
- 2. Twenty minutes to write your essay. No finishing early! Re-read your essay and revise it. Consult the rubric. Make your piece better. Still have time? Proofread it.
- 3. Turn in your prewriting with your essay.

Goals

1. Portfolios in December, May
2. Be specific
3. Be concrete: focus on the product or outcome
4. Be realistic
5. How will you prove you've met each goal?
6. Two for each category:
 - **Composition**
 - **Listening/Participation**
 - Formal Speaking
 - Grammar/Mechanics
 - Reading

Sample Writing Goals

- I will get an extra Writing Center conference for every major paper.
- I will develop my writing so that I am always above the minimum length.
- I will use more sophisticated vocabulary in my writing.
- I will revise for sentence variety in my extended writing.

Sample Listening/Participation Goals

- I will take notes and record the date on them.
- I will keep a calendar, and on it I will record whether or not I was a good listener that day (+ if I was, - if I talked when I shouldn't or zoned out)
- I will contribute to class (ask or answer a question) at least 3 times a week and keep track on a calendar.

AP Euro

August 22, 2014

Learning target(s): I can recall and explain specific facts about the Italian Renaissance. I can explain why and how the Medici were so powerful.

Agenda:

- 1. Quiz, pp. 415-428
- 2. Medici DVD

Homework:

- 1. IDs, pp. 438-449
- 2. Finish Medici reading if you haven't yet.
- 3. ET/EH next week

Honors

August 22, 2014

Learning target(s): I can define, analyze, identify, and convey tone.

Agenda:

- 1. Tutor Visit
- 2. Questions & observations about tone
- 3. Analyze a passage for tone
- 4. Write a paragraph using an assigned tone

Homework:

- 1. Don't forget everything from this week. 😊
- 2. Enjoy your weekend.

Analyze a Passage for Tone

- 1. As you read the passage, look for diction with strong connotations, imagery, emphasized details (or noticeably absent details of significance), overall language, and syntax.
- 2. Are there any SHIFTS? Does the tone change?
- 3. What is the overall tone of this passage?

Write a paragraph about the Sauerkraut Festival using your assigned tone.

- Consult your tone handout – what can you include or exclude to really exhibit your assigned attitude? Don't rely on the way you would say it out loud.

CP English 10

August 22, 2014

Learning target(s): I can define and identify tone. I can define synonym and antonym. I can identify and change words with strong connotations.

Agenda:

- 1. Writing Center tutor visit
- 2. Connotation & denotation review
- 3. Synonym & Antonym
- 4. Tone lesson

Homework:

- 1. Bring your summer novel on Monday
- 2. Review your summer novel if you don't remember it well

Synonym & Antonym

- Syn = Ant= Nym=
- Synonym:
- Antonym

Tone: author's or speaker's attitude

- Don't use that tone of voice with me, young lady.
- You'd better adjust your attitude, young man.
- Accusatory Judgmental
- Arrogant Optimistic
- Complimentary Sarcastic
- Frantic Solemn

Tone: Author's or Speaker's attitude

- 1. Let the connotation of the words (diction) inform you of the tone
- 2. Practice: circle words with a strong connotation. Are these words negative? Positive? Do they bring certain ideas to mind?
- 3. Come up with an adjective that captures Mia's attitude. Come up with a different adjective that captures Grandmère's attitude.