

CP English 11 December 8, 2014

Learning target(s): I can define words. I can analyze nonfiction. I can assess my own progress.

Agenda:

- 1. Vocabulary Review
- 2. Nonfiction
 - Go over ACT from Friday
 - Another ACT passage
- 3. Explain portfolio

Homework:

- 1. Study for FVQ
- 2. Bring all papers for sorting tomorrow
- 3. Nonfiction article

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.**

Vocabulary Review

- 1. Two team members will give clues. The rest of the team will guess the words.
- 2. Clues must be legitimate – no “starts with,” no “rhymes with,” no private jokes.
- 3. Good clues might include synonyms, antonyms, parts of speech, definitions, fill-in-the-blank sentences, or examples.
- 4. You will be timed. However many words you get is how many points you get that round.

Homework

- 1. Read the article.
- 2. Annotate it – mark the main ideas. Mark counterarguments. Mark style techniques (rhetorical questions, anaphora, appositives, etc.).
- 3. Bring all papers tomorrow – we're starting your portfolio!

Honors

December 8, 2014

Learning target(s): I can define words. I can understand and analyze sonnets. I can assess my own progress.

Agenda:

- 1. Vocabulary review
- 2. Sonnets
- 3. Portfolio explanation

Homework:

- 1. Article about Petrarchan Tradition
- 2. Study vocabulary for Wednesday's FVQ
- 3. Bring papers to sort

Stump Your Partner

- 1. Alternate with your partner.
- 2. You pick the word and the task.
- 3. Tasks: use the word in a sentence, identify the part of speech, or define the word/provide a synonym.
- 4. Do your best not to pick the same words repeatedly.

Vocabulary Review

Stump Your Partner

catharsis	countermand	impunity	rescind
waive	abdicate	absolve	recant
culminate	epitome	inimitable	quintessential
zenith	eclipse	impeccable	sublime
apocryphal	candor	chicanery	feign
insidious	charlatan	rectitude	bane
boon	inimical	malevolent	pernicious
adulterate	salutary	vitiate	supple
implicate	supplicant	implicit	replica
complicity	explicit		

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.

Instructions

- 1. Read and paraphrase **all** these sonnets in order – sonnets were often written in “cycles” that intimidated a story or progression.
- 2. Pick **two** sonnets to annotate.
- 3. Mark poetic devices, the tone (including where it shifts), and the rhyme scheme.
Remember these are translations, so “half-rhyme” or “slanted-rhyme” counts as rhyming.

Homework

- 1. Read the article.
- 2. Annotate it – mark main ideas. Define words you don't know (look them up).
- 3. Study vocabulary and grammar.
- 4. Bring all papers tomorrow – we're sorting old work for your portfolio. I'll have some graded things for you, too.

AP Euro

December 8, 2014

Learning target(s): I can recall details about the transition from the Reign of Terror to Napoleon's empire. I can explain how Napoleon handled foreign countries and why they failed against him.

Agenda:

- 1. Twenty Questions (old)
- 2. Napoleon's relationships outside France
- 3. The Coalitions

Homework:

- 1. Quiz tomorrow, 395-415 Palmer
- 2. Start studying for your exam

Class Activities

- Make a timeline chart. Show how Napoleon interacted with foreign countries. Organize by time and place.
- On the map, indicate new names for these places and which family member Napoleon put in charge.
- **Separately**, make a chart showing the various coalitions. Include dates, members, successes, failures, and how/why each fell apart.

CP English 10

December 8, 2014

Learning target(s): I can define new words. I can explain and judge events in *Treasure Island*.

Agenda:

- 1. Vocabulary, Lesson 12
- 2. *Treasure Island*
- 3. Think-Write-Share, continued from Thursday

Homework:

- 1. Page 75 due tomorrow
- 2. Read Ch. 30-31 by Wednesday (XXX-XXXI)

Which word?

- 1. Agreement, harmony, correspondence
- 2. Uniform, similar in nature or kind
- 3. Showing a similarity between two unlike things
- 4. A slight or subtle difference
- 5. Equivalent in value, significance, or effect
- 6. Inequality, the condition of being different
- 7. Varied
- 8. The direct opposite
- 9. Proportionate
- 10. To turn away or depart from a set course

Which word?

- 1. Agreement, harmony, correspondence **congruence**
- 2. Uniform, similar in nature or kind **homogenous**
- 3. Showing a similarity between two unlike things
Analogy
- 4. A slight or subtle difference **Nuance**
- 5. Equivalent in value, significance, or effect
Tantamount
- 6. Inequality, the condition of being different **Disparity**
- 7. Varied **Heterogeneous**
- 8. The direct opposite **Antithesis**
- 9. Proportionate **Commensurate**
- 10. To turn away or depart from a set course **Deviate**

Vocabulary Lesson 12

- 1. Preview the definitions
- 2. Find the Example, p. 78
- 3. Read p. 76. Answer the multiple choice and T/F questions on pp. 76-77.

Think-Write-Share

- 1. Think about the prompt. You may look in your book or notes.
- 2. Write down your answer – be specific and support your response with evidence from the book.
- 3. When called on, share your ideas with the class- you may read to us or simply tell us.

Rate Jim's Decisions

- Reckless? Wise? Brave? Selfish? Immature? Beneficial? Detrimental? **Explain.** What are the consequences?
1. To leave the *Hispaniola* with most of the pirates (Ch. 13)
 2. To leave the stockade (Ch. 22)
 3. To cut the anchor
 4. To cooperate with Israel Hands in steering the ship (Ch. 26)

More T-W-S Questions

5. What foreshadows that the pirates are in the stockade now?
6. Discuss the behavior of the doctor and the captain. How is each a good role model? What personality traits do they exemplify with their actions?
7. Discuss the behavior and decisions of the pirates. What adjectives best summarize the majority of the pirates? Support with specific examples.
8. Religion is a motif, or recurring idea, in this book. Find one or two conversations about religion and summarize them. You will find some in these Ch. 15 & 26 (XV & XXVI).

Chapters 28-29 T-W-S

9. Judge Jim's decision to tell the pirates he is the one who told on them and cut the ship loose. Is this reckless? Brave? Wise? Desperate? Explain your opinion and explain the consequences of Jim's speech.

10. Do the pirates have a valid reason to depose John Silver as their elected captain? Explain using examples from the reading.

11. Explain how Silver and the pirates end up in possession of the fort, the supplies, and the treasure map.