

# CP English 11      February 11, 2015

**Learning target(s):** I can use vocabulary words and spell properly. I can fix grammar mistakes. I can analyze a short story.

## **Agenda:**

- 1. Vocabulary
- 2. Grammar
- 3. “Cat in the Rain”

## **Homework:**

- 1. VQ tomorrow
- 2. Moodle by 10:00 tonight!

# Spelling Check

- Basically
- Publicly
- Irresistibly
- Separately
- Differently
- Definitely

# Honors

# February 11, 2015

**Learning target(s):** I can recall characters' names and agendas. I can analyze a passage. I can be satirical in my writing.

## **Agenda:**

- 1. Vocabulary: fill out forms
- 2. *Evelina* quiz
- 3. Revise satires
- 4. Reading time

## **Homework:**

- 1. VQ tomorrow
- 2. Letters X-XIV & Three-Minute Reports
- 3. Moodle sentences tonight

# Satires

- **have a serious point, but veil it in sarcasm, hyperbole, and often humor**
- Instead of pointing out the flaws in something bad, ironically point out the benefits of those flaws: for example, why is it good that the Patriots (allegedly) cheat at football?
- Simple: it makes the Patriots' fans (the best ever) happy, and happy fans spend more on NFL products, boosting the economy. Second, it encourages other teams to find innovative ways to improve their game (who cares if it's unethical? It's just a game. Besides, rules can be changed). Third, it gives the media something to discuss – it's a nice break from stories about do-gooders who visit cancer wards or help car-crash victims. Nice as those stories are, people get sick of them. They make the average person feel bad for not doing charity work. A story about a cheating scandal, however, brings up ratings and gives viewers the catharsis of pointing fingers and condemning others.

# Revise Your Satire

- Maybe you took a serious, genuine stance instead of a satirical one. Flip it.
- Maybe you need to add a counterargument that states your real view.
- Maybe you need to add specific examples to truly illustrate your point.
- Maybe you need to lead into the whole topic better (it starts out too abruptly).
- Maybe you need to wrap it up – some of you ran out of time.
- **See the comments on your piece and address what you see, too.**

# AP Euro

February 11, 2015

**Learning target(s):** I can analyze primary sources.

## Agenda:

- 1. DBQ

## Homework:

- 1. Extended ID due tomorrow
- 2. Two Imperialism Quizzes due tonight (Ch. 26 Asia & Africa)
- 3. Bring the purple primary source book tomorrow

# CP English 10

February 11, 2015

**Learning target(s):** I can analyze poetry. I can assess my own work.

## **Agenda:**

- 1. OGT Writing Reflection & Preview
- 2. Poetry

## **Homework:**

- 1. Bring paper & pen/pencil tomorrow
- 2. Make up missing work

# What makes a good story?

Furthermore, what will the OGT graders want to see?

- Beginning, middle, end
- Tension, conflict and resolution
- Character development – by the end, the reader should know what the main characters are like
- Imagery
- Dialogue (follow the rules)



# Poetry

- Type 3: skip lines
- Name & date in upper left-hand corner
- Prompt: In sentences, tell me about one of the poems. Tell me what happens, what you know about the personality of the speaker, what prompts these thoughts, and what the theme is.

# Turn your food imagery into a poem.

1. Include 4 poetic devices.
2. Make this at least 40 words long.
3. Make a point about life: here are some suggestions.
  - Food or feeding others is an expression of love.  
(Suitable for a home-cooked meal poem)
  - Proper nourishment makes us strong and healthy.
  - Life is like a meal (how? That's up to you to explain).
  - Very different people can bond over a meal/ meals bring people together.
  - Food is more satisfying when (you finish the thought).