

No Cell Phones!

- **Bell Ringer Honors:**
- **Proofread your goals, then turn them in.**
- Name? Semester?
- 2 goals each?
- Realistic yet challenging?
- Specific and concrete? (“Better” is meaningless because it is vague.)
- Appropriate for this class? (You have a sense now of what we do in here. This is not the place for your personal goals, like pleasure reading, winning contests, becoming field commander, etc.)
- Method of proof chosen for each?
- **Turn them in – don’t wait for me to ask.**

Put the following in your manila folder:

- Table of Contents
- Self-Assessment Essay
- All final drafts
- All test essays
- All extended writing
- KEEP NOTES over literature or literary terms or literary periods
- -----
- You may keep or toss the rest: ACT practice, vocabulary quizzes, Renaissance speech, etc.

Honors

January 11, 2016

Learning target(s): I can define new words, understand poetry, and re-read for meaning.

Agenda:

- 1. Lesson 27
- 2. Two Enlightenment Poems
- 3. Revisit Lady Mary's letters

Homework:

- 1. Page 175
- 2. Write a paragraph explaining the right answer to a question you got wrong. Quote the letter in your answer.

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.

Odes & Elegies

- Ode: Long, serious poem treating a topic in a calm and dignified manner
- Elegy: Often taking a pastoral form, this writing mourns the loss of a person or thing (such as a golden age or relationship)
- Occasional Poem: poem written to commemorate an occasion

With your clock buddy...

- What can you learn from the title?
- Annotate the poems – what do they mean? (Paraphrase)
- Poetic devices (called connotations in the TP-CASTT method) and motifs?
- Audience – who is the intended audience?
- Shifts in tone?
- The Title – does it take on new meaning?
- Theme – what is the message of the poem?

No Cell Phones!

- **Bell Ringer English 11:**
- **Proofread your goals, then turn them in.**
- Name? Semester?
- 2 goals each?
- Realistic yet challenging?
- Specific and concrete? (“Better” is meaningless because it is vague.)
- Appropriate for this class? (You have a sense now of what we do in here. This is not the place for your personal goals, like pleasure reading, winning contests, becoming field commander, etc.)
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- **Turn them in – don’t wait for me to ask.**

CP English 11 January 11, 2016

Learning target(s): I can define words. I can analyze nonfiction readings. I can organize problem-solution essays and read for understanding.

Agenda:

- 1. Lesson 30 (we'll start over with odds next week)
- 2. 10 minutes: finish Friday's work or attend to vocabulary
- 3. Problem-Solution essay

Homework:

- 1. Page 195
- 2. Read Problem-Solution article & answer the questions
- 3. Nonfiction test Friday (see review slide)

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.**

Problem-Solution Essay

- 1. What is the problem?
- 2. What are the causes?
- 3. What has been done?
- 4. What should be done?
- 5. Draw some diagrams:
 - One problem, 2 causes, 2 steps to a solution (label these)
 - One problem, 3 causes, 2 different solutions
 - Two problems, 1 cause, 1 solution

Write **on** the Article

- 1. What is the problem?
- 2. What caused the problem? (Multiple answers)
- 3. What has already been done? (Multiple answers)
- 4. What does Ilyinskaya think should be done?
- 5. What does Novozhilova think should be done?
- 6. Who is the intended audience? What clues tell you this?
- 7. Who is the author? Infer why she would write about this topic – consider the examples she uses and the people she quotes and paraphrases.

Review for Friday's Test

- 1. Organizational patterns: process, cause-effect, problem-solution, illustration
- 2. Intended audience
- 3. Purpose
- 4. Author's attitude toward the audience and toward the topic
- 5. How two different pieces on the same topic relate to each other
- 6. Being able to define a word as it is used, paraphrase the author, and identify the main idea and supporting details
- 7. Being able to infer based on what is provided
- 8. Use of sources
- 9. Transitions and topic sentences

No Cell Phones!

- **Bell Ringer AP:**
- Make a list of the 5
–isms covered in the
reading.

AP Euro

January 11, 2016

Learning target(s): I can explain and analyze different cultural and socio-economic beliefs of the mid-1800s.

Agenda:

- 1. -isms chart
- 2. Look at quizzes
- 3. Start Romanticism?

Homework:

- 1. Finish -ism chart, if necessary
- 2. Quiz Wednesday (tomorrow: Romantic art)

Make a Chart of -isms

- Definition
- People, their writings
- Key terms
- Compatibility with other -isms