

CP English 11 January 12, 2015

Learning target(s): I can define new words. I can distinguish among I, myself, and me. I can set goals for myself. I can follow directions.

Agenda:

- 1. Sorting papers, Part II
- 2. New Goals
- (3. Grammar)
- (4. Vocabulary Lesson 26)
- (5. New Clock Buddies?)

Homework:

- 1. Vocabulary, p. 169
- 2. New Goals by Friday (2 per category)
- 3. Moodle due Wednesday by 4:00 p.m.

Tally

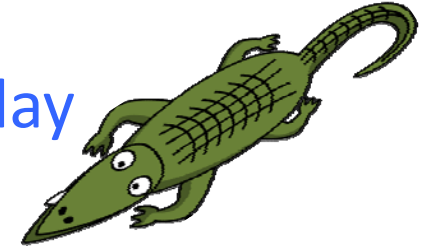
- **If you are keeping a daily record of anything (participation, being prepared, listening, not falling asleep, etc.), remember to make a note of today's successes.**

New Goals due Friday

Write specific, measurable, realistic yet challenging goals for this semester. 2 per category. Expect the following types of assignments 2nd Semester.

- **Reading:** short stories, Shakespeare play, nonfiction, speeches
- **Composition:** literary analysis, nonfiction piece, research paper
- **Listening/Participation:** vocabulary, notes, discussions, reading Shakespeare, speeches
- **Grammar/Mechanics:** grammar, ACT practice, spelling
- **Formal Speaking:** 1–2 speeches

Sorting Papers, Part II



1. Gather your gators – we'll cash those in today
(3 gators = extra credit coupon)
2. Keep notes over literature and composition
3. Keep your goals – revise them by Friday
4. Put the following in your manila folder: extended writing samples like essays and test essays; your portfolio table of contents and goal reflection; anaphora practice and creative writing samples – poems, for example.
5. You may recycle all old vocabulary items, grammar worksheets, and ACT practice packets
6. You may recycle *LOTF* quizzes, but keep the notes!
7. Ask me before you pitch anything else.

Quarter Sheet of Paper

- 1. Write your name legibly.
- 2. Tell me what you want done with your extra credit.
- Use it ONLY if it will change the letter?
- Use it if it will keep the letter, but drop the minus or add a plus?
- Save it no matter what?
- Unless you tell me otherwise, I will only use it if it changes your grade (removes a minus, adds a plus, or changes the letter). If it doesn't change anything, I won't use it.

Honors

January 12, 2015

Learning target(s): I can use colons correctly. I can be a good listener. I can analyze a sonnet. I can deconstruct a research paper.

Agenda:

- 1. Review new vocabulary: Moodle
- (2. Turn in goals & grab a marker)
- (3. Colons)
- (4. Sample research papers)
- 5. English sonnets

Homework:

- 1. Vocabulary/Moodle
- 2. Meet in library tomorrow & Wednesday
- 3. Meter handout by Thursday – just do your best.

Change 2 dates for Research Paper

- Complete 2nd draft with research: due Jan. 30
- Final draft: due March 10

Sample Research Papers

- 1. How should it look on the page?
- 2. **How does the writer meld her (or his) own ideas with the researched information?**
- 3. What does a correctly written Works Cited page look like?

English Sonnets

- 1. How are they different from Italian sonnets?
- 2. What else are they called? Why?
- 3. Sonnet 73 (listening) Rebecca Balcarcel
https://www.youtube.com/watch?v=6B4CTCP_E3So
- 4. Sonnet 29

<https://www.youtube.com/watch?v=6B4CTCPE3So>

1. What does Balcarcel say about the imagery of the early lines?
2. How does she explain the word “choirs”? What does that have to do with the poem?
3. What is a common comparison in poetry of this time period, according to Balcarcel, that Shakespeare uses in the second quatrain?
4. What does Balcarcel say about the word “seals” and “seels”?
5. What kind of fire has a lot of ash? What is Balcarcel’s point/what is Shakespeare’s point? (Hang in there – this part is rough.)
6. How is fire a different kind of comparison than seasons or days? What, then, is Shakespeare saying?
7. What is the irony, according to Balcarcel? What psychological point does she make? What point does she make about the pun on the word “leave”?
8. What does she say about permission?

Sonnet 29

- Your turn!
- Go through this sonnet, quatrain by quatrain, and explain it. Look for puns (wordplay), symbolism, allusions, etc. as you discuss the meaning.

AP Euro

January 12, 2015

Learning target(s):

Agenda:

- 1. Ashley Mines Commission
- 2. 740-750 discussion/review
- 3.

Homework:

- 1. 740-750 Quiz tomorrow

Ashley Mines Commission

- Read about the Ashley Mines Commission on pp. 752-753. Discuss the questions on p. 753.
- Why was this report important? Results?
- How might a mines owner respond – what justification might he give for his actions?

Laws in Great Britain

- This reading has a lot of information about laws (740-750).
- List these laws and their respective years.
- Make a flow chart like the examples given. Cover the conditions and causes leading to the law changes; also include the effects (social, economic, legal) of these changes.

CP English 10

January 12, 2015

Learning target(s):

Agenda:

- 1. Vocabulary Review
- 2. Sort Papers, Part II
- 3. Purple Alligators
- 4. Start story assignment

Homework:

- 1. VQ tomorrow
- 2. Rough draft due Wednesday

Match the word to the right meaning.

- | | |
|----------------------|------------------------|
| 1. Happiness | A. autonomy/autonomous |
| 2. Cleverly funny | B. totalitarianism |
| 3. Strange but funny | C. tantamount |
| 4. Inequality | D. disparity |
| 5. The same as | E. autocrat |
| 6. Slight difference | F. usurp |
| 7. Self-governing | G. mirth |
| 8. Tyrant, despot | H. nuance |
| 9. Social rank | J. ludicrous |
| 10. Seize power | K. witty |
| | M. droll |
| | O. caste |

Match the word to the right meaning.

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Sorting Papers, Part II

- 1. **Keep** Vocabulary papers for Lessons 11-13.
- 2. **Keep** notes over literary ideas & terms.
- 3. **Keep** writing assignments (including the *Treasure Island* book review).
- 4. Staple together all stories: dialogue, imagery, point of view, etc. **Keep these.**
- 5. **Keep** grammar notes.
- 6. Gather your gators –cash them in for extra credit today.
- 7. You may recycle vocabulary from lessons 1-10.
- 8. You may recycle *Treasure Island* quizzes.
- 9. **Ask me before** you recycle anything else.

Story assignment

Read over the assignment – ask me questions tomorrow.