

CP English 11 January 15, 2015

Learning target(s): I can use pronouns and vocabulary words; I can spell. I can support an opinion.

Agenda:

- 1. Grammar
- 2. VQ
- 3. Organizational Review
- 4. Supporting opinions

Homework:

- 1. Grammar
- 2. Goals

I, me, or myself?

- Because we were tired, Alistair, Sandy, and **1. I** went home straight after the game.
- Nobody saw **2. me** slip out the back door.
- May **3. I** please use the microwave?
- Anyone who knows **4. me** knows **5. I** love cats.
- Bobby overheard **6. me** wish **7. myself** a happy birthday.
- Dana, her dad, and **8. I** listened to a recording of **9. me** singing with Elvis Presley.
- Do you think she would like to watch a movie with **10. me**?

Organization of Passage

- Intro: analogy, historical background, discovery
- Body I: old book description, benefits
- Body II: plot of book
- Body III: historical significance of book/ history of Incas
- Conclusion: how the book ended and its effects on history

Organizational Structures

- 1. Illustration
- 2. Comparison/ Compare & Contrast
- 3. Process/ Sequence & Order
- 4. Order of location/ Description
- 5. Cause & Effect
- 6. Problem & Solution

Honors

January 15, 2015

Learning target(s): I can define *carpe diem*, pastoral, and unrequited love. I can define and recognize different meters.

Agenda:

- 1. Vocabulary
- 2. Colons
- 3. Meter introduction
- 4. Renaissance love poetry

Homework:

- 1. Vocabulary
- 2. Research
- 3. Read pp. 238-242

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.

Terms

- Meter terms
- Pastoral
- *Carpe diem*
- Unrequited love

- We read the poems on these pages:

Honors Homework due 1-16-15

- Read pp. 238-242
- 1. What are the poems saying?
- 2. Are these pastorals? Carpe diem poems? Unrequited love poems? How do you know?
- 3. Read to understand – we'll look at details tomorrow on a deeper level.

AP Euro

January 15, 2015

Learning target(s):

Agenda:

- 1. 755-766 Quiz
- 2. Discussion: -isms
- 3. Romanticism, Part I

Homework:

- 1. IDs
- 2.

-isms: Who, What, Where, Why

- Conservatism, Liberalism, Socialism, Nationalism

National self-determination	Carlsbad Decrees
“imagined communities”	laissez-faire
Metternich	Proudhon
Louis XVIII’s Constitutional Charter	Smith
Parasites & doers	grand concert of nations
Fourier	Marx & Engels
Holy Alliance	Volksgeist
Alexander I	traditional English rights
conference at Troppau	Michelet
Education & standard language	Blanc
Middle Class	Working Class

-isms: Who, What, Where, Why

Conservatism

- Carlsbad Decrees
- Metternich
- Holy Alliance
- Alexander I
- Conference at Troppau

Liberalism

- laissez-faire
- traditional English rights
- Louis XVIII's Constitutional Charter
- Smith: *Wealth of Nations*
- Middle Class

-isms: Who, What, Where, Why

Socialism

Proudhon: *What is Property?*

Saint-Simon: Parasites & doers

Fourier: communal living & emancipation of women (no marriage)

Marx & Engels: *Communist Manifesto*

Blanc: *Organization of Work*

Nationalism

- National self-determination
- “imagined communities”
- Standard language & mass education
- Michelet
- Grand Concert of Europe

CP English 10

January 15, 2015

Learning target(s): I can define new words. I can create indirect characterization. I can analyze a story.

Agenda:

- 1. Lesson 14
- 2. Workshop II: show, don't tell
- 3. "The Landlady"

Homework:

- 1. Finish "The Landlady"
- 2. Page 89

Lesson 14

- Make a T chart.
- On the left, write the vocabulary words that deal with a great deal of care or precision.
- On the right, write the words that connote carelessness.
- Next, Find the Example on page 92.
- Homework: page 89

Workshop II: Show, don't tell.

- Pick a character (or invent one).
- Pick an emotion.
- **Show me that the character is feeling this way without ever using that word or saying “s/he was feeling ____.”**
- **Use dialogue, imagery, action, whatever to illustrate this emotion.**
- Let's look at Billy Weaver briefly – how do we know he is feeling proud of himself or confident?
- **Your turn. Write at least half a page (single spaced).**

This is a reminder that priority applications need to be completed by **Saturday, January 31st**. Applications need to be completed online.

“The Landlady” Pages 1-3

As we read this together, mark examples of the following (actually label using these words)

- 1. Imagery
- 2. Language
- 3. Characterization

“The Landlady”

Finish the story. Be ready to answer these questions.

- 1. What is weird about the landlady? (Multiple examples)
- 2. Signing the guest book starts what conversation? What can you infer from this conversation?
- 3. How are the pets significant?
- 4. My husband won't eat almonds because cyanide is made from almonds. What does that have to do with this story?
- 5. The ending of the story is implied – what happens next?