

No Cell Phones!

- **Bell Ringer Honors:**
- What does it mean to have an albatross around one's neck?

Honors

January 25, 2016

Learning target(s): I can define new words. I can analyze a Romantic poem.

Agenda:

- 1. Vocabulary Lesson 2
 - A. Introduce
 - B. Derivatives
- 2. “Rime of the Ancient Mariner”

Homework:

- 1. Page 9
- 2. Writing Center conference sheet due Thursday
- 3. Read the poem on pp. 721-723 by Wednesday. Be ready to discuss it.
- 4. Meet in the library tomorrow.

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.

Group Discussion

- 1. What happens in the poem? Clear up any questions or confusion.
- 2. How is this poem Romantic?
- 3. What about this poem is universal? What ideas, conflicts, or themes appeal to a worldwide audience or for future generations? (Musicians, novelists, and artists have borrowed lines and images from this poem throughout the centuries.)
- 4. What lines jump out at you as memorable, beautiful, important, or meaningful? Discuss your reasons.

Type 3 Writing (skip lines, use literary present tense): Write about **one**.

- 1. How is this poem Romantic?
- 2. What about this poem is universal? What ideas, conflicts, or themes appeal to a worldwide audience or for future generations? (Musicians, novelists, and artists have borrowed lines and images from this poem throughout the centuries.)
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- **Bell Ringer English:**
- What do these mean?
- Infer
- Tone
- Purpose
- Intended Audience
- Reliable Source/
credible source

CP English 11 January 25, 2016

Learning target(s): I can define words and read with a purpose. I can analyze a text and infer.

Agenda:

- 1. Lesson 3
- 2. Finish ACT practice from Friday
- 3. Real ACT portion of quiz
- 4. Review for tomorrow's portion of the test

Homework:

- 1. Page 15
- 2. See review sheet

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.**

Scan-Tron Directions!

- Mark 1-10 as E.
- 11-20:
- F=A
- G=B
- H=C
- J=D

Review for tomorrow'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

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- **Bell Ringer AP:**

AP Euro

January 25, 2016

Learning target(s):

Agenda:

- 1. Quiz
- 2. Changes in cities

Homework:

- 1. IDs
- 2. Review IDs (five of them)
- 3. Quiz Wednesday

Cities: 3 Pictures

- **LEAVE ROOM** to add more later.
- **Have 3 specific details in each section. Label them. Align them to emphasize the changes.**
- Pre-Industrialization
- Early Industrialization (c. 1830 in GB)
- Later Industrialization after reforms went into effect (see McKay)

Review IDs

Purpose: start reviewing this massive amount of information, preferably with some method

Assignment: write the name, term, event, or place & what it was, did, or meant (This was a turning point because ____).

Requirements:

- 5 due every day school is in session (keep up)
- Keep them together in a spiral notebook (no loose leaf)
- For now, limit yourself to first semester material (Renaissance - 1815)

Suggestions:

- Have a plan or method (all artists or all French or all the same time period)
- Pick things from ID sets you didn't pick the first time (homework and quizzes)
- Pick things you don't know
- Make connections (this is similar to __ during Peter I's reign)
- Categorize somehow (economic, political, social, feminist, scientific, etc.)