

No Cell Phones!

- **Bell Ringer Honors:**
- Please see if you have these at your desk:
- Manila folder: **these stay here.**
- **Green** calendar
- Exam essay
- **Blue** vocabulary exemption letter (only if you had at least a 90% VQ average this quarter)
- Your satire (this applies to 8 of you in 2nd period – everyone else should have already received this)
- Your research paper (some of you won't have this yet – you will tomorrow)

Honors

January 4, 2016

Learning target(s): I can assess my own progress.

Agenda:

- 1. Review requirements for portfolio
- 2. Sort papers
- 3. Leave folders here
- 4. Go to library to type, type, type, and save

Homework:

- 1. Portfolio due Thursday at start of class
- 2. Look online for next fun assignment!

No Cell Phones!

- **Bell Ringer English:**
- What are some French words or phrases we use in English?
- Ennui? Cul-de-sac?
A la mode? Film noir?

CP English 11 January 4, 2016

Learning target(s): I can define new words. I can read with a purpose. I can recognize, analyze, and write with different organizational schemes.

Agenda:

- 1. Lesson 28
- 2. The plan: finish nonfiction unit
- 3. Reading with purpose

Homework:

- 1. Page 183
- 2. Essay – highlight main ideas

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.**

Learning Targets

- 1. I can identify the intended audience, purpose, and author's tone.
- 2. I can identify the main idea, supporting evidence, and judge the credibility of sources.
- 3. I can identify different organizational schemes.
- 4. I can put the passage (or isolated bits) into my own words and define a word as it is used.
- 5. I can infer ideas that are not directly stated.

Audience, Purpose, Tone

- 1. *Intended* audience
- 2. Purpose
 - Inform – process, illustrate, connect, defend
 - Persuade – change opinion, call to action
 - Entertain – pose a conundrum, amuse, evoke empathy
- 3. Tone
 - Overall, Shifts
 - Toward audience, topic (hostile toward one and protective of the other, for example)

The Process Essay

- <http://grammar.ccc.commnet.edu/grammar/composition/process.htm>
- 1. Scenario/hook/premise
- 2. Steps with transitions
- 3. Set order vs. multi-pronged attack (akin to cause-effect essay)
- 4. Conclusion
- Brainstorm! What are 3 topics you could easily write about? Think of multistep processes you have already mastered. (How to ____)

“How to Make Friends” article

1. This is a process essay. How do you know?
2. **Answer these questions in the margins as you read.**
 - A. What is the scenario or hook? Why did Margaret Manning write this?
 - B. Who is the intended audience? Which of these ideas could apply to a teen moving to a new school?
 - C. The main ideas are helpfully labeled for you. What are the supporting ideas within each section?
 - D. What is something Manning implies somewhere in this essay? What does she “say without saying”?
 - E. What is Manning’s overall attitude? Mark any place where it changes distinctly (if it does).
 - F. At the end, answer this question: are these steps in a particular order or is this a multipronged approach? How do you know?
 - G. Is there anything in this article you especially agree or disagree with based on your own experiences? Write your opinion in the margin.

If you come in tomorrow with nothing written in the margins, you have not done your homework. Highlighting and/or underlining is not enough.

No Cell Phones!

- **Bell Ringer AP:**
- Make a flow-chart showing the cause-effect events leading to the Industrial Revolution. It may be helpful to work backwards.

Do you have these in your flow-chart?

- Agricultural Revolution
- Cottage Industry
- Stable government and economy
- Colonial resources
- Colonial settlements and defeat of colonial rivals
- Inventions (steam engine, flying shuttle, water frame, etc.)
- Enclosure Act

AP Euro

January 4, 2016

Learning target(s): I can explain how and why the Industrial Revolution spread.

Agenda:

- 1. Read M 734-744 and S 602-613
- 2. How and why did the IR spread? Flow-chart

Homework:

- 1. IDs M 734-744 and S 602-613
- 2. Finish chart
- 3. Quiz Wednesday