

CP English 11 May 14, 2015

Learning target(s): I can be a good listener. I can explain *Romeo and Juliet*.

Agenda:

- 1. Quiz Preview
- 2. Discussion
- 3. John Green
- 4. Portfolio preview

Homework:

- 1. Re-read Act 5, Scene 3, the Shakespeare side
- 2. Tomorrow we work on portfolios. Plan accordingly.
- 3. Portfolio due Wednesday, May 20, 2015.

Quiz Tomorrow

- 1. Re-read the final scene on the Shakespeare side. I may ask you to identify the speaker of different lines. I may also ask you about the tone (attitude) of different passages.
- 2. Star-crossed lovers: much of this play is the result of misunderstandings and accidents. Be ready to give examples.
- 3. How is the action resolved? Who is to blame? What have the characters learned through this tragedy?

Portfolio Preview

- You have a **pink sheet** telling you what you must include.
- Bring all papers for this class.
- Bring a folder or a binder – you can start assembling your portfolio as you go. Or, if you prefer, bring sticky notes to label things.
- Your portfolio is due next Wednesday. We'll talk about resumes on Monday.

Honors

May 14, 2015

Learning target(s):

Agenda:

- 1. Turn in portfolios! 😊
- 2. *1984* Review

Homework:

- 1. Book Two Test (Take-home test due Monday)
- 2. Second period: Book III, Ch. 1-2 due Monday
- 3. Seventh period: Book III, Ch. 1-2 due Tuesday

1984 Review

- Songs, dreams, churches, chocolate, and physical love: these recur throughout Book Two. Why? Are they symbols? Foreshadowing? Irony? Plot points?
- What does Winston view as inevitable? What foreshadows the details of this key moment?
- Winston's health improves in Book Two. Why and why is that significant?
- Parsons, Mr. Charrington, the old Prole woman, Syme, Ampleforth, Martin, O'Brien, Katharine, Winston's parents and sister: discuss these characters. What do they bring to the story or the backstory?
- Information about geography, politics, social classes, inventions, history: what do we know about this society?
- Psychological terms: Oedipus complex, id/ego/superego, repression/latent, manifestation, Freudian slips, projection, displacement/transference, defense mechanisms, etc.
- Archetypes: characters, settings, objects
- Other key symbols? Thrush, paperweight, wine, ___?

Over the next two weeks

Acceptable

- Work on your project
- Make up missing work
- Retake quizzes
- Do work for other classes
- Play approved board games (make a tournament out of it?)
- Help another teacher (when we're not presenting)
- Listen to music with earphones
- Laptops, e-readers

Unacceptable

- Leave the classroom daily/frequently
- Horseplay
- Cell phones
- Be on Mrs. Polzinetti's computer (I need it)
- Be disruptive
- Cheat for this or any other class
- Sleep
- Noisy games (computer or otherwise)
- **Profanity or threats**

CP English 10

May 14, 2015

Learning target(s):

Agenda:

- 1. Finish vocabulary review
- 2. VQ
- 3. Ch. 6 Type 3 Writing
- 4. Gatsby Day talk

Homework:

- 1. Ch. 7 due Monday
- 2. Whatever else you owe me