

PSAT

- **Be in the HIGH SCHOOL by 7:15 tomorrow if you are taking the PSAT.**
- **Testing starts at 7:30.**

CP English 11 October 17, 2014

Learning target(s): I can distinguish between countable and measurable nouns. I can analyze *Lord of the Flies*.

Agenda:

- 1. Grammar
- 2. Think-Write-Share
- 3. Quiet Reading Time/ Make-up time

Homework:

- 1. Ch. 12 due Monday
- 2. Make up whatever you owe me
- 3. Turn in **red keys** on Monday.

Think, Write, Share

1. Discuss the symbolism in Ch. 10-11.
2. Describe Jack's leadership style.
 - Wilfred, Simon's death, the twins
3. What is Roger's role in Jack's government and in these chapters? What is his function and what does he actually do?
4. Contrast the deaths of Piggy and Simon. Is one more tragic than the other? What does each death symbolize?
5. What is Golding telling us? Remember this was written less than 10 years after WWII and during the Cold War. What's his point?

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2nd Period Honors October 17 , 2014

Learning target(s): I can explain Renaissance theatre conventions and be a good listener. I can use the right word.

Agenda:

- 1. Quiz
- 2. Renaissance Theatre
- 3. *Shakespeare in Love*

Homework:

- 1. Do you owe me anything? If not, you have no homework!
- 2. We'll cash in **red keys** on Monday. Find them!

7th Period Honors

October 17, 2014

Learning target(s):

Agenda:

- 1. Grammar
- 2. Historical background for *Macbeth*
- 3. Pathetic Fallacy, Blank Verse, Thou, Paradox, Exeunt

Homework:

- 1. Do you owe me anything? If not, no homework for you!
- 2. Bring all **red keys** Monday.

Tally

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

Background

James I

- Gunpowder Plot
- *Daemonologie*

Weird Sisters

- Witches
- Femme fatales
- Wyrd (fate)

Invasions & Regicide

Terms

- Pathetic Fallacy
- Blank Verse
- Thou
- Paradox
- Exeunt
- Tragedy
- Tragic Hero
- Tragic flaw

AP Euro

October 17, 2014

Learning target(s): I can locate Eastern European features. I can discuss Peter's rule.

Agenda:

- 1. Map
- 2. Peter PERSIA
- 3. Peter Prove it
- 4. Review

Homework:

- 1. Ch. 13-17 Test Tuesday
- 2. Late work & retakes

Peter PERSIA: include special terms

- **Politics:** military, government, laws
- **Economics:** money, systems, food, lifestyle
- **Religion:** official religions, religious positions, holidays
- **Society:** lifestyle, culture, family size, mortality rates, gender relationships, fashion, manners
- **Intellectual:** education, philosophy, individuals
- **Art:** visual, music, architecture, theatre

Peter PERSIA (1682-1725)

- P- *streletsi*, Great Northern War, *gubernii*, civil service, Table of Ranks
- E- taxes, mercantilism, serfdom
- R- Holy Synod & Procurator
- S- Beards, women, St. Petersburg, manners
- I-education reforms, alphabet
- A-Baroque

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CP English 10

October 17, 2014

Learning target(s): I can use vocabulary words correctly. I can read and understand *Treasure Island*.

Agenda:

- 1. Turn in your story
- 2. Finish vocabulary practice
- 3. VQ
- 4. Background for *Treasure Island*
- 5. Work time (read or make up missing things)

Homework:

- 1. Chapters 1-2 due Monday
- 2. Missing work/ retakes
- 3. Turn in **red keys** on Monday.

Background for *Treasure Island*

- By Scottish author Robert Louis Stevenson, who also wrote *The Strange Case of Dr. Jekyll and Mr. Hyde*
- Written for the author's stepson, started with a treasure map the two drew together
- Written in the 1880s, set in the early-mid 1700s
- Sea adventure stories and pirate stories were popular in Stevenson's lifetime

As you read, pay attention
to the following:

- The narrator and his family – what do you learn about them?
- The Captain (Billy Bones) – what kind of man is he? How do you know?
- What are the sources of tension in the novel so far? Do we encounter any actual conflicts yet, or just hints of conflicts?