

# CP English 11      October 28, 2014

**Learning target(s):** I can use vocabulary words. I can edit a rough draft and fix poorly written sentences. I can reflect on my own progress.

## **Agenda:**

- 1. Derivatives, pp. 105-106
- 2. ACT English
- 3. Grammar

## **Homework:**

- Study grammar and vocabulary – see yesterday's slideshow

# 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.

# Keep, Store, or Recycle?

- Keep notes over literary terms.
- Store *Lord of the Flies* test, essays, quizzes, notes
- Store Grammar worksheets
- Store College Day listening page
- Store a couple of good VQs
- Recycle old vocabulary homework, remaining VQs
- **Finished? Look at your goals. Write me a short reflection – what goals have you met? What goals do you need to work on 2<sup>nd</sup> quarter?**

# Honors

# October 28, 2014

**Learning target(s):** I can use vocabulary. I can read and understand *Macbeth*.

## Agenda:

- 1. Derivatives, pp. 97-98
- 2. *Macbeth*
- 3. Motifs

## Homework:

- 1. Two paragraphs
- 2. Preview next reading material
- 3. Review grammar – see yesterday’s slideshow for practice items.

# 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.

# Every night after you read

- 1. Tell me who you were (character), the date of the read-aloud, and the Act and Scene(s).
- 2. Discuss your character's part in the play – what does he or she contribute to the action? What are the effects of what your character does or says? If your character is major, discuss instead his or her intentions and motivation during today's reading. (1 paragraph)
- 3. Describe your experience reading this role. Did you struggle? Did you put some personality in your reading? Had you prepared (how?) or perhaps you filled in for someone who was absent? (1 paragraph)

# AP Euro

# October 28, 2014

**Learning target(s):** I can explain the Scientific Revolution. I can explain Enlightenment ideas.

## Agenda:

- 1. Quiz, 595-610
- 2. Enlightenment Ideas
- 3. ET/EH: go to the library to research for Ch. 18 Extended ID

## Homework:

- 1. IDs, 610-623 due tomorrow
- 2. Ch. 18 Extended ID due Thursday

# Enlightenment Ideas

Some philosophes posed ideas that upset the ruling class. How did Enlightenment thinkers challenge the status quo?

1. Make a chart that shows who had innovative (and possibly controversial) ideas about politics, religion, society, and even education.

2. List the category, the thinker, the idea, and the title of the writing it was in (if applicable).

- Example: Politics, Montesquieu, Separation of Powers, *The Spirit of Laws*
- **To be finished in class tomorrow.**



# CP English 10

October 28, 2014

**Learning target(s):** I can use vocabulary words. I can define terms. I can read and understand.

## **Agenda:**

- 1. Proofread your homework
- 2. Derivatives, pp. 51-52
- 3. Terms
- 4. Quiet reading time

## **Homework:**

- 1. Chapters 7-8
- 2. Vocabulary worksheet

# Terms

- 1. Schooner
- 2. Rigging
- 3. Buccaneers
- 4. Odious French
- 5. Gamekeeper
- 6. Keelhauling