

CP English 11 October 29, 2014

Learning target(s): I can use vocabulary words. I can spell. I can reflect on my progress.

Agenda:

- 1. Vocabulary Practice
- 2. Manila Folders & Goal reflections?
- 3. ACT English?
- 4. Explain List of 5

Homework:

- 1. VQ tomorrow – study both sets of grammar activities
- 2. List of 5 people you admire or find inspirational and why

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 2nd quarter?**

5th Period Instructions

- 1. Put your names on the sentences. Turn them in. We will go over vocabulary tomorrow before your quiz.
- 2. Homework: make a list of 5 people you admire or whom you find inspiring.
- 3. One of those names should be someone you actually know. One of those names should be someone you don't know, but whose achievements have impacted your life (Thomas Edison? An ancestor who immigrated to the USA?)
- 4. Why? You will be writing and presenting a speech over one of these people. Pick people you could use as the subject for your speech. Will you be able to gather enough information about these people?

Honors

October 29, 2014

Learning target(s):

Agenda:

- 1. Share vocabulary sentences
- 2. *Macbeth*

Homework:

- 1. Motifs
- 2. Two paragraphs
- 3. Prepare roles for Act 2

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.

Motifs in Act I

- Fair is Foul and Foul is Fair
- Ill-fitting clothing
- Milk
- Birds
- Darkness/ Darkness vs. Light
- Sleeplessness

Pick 2. Explain how each motif pertains to the play (characterization, theme, mood, and/or foreshadowing). Refer to specific examples in the play. Use literary present tense.

Citing from a play: (Act.Scene.Lines) **(1.2.3-6)**.

AP Euro

October 29, 2014

Learning target(s): I can identify different philosophes and what they believed.

Agenda:

- 1. Finish Enlightenment chart
- 2. Philosophes
- 3. ET/EH: library time?

Homework:

- 1. Extended ID due tomorrow
- 2. 610-623 Quiz Friday

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.**

Philosophers

- You and your group are in charge of the thinkers in one packet.
- Be ready to tell your classmates the highlights about your philosophers.

CP English 10

October 29, 2014

Learning target(s): I can use vocabulary words. I can explain Ch. 7-8.

Agenda:

- 1. Quiz
- 2. Manila Folders
- 3. Vocabulary Practice
- 4. Ch. 7-8 discussion

Homework:

- 1. VQ tomorrow
- 2. Catch up if you are behind

The Manila Folder

- 1. Print your name on the tab. Ask Jeremiah.
- 2. Put your summer reading responses in the folder.
- 3. Put your Argumentation Letter in the folder.
- 4. Put your original story in the folder.
- 5. Give the folder back to Jeremiah.

Vocabulary: use **3** new words and **2** old words in sentences from Lessons 6 or 7.

- Respect the dice and each other.
- 1. aegis or mitigate
- 2. conciliatory or patronize
- 3. extricate or amends
- 4. renovate or mediate
- 5. conducive or mitigate
- 6. importune or extricate