

CP English 11 October 3, 2014

Learning target(s): I can use vocabulary words and commas correctly. I can analyze *Lord of the Flies* for conflict, imagery, and symbolism.

Agenda:

- 1. VQ
- 2. *Lord of the Flies*

Homework:

- 1. Ch. 8 due Tuesday
- 2. Vocabulary, p. 89 due Tuesday

Pick one of these topics.

- Civilized vs. primitive behavior
- Imagery (description) & symbolism (what do the descriptions symbolize?)
- Foreshadowing (what in this chapter has been foreshadowed? What in this chapter feels like foreshadowing for later events?)
- Type 3: name and date in upper left corner. Skip lines. Use present tense.
- **Prompt:** what did you notice in Ch. 7 dealing with this topic? You may look in your book as you do this. Refer to multiple details. Write at least 9 sentences (no fillers).

Honors

October 3, 2014

Learning target(s): I can use vocabulary words and commas correctly. I can participate in a meaningful, analytical discussion of *The Odyssey*.

Agenda:

- 1. VQ
- 2. Expert Day Discussion

Homework:

- 1. Books XVII-XVIII
- 2. Work ahead: Vocabulary, p. 83 due Tuesday
- 3. Grammar due Wednesday – it's on the music stand

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.

AP Euro

October 3, 2014

Learning target(s): I can explain why Spain declined as a powerful European nation.

Agenda:

- 1. Spain's decline arrow (omit France)
- 2. Role-play
- 3. 20 Questions

Homework:

- 1. Dutch IDs
- 2. Spanish/Dutch quiz Tuesday
- 3. ET/EH next week. Carly?

Role-Play

- You are advisors to the King of Spain.
- You have different opinions on the economic, religious, and political situation. (The majority of you should represent the course the Spanish would ultimately take.)
- Write a script showing a lively discussion in which you advise the king on the administration of the country, the empire, and foreign affairs.
- Address the issues covered in the reading. Also consult McKay.

CP English 10

October 3, 2014

Learning target(s): I can identify and create different types of sentences.

Agenda:

- 1. Writing Workshop
- 2. Review Sentences
- 3. Complex and Compound-complex sentences

Homework:

- 1. Conference?
- 2. Paper due Thursday

The comma goes **before**
the **FANBOYS** conjunction.

For **A**nd **N**or **B**ut **O**r **Y**et **S**o

- My foot hurt, **so** I soaked it in hot water.
- I was starving, **but** I didn't have money for lunch.
- You must do your homework on time, **or** you will lose points.
- I am lucky to be here, **and** I know it.

All of these are _____ sentences.

Independent or Dependent?

1. my aunt, the first woman in space, is a hero
2. while I was shopping for walnuts
3. because she was allergic to milk
4. skiing uphill is challenging
5. although he went to bed early
6. if you like Taylor Swift
7. in first grade, Marisol slipped on applesauce

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Simple or Compound?

1. Going to Florida is my favorite memory.
2. Bruce and Mary met at the Renaissance Festival last fall on Pirate Day, the final Sunday.
3. Nobody has an A; nobody even has an A-.
4. Victor has a Jeep, and Francesco has a Vespa.
5. Is anyone going to the concert next weekend?
6. Can you write in cursive, or can you only print?
7. In second grade, Lisa started learning Japanese and gymnastics.

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COMPLEX SENTENCE

- A complex sentence has *one independent clause and one or more dependent clauses*.
- Ex. (*dependent clause*, independent clause)

If you study the development of music, you will learn about many different styles.

Part II Directions

- Look at the worksheet we did Wednesday on independent vs. dependent clauses.
- Add an independent clause to three dependent clauses to make complex sentences. 😊

COMPOUND-COMPLEX SENTENCE

- A compound-complex sentence has *two or more independent clauses and at least one dependent clause*.

Ex. *While she only lived from 1915 to 1959, Billie Holiday was not a musician for long, but she became very famous.*

(dependent clause, independent clause, independent clause)

Equations!

- $SS = IC$
- $CDS = IC + IC$
- $CXS = IC + DC$
- $CD - CXS = IC + IC + DC$

Prepositional Phrases

- Prepositions show relationships/location/time --by your desk (where?)
 - under the book (where?)
 - at noon (when?)
- They can move around
 - At 3:00 we have to go to the dentist.
 - We have to go to the dentist at 3:00.
- They are not clauses because they often don't have a predicate (look for a verb)