

# CP English 11      September 2, 2014

**Learning target(s):** I can use vocabulary words. I can revise for content.

## **Agenda:**

- 1. Vocabulary/ Clock Buddies (5<sup>th</sup>)
- 2. Derivatives, pp. 25-26
- 3. Revision Workshop I

## **Homework:**

- 1. Page 23 due tomorrow
- 2. WCC due Sept. 10 (next week)
- 3. Novel test Friday

# Revision Workshop 1

- 1. Pick a skimpy body paragraph.
- 2. Does it start with a topic sentence identifying your main point for the paragraph?
- If not, add one.
- 3. Do you have at least 2 specific examples supporting your main point? If not, add what you need.
- 4. Do you fully explain these examples? If not, do so.
- 5. Do you acknowledge what your opposition would say and then refute it? (Counterargument/counterclaim) If not, do so now.
- 6. Do you end with a mini conclusion or some sort of transition toward your next point? If not, add this.

# Honors

# September 2, 2014

**Learning target(s):** I can use vocabulary words. I can identify major Greek gods, goddesses, and places.

## Agenda:

- 1. Vocabulary
- 2. Clock Buddies
- 3. Introduction to Greek mythology

## Homework:

- 1. Page 15 due tomorrow
- 2. Read “Demeter.” Pay attention to setting and tone.

# Pantheon

- Pan =                      Theo =
- Pantheon:
- **Titans**
- 12 Olympian gods/goddesses
- Lesser gods/goddesses
- Creatures: nymphs, driads, satyrs, etc.
- Erebus, Tartarus, Hades, the Underworld

# Guiding Questions

- 1. Characters' reactions to the abduction of Persephone: Demeter, Persephone, Hades, Zeus. What can we infer about each god/goddess?
- 2. What is the purpose of the boy who laughs?
- 3. Law of Abode: limits on gods' powers?
- 4. Hubris: excessive pride. Who shows this in the second story?
- 5. Oath on the River Styx
- 6. How does Apollo treat Phaethon? How are they similar in personality?
- 7. Oracle
- 8. How do the gods handle problems?

# Lessons Big and Small

- 1. What natural phenomenon do these myths teach? (Heliads)
- 2. Punishments: what and for what?
- 3. What creature has Poseidon made for Demeter?
- 4. Hades – ruler of the dead and associated with \_\_\_\_\_ from underground
- 5.

# AP Euro

# September 2, 2014

**Learning target(s):** I can analyze and summarize Erasmus' ideas. I can identify Sir Thomas More. I can distinguish between Northern & Italian Renaissance art. I can explain how the RCC is organized.

## **Agenda:**

- 1. Erasmus discussion, Sir Thomas More
- 2. Finish Northern Renaissance Art
- 3. Church hierarchy, time permitting

## **Homework:**

- 1. Library tomorrow: Extended ID Ch. 13 (due Friday)
- 2. Quiz Thursday, 455-470

# CP English 10

September 2, 2014

**Learning target(s):** I can define new words. I can define tone. I can identify words with strong connotations.

## **Agenda:**

- 1. Vocabulary, Lesson 2
- 2. Tone
- 3. Book conferences

## **Homework:**

- Vocabulary, p. 9 (you will see 1-3 words from last week's lesson on your quiz, so I hope you remember them!)



# Vocabulary

- 1. **By yourself**, please read pp. 10-11 and answer the Multiple Choice and True/False Questions.
- 2. With a partner, Write the Derivatives on pp. 11-12 and Find the Example on page 12.
- 3. HW: page 9

# Tone: author's or speaker's attitude

- Don't use that tone of voice with me, young lady.
- You'd better adjust your attitude, young man.
- Accusatory                      Judgmental
- Arrogant                         Optimistic
- Complimentary                 Sarcastic
- Frantic                             Solemn

# Tone: Author's or Speaker's attitude

- 1. Let the connotation of the words (diction) inform you of the tone
- 2. Practice: circle words with a strong connotation. Are these words negative? Positive? Do they bring certain ideas to mind?
- 3. Come up with an adjective that captures Mia's attitude. Come up with a different adjective that captures Grandmère's attitude.