

Blood Drive

- Student Council will be hosting a blood drive on **Sept. 17th from 8-noon in the gym.** Forms can be picked up at the Spartan Store or in RM. 17 and need to be returned to Ms. Barton in RM. 17. If participating in blood drive, please bring picture identification that includes your first name and date of birth. Please contact Ms. Barton if you do not have this and would still like to take part (can even use HS yearbook if accompanied by acceptable proof of birth date).
- Please consider doing this! Giving blood is a generous, compassionate act that saves lives. Also the Community Blood Center offers scholarship and grants to participating schools.

CP English 11 September 9, 2014

Learning target(s): I can stay on task. I can revise and edit my paper.

Agenda:

- 1. Turn in work: grammar, vocabulary, conference sheets
- 2. Library is for working on your ACT essay. Nothing else is permitted.

Homework:

- 1. WCC due tomorrow
- 2. Write the Derivatives, pp. 37-38
- 3. VQ Thursday
- 4. Paper due Friday

Hallway & Library Behavior

- 1. In the hallway, **be very quiet** as you pass by classrooms.
- 2. Library time is for working on your ACT essay.
- 3. No food or drink. No massages or sitting on laps. No games, no email, no obsessing over Progress Book. No Facebook, no Twitter, no Snap Chat, no Instagram. No grooming. No goofing off. Etc. 😊

Blood Drive

- Student Council will be hosting a **blood drive on Sept. 17th from 8-noon in the gym.** Forms can be picked up at the Spartan Store or in RM. 17 and need to be returned to Ms. Barton in RM. 17. **Forms are due Sept. 15.** If participating in blood drive, please bring picture identification that includes your first name and date of birth. Please contact Ms. Barton if you do not have this and would still like to take part (can even use HS yearbook if accompanied by acceptable proof of birth date).
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Honors

September 9, 2014

Learning target(s): I can use vocabulary words. I can explain and analyze a myth. I can be a good listener and participant. I can monitor my own learning.

Agenda:

- 1. Vocabulary: Derivatives
- 2. Discussion (keep a tally)

Homework:

- 1. Greek quiz tomorrow (major gods, characters, 3 reasons for myths, etc.)
- 2. Bring Foster tomorrow
- 3. VQ Thursday

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.

Discussion Questions:

Use LPT & keep a tally.

1. What did you like about this story, or this version of the story? What did you dislike?
2. What adjectives best capture Perseus's personality? How similar is he to Theseus? Explain.
3. What are some motifs, morals, and themes of this particular myth? Explain. Be sure to differentiate among motif, moral, and theme.
4. Discuss symbols, settings, and each character by name – the more you talk about them by name, the better you'll remember them.
5. Finished? Were you thorough or did you rush through? If you really are finished, write down some questions you expect to be on tomorrow's Greek mythology quiz (short answer, multiple choice, extended response, matching, T/F).

AP Euro

September 9, 2014

Learning target(s): I can identify and explain key facts about the continued Protestant Reformation and the Catholic Reformation. I can read and interpret a map.

Agenda:

- 1. Quiz
- 2. Map
- 3. Switzerland
- **Homework:**
- 1. IDs
- 2. Ch. 14 Extended ID due Monday – see me for library passes during ET/EH

Map Activity 1

- **Carefully read the map. Look at the key.**
- **Use highlighters, colored pencils, or markers to make the map a little more visually stimulating. Pay attention to the key as you do this! (Make all Catholic areas the same color, for example.)**

Map Activity: Type 2 Writing

1. On a separate piece of paper, write your name and date in upper left-hand corner.
2. X on every other line (skip lines)
3. Describe what the map is telling you – look at dates, arrows, place names, and the key.
4. Discussion

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CP English 10

September 9, 2014

Learning target(s): I can use and define words. I can identify and analyze tone. I can define and recognize argumentation.

Agenda:

- 1. Vocabulary- Derivatives & Sentences (and Book Talks), pp. 17-18
- 2. Tone Type 2
- 3. Argumentation

Homework:

- 1. Find the Example, p. 18
- 2. Read the article – **identify and label** the main argument and the supporting reasons and evidence

Use three of these new words and one old word from Lesson 1 or 2. Write sentences showing you know how to use this vocabulary.

- Keep sentences school appropriate. You must have permission to use other people's names.
- Use **ink** and write neatly. Please **proofread**.
- Use the dice to select your words
- 1. to beguile or benevolent
- 2. decorum or demeanor
- 3. feral or ignoble
- 4. mores or wily
- 5. provincial
- 6. unseemly

By Yourself

- **Type 2 Writing:** Write your name and date in upper left-hand corner.
- **X** on every other line – skip lines as you write.
- What is Anton's tone? Justify your answer using the specific details you marked on your copy of the reading. Actually tell me what words and punctuation you identified as important.
- **Staple your response to the letter and turn it in.**

Argumentation

- **Persuading with evidence**
- Start with an argument (or claim, or thesis)
- Support it with multiple and varying reasons
- Support your reasons with a variety of evidence (facts, experiences, common sense)