

The slide features a dark blue background with decorative geometric patterns on the left and right sides. These patterns consist of overlapping, chevron-like shapes in yellow, magenta, cyan, and grey, pointing towards the center. The text is centered in the middle of the slide.

Tuesday, 02-03-15

11th Grade American Literature &
Composition B.

Standards:

Standards: ELACC11-12RL1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

ELACC11-12RL2: Determine two or more themes or central ideas of text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

ELACC11-12RI7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem

ELACC11-12RI7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem

ELACC11-12W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11-12.)

ELACC11-12W8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Bell Ringer: Tuesday, 02-03-15

None today :)



Agenda Monday, 02-02-15

- Return narratives ASAP. (Check list)
- Monday & Tuesday: Essay (in class only) Due: by the end of class today
 - 2-3 sheets of paper
 - pencil or blue/black pen
 - rough draft not required but brainstorming *strongly* encouraged!
 - quotation chart, book, and graphic organizer allowed
 - no technology

Characters in *Dead Poet's Society*

Neil: Todd's roommate; his father is very controlling; he did summer school

Todd: Neil's roommate; transferred to Welton; his brother was "one of school's finest"; does not like to speak in front of people

Knox: brown hair; looks like Charlie; his father is a friend of the Danbury's; he meets Kris and falls in love

Charlie: brown hair; looks like Knox; outgoing; sometimes says things without thinking

Cameron: short red hair; brown-noser; intense student

Pitts: brown hair and crew cut; reads the poem "To the Virgins, Make Much of Time"

Meeks: glasses and longer red hair than Cameron; considered to be a genius

Mr. Perry: Neil's father; tries to control Neil

Mr. Keating: English teacher; "seize the day"

Kris: blond hair; Knox calls her "Mrs. Danbury"; is dating Chet

Chet: very spoiled; jerk; is dating Kris

Essay

- Place your **final draft** on top, and staple a **rubric** to the corner of it.
- Staple everything else (prompt page, brainstorming, etc. underneath).
- Make sure you've circled/underlined your prompt!