

Tuesday

May 8, 2012 (5.8.12)

1. Materials



Composition Book
+ Pen or Pencil
+ Sticky Notes



Student Planner



HAMPTON Binder

2. Agenda

<u>Minutes</u>	<u>Activity</u>
5-7	Warm Up
1	Homework
5	Return / Record Grades
5	Notes: Conclusion Counterpoints
3	Discuss Roles in <i>Streetcar</i>
5	Notes: Narrative / Argument Review
Remaining	Practice Exam

3. Special Announcements

- Only **one day before your AICE Exam!** Please make sure to look at the “**checklist review**” before your exam tomorrow.

Warm Up

May 8, 2012 (5.8.12)

Volume-O-Meter: 0 (No Talking)

Time: 5 Minutes

Word Part of the Day:

gno(s) / sci = to know

1. Make sure to write down the word part of the day and brainstorm 4-6 words that contain that word part.
2. Looking back over the past 5 months, how confident do you feel about your AICE exam tomorrow (narrative/argumentative)? Is there anything you'd really like to go over today that you don't think we covered enough of? Please explain.

Transition



Student
Planner

Homework

A
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T

Date Given	Assignment	Rubric	Due Date
Tuesday 5.8	<ul style="list-style-type: none">• Finish both practice essays (each to be 200-300 words only)• Review over “Exam Checklist” & any applicable notes.• Email Hampton with any questions or sample papers for grading.	BASIC	Wednesday 5.9
Monday 5.7	<ul style="list-style-type: none">• Lit Log #5 (Quarter 4) is posted• Make your post to <i>Schoology</i>• Comments are now private	BASIC	Monday 5.14 By 11:59 pm

Return / Record New Grades

Directions (Volume-O: 3):

- Pass out /show NEW grades
- Fill in applicable spaces
- Place any grades in Binder
- See Hampton before or after school to discuss grade

Grade Checkup Sheet

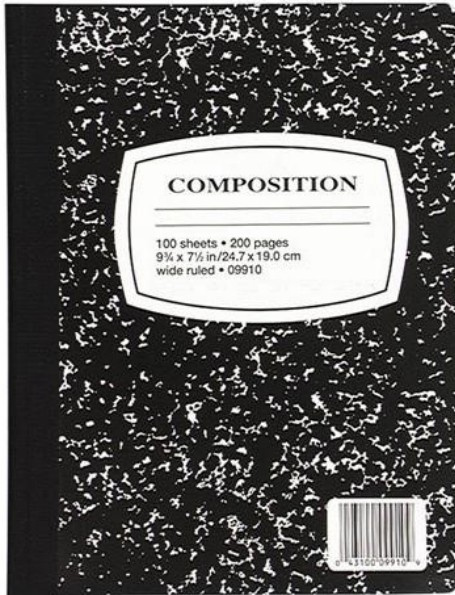
Name: _____

AICE Language / Quarter ____

Directions: Fill in your current grade along with all assignments returned. Then, fill in the work that was Incomplete (0%) and the work that you wish to make up for a better grade.

Checkup #1		
Current Class Grade: _____		
<u>Work that was Graded and/or Returned:</u> • _____ • _____ • _____ • _____ • _____ • _____ • _____	<u>Grade:</u> _____ _____ _____ _____ _____ _____ _____	<u>Work I did not do (0%):</u> • _____ • _____ • _____ <u>Make Up Work (50% or higher) or Show Hampton (Blank):</u> • _____ • _____ • _____
Checkup #2		
Current Class Grade: _____		
<u>Work that was Graded and/or Returned:</u> • _____ • _____ • _____ • _____ • _____ • _____ • _____	<u>Grade:</u> _____ _____ _____ _____ _____ _____ _____	<u>Work I did not do (0%):</u> • _____ • _____ • _____ <u>Make Up Work (50% or higher) or Show Hampton (Blank):</u> • _____ • _____ • _____
Checkup #3		
Current Class Grade: _____		
<u>Work that was Graded and/or Returned:</u> • _____ • _____	<u>Grade:</u> _____ _____	<u>Work I did not do (0%):</u> • _____ • _____

Transition



Notes

Point & Counterpoint

- **Point:**
 - The claim you are making
 - Made by your support and evidence
 - Most or all of your essay is your “point” (esp. body paragraphs)
- **Counterpoint:**
 - An acknowledgement of alternate or contradictory viewpoints
 - Can be a response of these viewpoints...and why they are wrong.
 - Usually starts with “some might argue” or “some might say”



Point & Counterpoint Example...

Regular Conclusion:

- In conclusion, global warming is a serious issue that has deadly consequences for the future of our planet...can we afford to destroy the only home we have?

Counterpoint Conclusion:

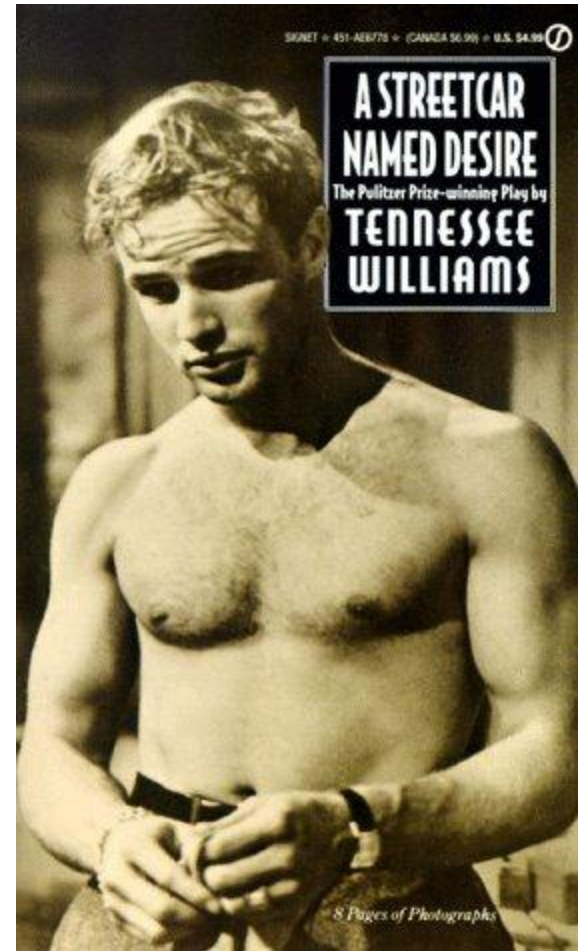
- In conclusion, **some might argue** that global warming is a cyclical event and that the Earth goes through natural periods of warming and cooling. However, nearly all of the scientific community agrees that our Co2 levels are two to three times as high as is natural for our planet...

Discuss Roles

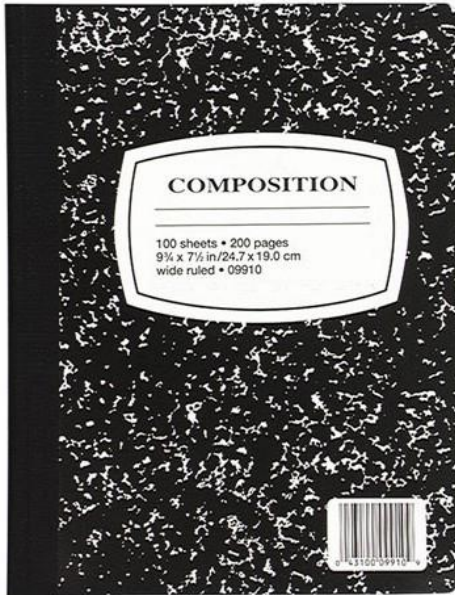
Directions:

- Three types of roles in play:
 1. Major Role (6)
 2. Minor Role (10)
 3. “Fill In” Role for Absent Students

- On sticky note, place name and what **kind of Role** you want.



Transition



Notes

A Tip (from Morpheus)



Exam Review “Checklist”

You need to:

- Review all notes concerning **narrative writing** (1.19-2.21), especially:
 - The 3 Acts
 - Descriptive vs. Character Writing
 - Point of View
 - Dialogue
 - Irony
 - Advanced Lit Techniques (in media res, macguffin, etc.)



Help on Narrative Writing

What Graders Will Look For:

- 600-900 words (3-5 pages)
- Good use of vocabulary
- Good sense of description of places, people, events.
- Story that sticks to prompt
- Few grammatical errors
- No slips in tense or action



Exam Review “Checklist”

You need to:

- Review all notes concerning **argumentative writing** (4.25-5.8), especially:
 - GP vs. Argument
 - Discursive and Argumentative modes
 - Introduction Paragraphs
 - The appeals
 - Conclusion counterpoints



Help on Argumentative Writing

What Graders Will Look For:

- 600-900 words (3-5 pages)
- Good use of vocabulary
- Adult-level explanations and support (including different appeals—logos, ethos, etc.)
- Some propaganda (when selling something usually), like nostalgia, testimonial, scare tactic, etc.)
- Few grammatical errors



Exam Review

Directions (Volume-O: 1):

- Turn to Unit 7, pg. 7
- Choose 1 narrative prompt AND 1 essay prompt
- Complete homework:
 - Write 200-300 words for each answer

