

Plans for Mark Scher, Week of 11/14/05, meeting BCDEA, week 11

English 9 (Block 9.01, meeting A1C2D1 [25 students]; 9.06, meeting A6C5D6 [23 students] {with Mr. Daucher}; 9.07, meeting B3D1E2 [22 students])

Daily, students show knowledge of definitions and use of Global voc. (see list)

Global voc. (abbot, abdicate, absolutism, acid rain, the Acropolis, The Age of Enlightenment, imperialism, alloys)

Start each class with an episode from videotape of Odyssey, asking students to report their observations about the conduct of major characters (characterization and motivation) and identify ongoing themes. {The classes stopped at different points. Trust them to find the right beginning.}

Students will have finished reading “Antaeus,” in Elements, p. 111, looking at characterization and theme, especially as the piece relates to the myth of Antaeus. We will make connections in theme and setting with our earlier readings.

Students make a non-verbal representation of a scene or important element from “Antaeus.”

Students demonstrate similarities among “No-Guitar Blues,” “A Man Called Horse,” “Most Dangerous Game, and “Antaeus.” They relate all to “rites of passage.”

Students define love and list/graph signs of love in these stories.

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ACE English (meeting A3B1D2) [16 students]

Weeks 09-10. Oct. 31-Nov. 11:

Through this week, students will have time to complete the following assignments in class, so as to gain teacher and peer input.

Now that you have a firmer handle on definition argument, follow the directions in Faigley, 125–127, in writing an essay. In addition to focusing on definition, you will focus on your skills with ethos and pathos. WE called this the “Definition” essay. **This essay is taking a lot more time and assistance than planned. We need to be flexible in working on it in class. This will delay our work with the syllabus.**

From Easterbrook, in Faigley, 645–653, follow the steps in Faigley, 100–102. Turn in an early draft at a date to be announced and a final draft at a date to be announced. For this assignment, you are focusing on “good

reasons,” audience, and ethos. That is, you are concentrating on logos, pathos, and ethos We called this the “Scream” assignment. ***The <Turnitin.com> deadline needs to be extended.***

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Creative Writing (meeting B4D4E6) [16 students; on day D, Teresa Fico is scheduled elsewhere; on day E, Cody Clark is scheduled elsewhere.]

Students examine closed forms (sonnet, haiku) vs. open forms and create some closed form poems.

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English 12 (meeting B5C6E5) [25 students]

We view of Independence Day. After re-viewing it, students will develop a topic as a class and independently turn in an essay on theme or characterization in Independence Day. They could develop a movie review. What important matters involving these literary elements do they see here? They will have a handout as a prompt.

We need to open student accounts at <Turnitin.com>. Once we accomplish that, we can set a deadline for the response to Independence Day.

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ELA Lab.09 (meeting C1)

Students catch up or work ahead of English class. Students may work on other subjects, with teacher leading them into using ELA skills.