

Plans for Mark Scher, Week of 03/20/06, meeting ABCD, week 27 (with conference day on Friday)

English 9 (Block 9.01, meeting A1C2E1 [26 students]; 9.06, meeting A6C5D6 [22 students] {with Mr. Daucher}; 9.07, meeting B3D1E2 [20 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, alluvial soil, ancestor worship, assimilation, autonomy, autocratic, balance of power, baptism, barter, biodiversity, bureaucracy)

Before class on day 1, students will have read “The Bridge,” (Elements, 178). On day 1, the students will list elements of motivation and characterization for the main character and will decide which character, the boy or the girl, is more fully characterized. They will create some representation of a major theme of the story.

Day 2: We start with a test on the vocabulary above. Then, in class, students read “Behind the Golden Mask,” starting on page 409, last paragraph, to page 414. They use logic to describe what Carter found and what it reveals about King Tut’s and Queen Ankhesenamun’s relationship. This discussion will lead to an essay on their relationship. We will make time to write the essay in class, after discussion, with the due date to be determined.

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ACE English (meeting A3B1D2) [17 students]

Submit this essay: Look at “Writing Assignment,” 194, “Consider a short story. . . .” I suggest that you use “First Confession.” You must provide at least six (6) quotations or examples from throughout the story in your essay. This is due by noon on Saturday, 03.25.06.

You will have day 1 to write the essay, but you will have to keyboard it elsewhere.

Mar 20–23: Review of Theme (195-197) (Q3 ends 04/08; gradebook closes 04/01):

“Babylon Revisited,” 216-233

“Harrison Bergeron,” 233-239

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Creative Writing (meeting A4C4E4) [7 students]

Students create short stories, graphic novels, videos, theatrical scripts, songs and music.

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English 12 (meeting B5C6E5) [26 students]

Children’s Lit:

Day 1:

Students turn in their lists drawn from the handout on children’s lit.

Students observe teacher reading some children’s books aloud, and they note how some of the principles that they found in the handout appear in the reading. They begin their own reading, taking notes on the form provided for them.

Day 2:

Students view an episode of Nanny 911, noting what she teaches the parents and the children. If willing, students relate the lessons to their own lives and upbringing. They determine what values she is teaching.

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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.