

Plans for Mark Scher, Week of 01/02/06, meeting CDEB, week 17, with Mon off for New Years

English 9 (Block 9.01, meeting A1C2D1 [26 students]; 9.06, meeting A6C5D6 [23 students] {with Mr. Daucher}; 9.07, meeting B3D1E2 [21 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 [praying to one's ancestors and believing that they have power, because they are still part of the community], assimilation (absorbing or being absorbed by another culture), autonomy [home rule, self rule])

Day 1: Complete web quest, Bess-permitting, with

<<http://www.ancientgreece.com/>>

<http://www.museum.upenn.edu/Greek_World/Index.html>

<<http://www.teacheroz.com/greeks.html>>

<<http://nadabs.tripod.com/odyssey/#res>>

<http://www.studyworld.com/newsite/ReportEssay/literature/Novel%5CTheme_of_The_Odyssey.htm>

<<http://members.aol.com/Donnnclass/Greeklife.html>>

<<http://www.wsu.edu:8080/~dee/GREECE/SPARTA.HTM>>

<<http://ancienthistory.about.com/cs/greecehellas1/a/aa090898.htm>>

<<http://archaeology.about.com/library/weekly/aa092098.htm>>

Student task: to tell, describe, identify, or show in writing how the information in these sites relates to what they know about The Odyssey. This report is due to <Turnitin.com> by the end of Day 3.

Day 2: Students take part in a third listening exercise after reviewing the format and prompts in Preparing for the Regents Examination. Time permitting, we will return to the Odyssey project.

Day 3: Return to assignment shown above for Day 1. Go on with: We look at, act out, reveal student understanding of key passages in the translation of The Odyssey in Elements of Literature, pp. 722-727, 747-757, 759-762: what do these pages reveal about characters and customs. They discover themes here, too, especially related to “coming of age” or “rite of passage” and love. (Continued on day 3). They develop pertinent questions and devise a way of publishing them.

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ACE English (meeting A3B1D2) [16 students]

Work on Research Paper, pulling together skills involving ethos, logos, and pathos; definition, causation, and evaluation; and gathering valid material.

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Creative Writing (meeting B4D4E6) [15 students; on day D, Teresa Fico is scheduled elsewhere; on day E, Cody Clark is scheduled elsewhere.]

Students finish writing about places that comfort them. They finish talking to the animals. They begin work to wind up the semester: Things to save; Chants; Becoming an object; Graphic Novels

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English 12 (meeting B5C6E5) [25 students]

We start viewing *Close Encounters of the Third Kind*, paying close attention to how the movie treats the theme of abduction and alienation. We will follow this movie with a project demonstrating how this theme works in the movie or how it relates to real life.

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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.