

Plans for Mark Scher, Weeks of 01/16/06, meeting BCDE, week 19 (including MLK Day) and of 01/23/06, meeting ABCDE

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)

Week of 01.16.06

Day 1, part of Day 2: Students 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.

Day 2: Students read “The Scarlet Ibis,” (Elements of Literature, pp. 168-177) noting imagery, characterization, relationships, the theme of love, and the element of “rite of passage,” and solving difficult words and passages. Students will explain in a round table discussion next week what they have found.

Day 3 (for 9.01 and 9.07 {9.06 meets only twice this week}): Students take open book quiz on “Scarlet Ibis” (handout).

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ACE English (meeting A3B1D2) [17 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) [26 students]

We continue 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 the following prompt for an essay: THE ESSAY IS DUE AT THE END OF CLASS ONE DAY AFTER WE FINISH RE-VIEWING THE MOVIE. Students will have one class hour to keyboard the essay and to submit it to <turnitin.com>.

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The themes of abduction and alienation appear in several forms in **Close Encounters of the Third Kind**. Does the movie suggest that abduction or alienation are opportunities rather than problems? Whichever notion you support, explain also whether that notion satisfies you.

That is, if the movie suggests that alienation or abduction are problems, do you think that that is true in your world also?

Or, if the movie suggests that alienation or abduction are opportunities, do you think that that is true in your world.

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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.

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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)

Day 1, Week of 01.23.06:in round table discussion, students explain their findings for “Scarlet Ibis.” (See last week’s plans.)

Day 2: Students takes notes from Elements of Literature on intro to Shakespeare. Start viewing the Baz Lurmann version of Romeo and Juliet. They need to pay attention to characterization and theme, and especially to how DeCaprio creates Romeo.

Day 3: continue viewing RJ,

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ACE English (meeting A3B1D2) [17 students]

Complete 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.

They gather together their work for a portfolio, due at end of last class.

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The students have one class period to keyboard the essay and to submit it to <turnitin.com>.

Students view Cocoon, focusing on theme of “rite of passage,” connecting it to other sci fi movies.

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