

Plans for Mark Scher Week of 11/10/03 (Days ABCD)

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English 12 (meeting days BCE)

On days 1 and 2: Working from the list of assignments in handout, students follow steps in Jobs and Career unit. By the end of day 2, students will have completed the job and residence location tasks and will have turned in the budget estimate.

On day 3, we will start the paper trail: letters of application, etc., from the handout received earlier.

Standard 3.2, 4.1

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ACE/AP English (meeting days ABD)

Nov. 10 – 21: discussion, analysis, and application of approaches to the natural world (with one essay). Before class, read 241-251 and 254-259. Be ready with oral answers to the questions following these texts.

Write an essay on Eiseley, 333-339: how (or does) Eiseley’s essay reflect the interests and skills of the other writers in this unit?

Draft of essay responding to Manegold, 158, “Writing Assignment” #2 is due electronically by 7 p.m. on Tuesday, 11/11/03. We are focusing on style.

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English 9 (Block 9.02 meeting days ACD; 9.03 meeting ABD; 9.06 meeting ACD; 9.08 meeting BCE)

Days 1 and 2:

Students prepare presentation of a significant scene from ***Romeo and Juliet***, explaining why it is important, what drama it holds, what literary elements Shakespeare uses.

Directions:

Pick one scene (or part of a scene),

1. explain why that scene is important in the play
2. show what literary elements appear in that scene (such as *imagery, motivation, characterization, rhyme, rhythm, alliteration . . .*)
3. teach this to the class
4. in an interesting way
5. make a valid test of your teaching (of the class's learning)
6. grade the test accurately.

Day 3:

Students teach their scenes.

FOR BREAKS, WE'LL REVIEW VOCAB.

Standards: 115, 116, 122, 123, 125, 322, 323, 324, 41, 422

ELA Lab.09 (meeting day B)

You will split your time in making sure that you are succeeding with English 9 class work and in working with the New York State Drivers Manual. We may be able to use the Internet to test your work with the manual.