

English 9 (Block 9.01, meeting days ACD; 9.02, meeting ABD; 9.03, meeting BDE; 9.04, meeting BCE)

Daily: start periods with episodes from video on Odyssey, approximately 5 minutes of video, with pausing to note significant signs of plot, theme, characterization. [Teacher needs to note where video stopped, in order to keep classes at same point and in order to return to appropriate points. This activity takes about ten minutes in total.]

Daily: review Global voc. (abbot, abdicate, absolutism, acid rain, the Acropolis, The Age of Enlightenment, imperialism, alloy, alluvial soil.ancestor worship) Add: assimilation--to be absorbed by another culture; autonomy—home rule; self rule

Use Regents Prep: in small groups, students read in order to present their understanding of goal and directions for Part III Regents (171-174). Read 179-182, answering 183-184. Read and follow directions for 185-187. See 192-197. Evaluate 194, 196. Read 175-177, explaining the points raised there.

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ACE English (meeting BCE)

Discussion, analysis and application of social and moral issues.

[This unit may last two weeks or more, and resolution of the issues raised in any one text may last more than one period. That means that this unit will run over the Thanksgiving vacation. We are still waiting for sufficient internet connections so that we can work on our research papers.]

Read Brecht, 536-539; be ready to support answers to 539-540 orally.

Read Barnes, 540-551; be ready to answer orally 557-559.

Write an essay explaining what the protagonist in Barnes (540-551) should have done.

Read Böll, 565-571; be ready to answer defend orally answers to 570-571.

Read Rohmer, 571-581; be ready to connect the behaviors here with those in Laye and in the students' own lives.

Write an essay responding to O'Brien, 212-226: what moral judgments guide the protagonist's choices?

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English 12 (meeting days BCE)

Continue to view Independence Day as sci fi and as literature generally. If students are looking for an opportunity to leave their seats, they should use a bulletin board to post observations on plot, characterization, foreshadowing, atmosphere, signs of the culture that produces that movie (attitudes to gender roles, science, the military) camera angles, the use of background music. . . .

Plans for Mark Scher, Week of 11/29/04, meeting DEAB, week 13

We will end this section with students presenting or writing a movie review detailing strengths and weaknesses of the two movies. The students might benefit from thinking of the assignment as a comparison and contrast, but ultimately they are asked to make a judgement: which one of the two movies is better? Why?

Students view *The Day the Earth Stood Still* for theme and connection with our other alien movies.

Standards 2.1.1,2.1.2,2.1.3,2.1.4,2.1.5,2.1.6,3.2.1,3.2.,42
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ELA Lab.09 (meeting day B)

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