

Plans for Mark Scher Week of 09/22/03 (Days BCDEA)

English 12 (meeting days BCE)

Day 2:

1. Continue: Each student explains something about him or herself (4 minutes, graded).

Days 1 and 3:

1. Students read info at web sites for College Boards and other sites, teach class what the sites suggest colleges want in college app essays.
2. Students examine sample essays by former students, ranking them by the informal rubric that they have devised.
3. Students write one college app in response to the generic list handed out by teacher or in response to actual colleges that they may apply to. (We will continue this project next week.)

Standard 3.2, 4.1

ACE/AP English (meeting days ABD)

Sequence of class work:

With the assistance of Mr. Broch, the librarian, you will begin research on a topic drawn from a list that I will provide.

By 8 a.m. on E day, you will have provided for my grading a college application essay. Prior to that, you may rewrite drafts that I have reviewed.

If you do not have your own actual application prompt, I have some choices for you.

Standards: 113, 114, 116, 125, 126, 314, 32, 411

See schedule for photographers on D day.

REMINDER: ON FRIDAY, 09/26, WE WILL BE USING THE CCC LIBRARY IN CORNING. BRING MONEY FOR LUNCH. WE LEAVE BY 8 A.M.

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

Sequence through week:

(9.08) needs “trauma” news article for listening skill practice.

Using pp. 14 (9.03, 9.;08) and 15, students practice the skills from the earlier lessons.

Closure: students evaluate progress toward goal: did they use the tools from this week’s lessons more easily this time?

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Focus: close reading, using skills reviewed/taught so far:

1. "Taste the text" in Daybook 21-26. Fill out and collect Lit. Review Sheets.

Focus: using essay rubric:

1. Review the rubric with their own compositions in hand. In groups, they give examples of how to apply it
2. Brainstorm ideas for essay: Everyone has a close friend at one time or another. In a well-written essay of about 200 words, show how you or your friend proved the friendship. Make sure that you explain why you or your friend acted as you did. Due start of next class.

Use first Global voc. if time permits, with students making flash cards, using their learning styles/multiple intelligences. We have studied the first four items.

See schedule for photographers on D day.

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

ELA Lab.09 (meeting day B)

Examine our class work more closely, especially use of the essay rubric. Students may work on other subjects, with teacher leading them into using ELA skills.