

Plans for Mark Scher, Week of 10/04/04, meeting DEABC, week 5

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

Start periods with episodes from video on Odyssey.

Day 1:

Review Global voc. (abbot, abdicate, absolutism, acid rain). Add The Acropolis and The Age of Enlightenment.

With Mrs. Allen's help, start your Dream Career Essay. Your teacher will make sure that you know how to document your sources, as you did last year with a research paper. This project will last two weeks, with final draft due at the end of our last day next week. If you intend to rewrite, you need to have shown me drafts earlier. Please remember that you have to document your sources completely and accurately in all drafts.

Daily:

Students "taste the text," checking for sensory detail in "The Most Dangerous Game," Elements, 14-29. They chart the plots (reviewing major elements: conflict, exposition, complication, crisis, climax, resolution or denouement). We'll use p. 30, questions 1-9 as a guide. We start the week by reading from the bottom right of page 16, with Rainsford climbing from the sea.

Students should expect a quiz on the story.

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ACE English

Students turn in their college application essays, due electronically by 7 p.m., Tuesday, October 5.

discussion and analysis of definitions of personal identity and responsibility (with one essay).

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Before class, read St. Augustine, 139; be ready with oral answers to 140, #6-10 and 141, #3.

Read Laye, 142-150; be ready with oral answers to 151, “Looking Back,” #1-10 and 151, “Writing Assignment” #2.

ONCE DONE WITH THESE READINGS, LET’S SEE WHAT OUR COMPUTER SYSTEMS CAN DO FOR US. THEN WE EITHER CONTINUE WITH THIS UNIT FROM THE SYLLABUS OR REVERT TO THE ORIGINALLY SCHEDULED RESEARCH PAPER.

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English 12 (meeting days BCE)

Day 1:

Students turn in one college app in response to the generic list handed out by teacher or in response to actual colleges that they may apply to.

Through week:

Each student teaches the class to do or to know something, with emphasis on performance values and content (4 minutes, graded).

In the next set of speeches, students teach us to do or to know something-- 4 minutes, with both pages of rubric. GRADED!

Standard 3.2, 4.1

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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.