

Plans for Mark Scher, Week of 10/25/04,

meeting CDEAB, week 8

=====

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.

Daily: review Global voc. (abbot, abdicate, absolutism, acid rain, the Acropolis and The Age of Enlightenment).

Day 1:

To Global voc. list, add: imperialism- big countries take over little countries for power; alloys- mixed metals

For Deal's "Antaeus," Elements, 111-117, complete reading story aloud, with teacher pausing to allow students or teacher to explain significant information (typically vocabulary, but also literary issues: characterization, theme, plot structure).

If time permits, students 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 in words why you or your friend acted as you did. [Students need to know that these essays will be public.] [If time does not permit, start essay next class.]

Day 2:

Students discuss "Antaeus," using 117-118 especially for plot, characterization, theme. Students may expect a quiz.

Students continue work on friendship essay for class workshop. [Students need to know that these essays will be public.]

Day 3:

Students define "love," recalling instances of it in earlier readings and in their own relationships. Students read "She loved him," (Elements 333), "Mrs. McKinney," (Elements 326), and "Kidnap Poem," (Elements 297). Students post questions and answers about these texts. Students individually or in groups of 2-3, provide a drawing, poem, or story that summarizes any one of these texts.

+++++

ACE English (meeting BCE)

Day 1:

Finish an essay responding to 158, 'Writing Assignment' #2.

Day 2:

Exchange essay drafts, using the same script as earlier.

Day 3:

Start discussion, analysis, and application of approaches to the natural world (with one essay).

Before class, read 241-251 and 254-259.

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

Plans for Mark Scher, Week of 10/25/04, meeting CDEAB, week 8

may last 2 weeks. We are still waiting for sufficient internet connections so that we can work on our research papers.]

+++++

English 12 (meeting days BCE)

Students conduct research and write script or, at least, outline, for persuasive speeches (4-6 minutes, graded). Draft is due in teacher's hands by day 2.

Day 3: Continue to view It: the Creature from Beyond as sci fi and as literature generally. Use a Venn diagram or T chart to relate this creaky origin of Aliens to other literature (look for plot, characterization, foreshadowing, atmosphere. . .).

Play it with stops and starts for observation and discussion of 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. . .

Next, students view Independence Day for same purposes and in same fashion. We will end this section with students presenting or writing a movie review detailing strengths and weaknesses of the two 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

+++++

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.