

Plans for Mark Scher, Week of 02/28/05, meeting ABCDE, week 24 (after break and with 5 weeks ending)

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

Daily: review Global voc. (abbot, abdicate, absolutism, acid rain, the Acropolis, The Age of Enlightenment, imperialism, alloy, alluvial soil, ancestor worship, assimilation, autonomy, autocratic, balance of power, baptism, barter, biodiversity, and bureaucracy.)

Days 1-2: Students work through Prep for Regents, pp. 2, 6, 13-81, explaining to each other what the sections teach; doing the oral exercises. [This will take several weeks.]

Day 3: Students read in class from Elem. of Lit., “Behind the Golden Mask,” focusing on the Queens: what were her roles?

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ACE English (meeting BCE)

Feb 28–Mar 04: Review of Setting (109-111)

“The Storm,” 112-116; 152

“Greasy Lake,” 128-136

“Araby,” 639-643

Write essay: your editors ask on p. 153 that you “analyze how the dirty, remote lake [in . . . “Greasy Lake”] brings out behavior that the characters would not demonstrate elsewhere.” Let’s look a bit deeper: is it the lake that brings out that behavior? Or, what is it about that lake that Boyle uses? You must provide at least six (6) quotations or examples from throughout the story in your essay.

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English 12 (meeting days BCE)

Children’s Literature:

Read and prepare reports on children’s lit. Turn in reports by end of week
Work with elementary children as scheduled..

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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. Mario Verillo works from workbooks on teacher’s desk.