

Plans for Mark Scher, Week of 03/21/05, meeting ABCD, week 28 (Third Quarter Ends Next Week; Gradebook closes 04/01/05)

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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, bureaucracy, caliph [leader who is Muhammed’s successor as leader of Islam (also calif, khalifa), capital [sums of money, economic assets measured as money].

**Day 1:**

Students continue work on “The Pigman Project.” Second journal section and second essay is due by April 08.

And students continue work through Prep for Regents, pp. 48-73, Students examine and explain to each other the prompt on pp. 56-57 (handout). Students with IEP’s impacating oral work need to work with their IEP mentors. Teacher or mentor reads aloud the passage “My Own Son Didn’t Listen.” 48-50. Students take notes. Students take multiple choice test copied from 50-51. Students begin composition in rresponse to prompt on 56-57. Teacher collects drafts from all students.

**Day 2:**

Students complete their composition responding to “My Own Son Didn’t Listen.” Due by end of period. Students continue work on “The Pigman Project.”

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**ACE English (meeting BCE)**

Mar 28–Apr 01: Sociological and Gender Criticism; Review of Symbol (243-245)

“Chrysanthemums,” 245-253; 274-277

“The Lottery,” 254-261

Write essay: “Further Suggestions for Writing,” 278, either #1 or #2 (at teacher assignment). 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)**

Conclusion of Children’s Lit: by end of week, each students provides an explanation in writing of what values their children’s lit authors tended to teach and of how the students helped their primary school students to enjoy their work with them. Especially, what techniques did they have to modify?

**Journalism Unit**

1. Students determine the categories of articles in a daily newspaper and in a weekly magazine.
2. From actual articles and from textbook by Hall, evaluate the effect, in law an in a reader’s mind, of such words as said, alleged(ly), source, is reported, according to.
3. Evaluate the section, “Rights and Responsibilities” in Hal (1-24) for discussion of p. 21, #5 and 22 #7: what should the newspaper have done; what should it do now?
4. Evaluate the article not printed in 199-200: should it have been printed as is?

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5. Evaluate the editorial (handout) based on Weiner.
6. Evaluate the paragraphs (read aloud to students) from Hall's handbook, 11-12. Defend or criticize.
7. Debate the solutions to the legal cases cited by Hall's handbook, 14-15. Each student produces a final argument in editorial format.
8. Students explain whether Hall's workbook exercises on sports writing contain opinion or fact (26-27).
9. By examining professional news articles, determine the common structure of different kinds of articles.
10. From a list of possible editorial topics, choose topics most appropriate for our audience (see handout based on Weiner).
11. Students set up staffing, make plans for first newspaper.
12. General editor coordinates assignments, manages deadlines.
13. Students assist each other in writing and editing.

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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.