

Plans for Mark Scher, Week of 05/30/05, meeting CDEA, week 36 (Memorial Day on 05/30)

English 9 (Block 9.01, meeting days ACD[24 students]; 9.02, meeting ABD[14 students]; 9.03, meeting BDE[22 students]; 9.04, meeting BCE[20 students])

Day 1: First half of period: Students go to library or Tech Room (104) as I'm able to arrange (see attachment) in order to create crossword puzzles for our vocabulary list, {see the list at end of today's plan} using <<http://puzzlemaker.school.discovery.com/>>. See the attachment showing which pull-down menu to use at that site. The puzzle should measure no more than 30 blocks by 30 blocks, and the block size should be 15, because anything larger may not fit on the page. Students should make two printouts of their products ; if time permits, they should use one as a test of a partner. Otherwise, they should bring their products to our next class. Remainder of period: after returning to our room (219), students in small groups use easel paper (hanging on front wall and in cardboard containers at side wall) to create a graphic organizer (probably a web) to show how the outline on 267–268 in Preparing for the Regents Comprehensive Examination in English works as a response to the prompt on 249. Start by having the students review the task and guidelines. [They should start in pencil and finish in marker (from upper right hand drawer: please collect at end of the activity).] Students indicate orally how the outline correlates with the guidelines. {Some students may ask to work outside the room; I would discourage that.}

Global and Earth Science 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, capital, absorption, aerobic bacteria, anaerobic bacteria, aerosols, anemometer, angle of insolation, and aphelion).

Day 2: First half of period: students practice vocabulary from each other's crossword puzzles or from mine. Second half of period: students evaluate the draft of student essay on pp. 273–274 in Preparing for the Regents Comprehensive Examination in English. How well does it do the task? They should use copies of our rubric to evaluate.

Day 3: Students recall authors, titles, themes, characterization, etc. for literature read this year. Time permitting, we may start the critical lens essay on p. 302.

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ACE English (meeting BCE)

Poetry Unit

Students review rhyme, meter, foot, iamb, trochee, anapest, dactyl, spondee, alliteration, consonance, assonance, personification, simile, metaphor; 901-924; 925-967

Students apply these technical terms and earlier literary approaches as appropriate to:

Closed Form: Yeats, "Sailing to Byzantium," 1094; Browning, "My Last Duchess," 751; Hamlet, II, ii, 476-533 (1612-1614). {All in the Kennedy anthology.}

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English 12 (meeting days BCE)

Day 1: Jobs Unit: Students complete the research steps in handout. This is our last day in the tech room.

Day 2: Teacher walks students through the resume/letter/application process. Students complete application/cover letters and resumes by

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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.