

Plans for Mark Scher, Week of 01/09/06, meeting BCDEA, week 18

English 9 (Block 9.01, meeting A1C2D1 [26 students]; 9.06, meeting A6C5D6 [22 students] {with Mr. Daucher}; 9.07, meeting B3D1E2 [20 students])

Daily, students show knowledge of definitions and use of Global voc. (see list)

Global voc. (abbot, abdicate, absolutism, acid rain, the Acropolis, The Age of Enlightenment, imperialism, alloys, alluvial soil, ancestor worship, assimilation, autonomy)

Day 1: Students develop pertinent questions and devise a way of publishing them. We look at, act out, reveal student understanding of key passages in the translation of The Odyssey in Elements of Literature, pp. 722-727, 747-757, 759-762: what do these pages reveal about characters and customs? They discover themes here, too, especially related to “coming of age” or “rite of passage” and love. (Continued on day 3).

Day 2: Students write a response to the prompt from Hanig in Preparing for the English Regents. Time permitting, we will return to the Odyssey project.

Day 3: Return to assignment shown above for Day 1. Time permitting, students may work on extra-credit projects individually.

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ACE English (meeting A3B1D2) [17 students]

Work on Research Paper, pulling together skills involving ethos, logos, and pathos; definition, causation, and evaluation; and gathering valid material.

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Creative Writing (meeting B4D4E6) [15 students; on day D, Teresa Fico is scheduled elsewhere; on day E, Cody Clark is scheduled elsewhere.]

Students finish writing about places that comfort them. They finish talking to the animals. They begin work to wind up the semester: Things to save; Chants; Becoming an object; Graphic Novels

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English 12 (meeting B5C6E5) [26 students]

We continue viewing Close Encounters of the Third Kind, paying close attention to how the movie treats the theme of abduction and alienation. We will follow this movie with the following prompt for an essay: The themes of abduction and alienation appear in several forms in Close Encounters of the Third Kind. Does the movie suggest that abduction or alienation are opportunities rather than problems? Whichever notion you support, explain also whether that notion satisfies you.

That is, if the movie suggests that alienation or abduction are problems, do you think that that is true in your world also?

Or, if the movie suggests that alienation or abduction are opportunities, do you think that that is true in your world.

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ELA Lab.09 (meeting C1)

Students catch up or work ahead of English class. Students may work on other subjects, with teacher leading them into using ELA skills.