

Plans for Mark Scher, Week of 03/13/06, meeting ABCDE, week 26

English 9 (Block 9.01, meeting A1C2E1 [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, autocratic, balance of power, baptism, barter, biodiversity, bureaucracy {a corps of administrators, clerks, and other officials who carry out laws, policies, and programs of a government or business} )

Students continue using their reasoning and logical skills to respond to “Mrs. McKinney of the Sixth Grade” (Elements, 326) and “Kidnap Poem” (Elements, 297). They may write a letter of thanks prompted by “Mrs. McKinney” or a parallel to the “Kidnap Poem.” This will be due in print at the end of class on day 2.

On day 3, we start reading “The Bridge,” (Elements, 178). The students will list elements of motivation and characterization for the main character and will decide which character, the boy or the girl, is more fully characterized. They will create some representation of a major theme of the story.

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**ACE English (meeting A3B1D2) [17 students]**

Submit this 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 at 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.

We set midnight, Monday, 03/13/06 as the deadline.

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Mar 13–17: Review of Tone (150-157)

“A Clean, Well-Lighted Place,” 158-161

“Barn Burning,” 162-175; 193-194

“First Confession,” 719-725

Write essay: “Writing Assignment,” 194, “Consider a short story. . . .” I suggest that you use “First Confession.” You must provide at least six (6) quotations or examples from throughout the story in your essay.

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**Creative Writing (meeting A4C4E4) [7 students]**

Students create short stories, graphic novels, videos, theatrical scripts, songs and music.

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**English 12 (meeting B5C6E5) [26 students]**

Students follow the handout (available also at our web site) on the career unit. We meet in 219 again, this time with laptops. By the end of the week, students will have completed every step up to and including a budget.

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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.