

Plans for Mark Scher, Week of 04/03/06, meeting DEABC, week 29

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)

Day 1 for block 7:

Students in block 7 will need to do most of the writing of the essay on what role or roles Queen Ankhesenamun had to play and how well she did them at home: they will have one class hour to send it to <Turnitin.com>, with the essay being due at the end of class on day 1. they will have laptops. (The essay responds to “Behind the Golden Mask,” starting on page 409, last paragraph, to page 414.)

Day 1 for blocks 1 and 6:

Students will be looking at the world in a small Canadian town in 1942, through the story, “Red Dress—1942,” (Elements 187). Students read the story and write answers to questions 1-10 under “Identifying Facts” and “Interpreting Meanings” on 194. (Block 7 will have done this last week.)

Day 2: all classes talk about and write a critical lens essay on the story. (See the handouts.)

Day 3:

Students keyboard and submit to <turnitin.com> their critical lens essays, due by the end of the period. Blocks 1 and 6 will meet in 104; block 7 will have laptops.

In order to write a highly successful critical lens essay, you will have a handout showing step by step how to write a glorious critical lens essay. You should also look back over your own work at the one that you wrote earlier this year.

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ACE English (meeting A3B1D2) [17 students]

Submit 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.

Prose Fiction: A Short Novel

Apr 03–Apr 07 and Apr 10–13: read Metamorphosis (345-379) in its entirety before class, focusing particularly on issues of power. Bring other critical approaches to bear also.

Write essay: explore the theme of personal change in the novella. Focus primarily on a single character in depth.

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) [11 students]

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

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English 12 (meeting B5C6E5) [26 students]

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Children's Lit:

Students follow the assigned schedule of reading and of working with elementary students. Reports are due in the teacher's hands at the start of the first class each week.

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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.