

**Plans for Mark Scher, Week of 04/10/06, meeting EAB, week 31 (with Thursday and Friday off)**

**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, all classes:

Students keyboard and submit to <turnitin.com> their critical lens essays, due by the end of the period.

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.

Day 2 (blocks 1 and 7::

Students read and explain the irony in the Thurber stories on 203-204.

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

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]**

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 C day 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.