

**Plans for Mark Scher, Week of 05/29/06, meeting BCDE, week 37 (with Memorial Day on Monday)
These plans extend to the end of classes**

English 9 (Block 9.01, meeting A1C2E1 [26 students]; 9.06, meeting A6C5D6 [22 students] {with Mr. Daucher}; 9.07, meeting B3D1E2 [20 students])

Through week:
Students continue *The Pigman Project*, independently. See the handout for the schedule.

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ACE English (meeting A3B1D2) [17 students]
Tragic Drama (1380-1381) :

for *Death of a Salesman* (1877-1950)
Essay: after reading Miller's own comments on his play (1948-1951), explain how his creation, Willy Loman, shows his "indestructible will . . . to achieve his humanity." (1950) (You must provide at least six (6) quotations or examples from throughout the comments and play in your essay.). Due by May 31, 7 p.m..

Poetry

Students relate form and meaning in: Yeats, "Sailing to Byzantium," 1094; Browning, "My Last Duchess," 751; *Hamlet*, II, ii, 476-533 (1612-1614). They uncover how the poet controls tone in "My Papa's Waltz," 758 (and then read the student essay on 785 ff., to compare their reaction to what they see there and to evaluate the essay as essay); image in "Red Wheelbarrow," 791. They discover how cultural values and voice control "To Lucasta," 782 and "Dulce et Decorum Est," 782. They struggle to decipher values and meaning in "Batter My Heart," 795. They find the pattern created by vocabulary and sound in "Cargoes," 819.

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Creative Writing (meeting A4C4E4) [11 students]
Students respond to the prompts in *What If*, pp. 38, 41, 44, 50, 58, 61 (teacher starts by stating the objective first; then the exercise; then the models).

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English 12 (meeting B5C6E5) [26 students]

Children's Lit:
Teacher provides a prompt for a brief essay due at end of class on May 30. We will meet in the elementary library so that the students can continue to gather resources.
Starting May 31, we will make sure that students can produce useful resumes and can conduct successful interviews for jobs (we are returning to the unfinished Vocational Unit). We meet three times on those subjects, with students producing at least one successful resume and rehearsing job interviews and the follow-up.

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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.