

**Plans for Mark Scher, Week of 05/15/06, meeting CDEAB, week 35**

**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, caliph, capital)

Through week, in order:

Day 1:

Students complete filling out Literature Review Sheets, as needed. Work on The Pigman Project.

Remainder of week: Students continue The Pigman Project, independently. First journal entries are due by end of week. First essay is due by day 2 next week.

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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.). We need to set a due date.

Poetry

Students contrast open form with closed form of poetry.

Students apply these technical terms and earlier literary approaches as appropriate to:

Open Form: e.e. cummings, "Buffalo Bill's," 978; W.C. Williams, "Dance," 979; Crane, "Heart," 981; Gildner, "First Practice," 985; 991; 995.

Students define rhyme, meter, foot, iamb, trochee, anapest, dactyl, spondee, alliteration, consonance, assonance, personification, simile, metaphor; 901-924; 925-967.

Closed Form: Frost, "Nothing Gold Can Stay," 1016; McKay, "America," 1048; Yeats, "Sailing to Byzantium," 1094; Browning, "My Last Duchess," 751; Hamlet, II, ii, 476-533 (1612-1614).

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**Creative Writing (meeting A4C4E4) [11 students]**

Students respond to the prompts in What If, pp. 25-26 (with results examined next week); 15-17; pp. 18-19; 27 (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:

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. Teacher provides a prompt for a brief essay due this week on C day.

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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.