

Plans for Mark Scher Week of 12/01/03 (Days BCDEA)

English 12 (meeting days BCE)

We will continue the paper trail: letters of application, etc., from the handout received earlier. By now, you have submitted a resume. You will go on to letters of application, due after Thanksgiving break. After break, we will start work on interview skills.

Day 1: students will write cover letters for their applications, following the recommendations and format in their handouts. The letters are due by end of class.

Day 2: students will review purposes and skills for interviews in our handout; view a PowerPoint presentation, and practice with one person.

Day 3: students will write three appropriate thank you and follow-up letters, with small groups working on format, content, and tone: one letter assumes no immediate response from the interviewer (with the interviewer saying, "We'll get back to you"); one letter assumes a successful interview; a third assumes a negative interview.

Standard 1, 4.

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ACE/AP English (meeting days ABD)

Write one paragraph from an essay on Eiseley, 333-339: how (or does) Eiseley's essay reflect the interests and skills of the other writers in this unit? You will finish this composition by the end of class before Thanksgiving break. We are emphasizing your playing with style; this means that you will show an early and a finished draft.

On return from break, be ready with the following readings. Expect to deal with one or two selections each day:

Nov. 24--Dec. 12:

discussion, analysis and application of social and moral issues (with two essays).

Read von Moltke, 524-535; be ready to answer 535, #1-10 and 536, #1-2 orally. What choices did von Moltke have in his actions? What relationship do you see between him and his wife?

Read Brecht, 536-539; be ready to support answers to 539-540 orally. Main focus: why did the mother do what she did? Should she have?

Read Barnes, 540-551; be ready to answer orally 557-559. What forces acted on the protagonist? What should he have done? What do you wish that you would have done, if you had been him?

Write an essay explaining what the protagonist in Barnes (540-551) should have done

Read Boell, 565-571; be ready to answer defend orally answers to 570-571. What forms of corruption do you find in this story? What moral choices did characters make? Should they have? What led them to those choices?

Read Rohmer, 571-581; be ready to connect the behaviors here with those in Laye and in the students' own lives. Do we see mere flirting? What intentions do the characters reveal? What understanding,

Plans for Mark Scher Week of 11/24/03 (Days EA)

self-understanding, or lack of these do the characters reveal (especially the protagonist)?

Write an essay responding to O'Brien, 212-226: what moral judgments guide the protagonist's choices?

Standards: 2, 3, 4

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English 9 (Block 9.02 meeting days ACD; 9.03 meeting ABD; 9.06 meeting ACD; 9.08 meeting BCE)

Day 1:

Students finish their drafts of the critical lens essay on "they stumble that run fast," based on our handout. The draft will be due at the end of the period.

Days 2-3:

Students read "The Scarlet Ibis," noting evidence of characterization, motivation, theme. We are doing this not just because this is a great story, but in order to practice more-careful, more-observant reading. We'll take time to puzzle out vocabulary, difficult phrasing, etc. The students will be taking notes.

For break, review vocab, introduce and study barter, biodiversity, bureaucracy.

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ELA Lab.09 (meeting day B)

You will split your time in making sure that you are succeeding with English 9 class work and in working with the New York State Drivers Manual. We may be able to use the Internet to test your work with the manual.