

**Mark Scher Week of 11/18/02 (Days BCDE)**

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**ACE/AP English (Days BCE)**

Days 1-2:

1. In Findings, pp. 241-246, several authors present ideas about the structure or nature of the universe. Student groups will demonstrate what each author shows; the class will derive common principles from them.

After presentations: students apply their findings to Lewis Thomas (247-251) and to Sagan: what is science, then? This unit ends with an essay on Eiseley's "The Brown Wasps" (333-339): how (or does) Eiseley's essay reflect the interests and skills of the other writers we've examined (247-251)? That is, is his work scientific in the way that their work is?

1. **Essay due by hand at end of last class of week.**

Standards: 1, 2, 4

1.

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**English 12 (Days ABD)**

Day 1

1. Students report in writing on their observations from their visit to elementary classes: what can these children do; how do they think; what do they value? Due by end of first class this week.
2. Students continue Jobs Unit. By end of next week, students complete letters of application, resumes, and cover letters for the jobs that they have researched. They exchange these for improvement. Here is one measure: would the human resources department invest time with this applicant? **This packet is due start of first class next week.**
3. Concurrently, students write drafts of CAP paper for teacher input. **First draft due by end of this week.**

Standard 1, 4

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**English 9 (9.01 on days ACE; 9.03 on days ABD; 9.06 on days ACD)**

**English 9x4 (Days ABCD)**

Day 1:

1. Students take Global vocab 01-20 test.
2. Groups finish prep for presentations for Romeo and Juliet. Auditorium is reserved for use of any group ready to present.
3. Block 9.06 needs "Glory that was Greece" assignment in handout: 10 min., approx.

Through week: for Romeo and Juliet, groups present lesson on what motivates characters' behavior; groups identify and track themes. They provide class lesson on their findings. Each lesson must end with assessment of class learning.

Last Day (if presentations are done with):

Individual students write in-class essay on "They stumble that run fast" (see assignment, below): 1/2 period. Exchange for reader to mark thesis statement and topic sentences. Return for authors to see. Exchange to proofread. Return for writing of final draft. Due by end of period.

In-class essay assignment: do you agree or disagree that you can act too quickly? Create a thesis that answers the main question, using two examples for a character in Romeo and Juliet acting before thinking and using an example from real life.

Standards: 115, 116, 122, 123, 125, 322, 323, 324, 41, 422