

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

**English 9x4 (Days ABCD)**

Day 1:

1. Review first 15 vocabs from Global.
  2. Students take test on oral reading from letter to editor about year-around-schooling (handout).
  3. Students (depending on earlier progress) apply our definition of love to “She loved him” (*Elements* 333), “McKinney” (*Elements* 326) and “Kidnap Poem” (*Elements* 297).
  4. Students explain difference between summary and creation. They produce (singly or in pairs) a parallel to “Kidnap Poem” (*Elements* 297) if not completed last week.
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1. Days 2 and following:
  2. Students review literary elements (characterization, motivation, sensory detail, prediction). Students compare how visual media compared with stories use these elements.
  3. Teacher introduces plot structure. Students apply the concept to “Sunday in the Park” and “We Bad.”
  4. Teacher provides overview of *Romeo and Juliet*, passing out texts. Students begin to lay out plot structures, relating this skill to prediction.
  5. Students view Baz Lurman production.

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

**English 12 (Days *ABD*)**

Students finish debates.

Students examine earlier CAP essays and other research papers.

Students create first drafts of their CAP paper.

If possible, students work with elementary classes, after intro. to children’s needs by teacher.

College Application essay rewrites are due by end of day, 10/22/02.

Standard 3.2, 4.1

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

Day 1: students examine each other’s research papers for citation, completeness of argument.

Day 2: students begin unit on personal identity. Before class, they read St. Augustine (*Findings* 139). In class, students answer 140, #6–10 in class discussion. They discuss further what they would have written in response to 141, #3.

Day 3: Before class, students read Laye, 142. In class, they explore answers to 151, 1–10 and write a quick response to 151, Writing Assignment #2.

Standards: 1, 2, 4