

**Mark Scher Week of 01/27/03 (Days CDEAB)**

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

Mar 17–20 (early dismissal 03/20; conf day 03/21; grade book closes for quarter 3) Review of Theme

“Open Boat,” 197-215; 241

“Harrison Bergeron,” 233-239

Essay: “Writing Assignment,” 194, “Consider a short story. . . .” due by 7 p.m., Thursday, 3/20.

Standards: 2, 3, 4

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**English 12 (Days ABD)**

Journalism Unit:

Students submit articles to meet our Monday deadline for publication.

As editor does his work, the others research and write their next articles.

Standard 1, 2, 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)**

1. On day 1, students spend first 20 minutes rewriting the first formal critical lens essay (handout). They use the rubric and my comments to revise the essay. They hand the rewrite and the original in at the start of day 2.
2. On day 1, using **Preparing for the Regents Comprehensive Examination in English**, students review “Strategies for Taking Notes,” 22–23. Under teacher direction, students take notes for Activity **C** on pp. 25–26 (students must not read these pages themselves). Then, in small groups, they evaluate their note-taking, using p. 27, “Selection 1: How Did You Do?” and reporting out their findings orally. **(The reading selection, with reread, will take about 15 minutes.)**
3. In any time remaining for day 1, students work further on **River** project.
4. Day 2, students take test on chapters 9–15 of **The River** and then orally justify answers to handout guide for chapters 9–15. Students make clear any changes in Brian’s character or behavior; what are they learning about him; could they act like him; what makes him act as he does?

Standards: 1, 2, 3, 4