Mark Scher Week of 10/28/02 (Days *CDEAB*)

ACE/AP English (Days *BCE*)

1.   Research Papers are due by email on 10/29/02 by 7 p.m.; or by floppy next morning.

Day 1:
1.   Students post notes to explain what hidden events or messages take form in *__Findings__*, pp. 163–167. Other students post responses to those notes. Class may come to consensus on response.
2.   Students reveal the notions of identity visible in Gomez' "Foul Shots," 163-166, answering questions orally on 165-166, starting with question 10 and then answering questions 1-9.
Day 2:
1.   For Galsworth's "Air Raid," 167-171, students use questions 1–10 (pp. 171-172) to define in discussion the speaker's sense of identity.
Day 3:
1.   Students turn in 2 copies of essays in response to Writing Assignment 2 (p. 158), with coded identification of author.
2.   Students rate randomly distributed copies with our rubric.

Standards: 1, 2, 4
1.
English 12 (Days *ABD*)

1.   Students start Jobs Unit.
2.   Interview family, neighbors, friends for non-economic reasons or values in working. Report results to class at day 2.
3.   Students conduct research matching their interests and skills with actual employment/higher education opportunities.
4.   Students review their interest and skill inventory from earlier grades and update that information. (This gives opportunity to note consistency or growth since entering high school.) They read newspaper ads/college catalogs and use networking skills to find job/college opportunities.
5.   They use the Guidance Office's paper resources and access to the Internet to find fuller details about potential jobs/colleges: prerequisites, working/living conditions, potential opportunities for initial hiring/admission and for advancement; geographic limits, etc
6.   Students fill out teacher-provided forms as assessment and guide.
7.   Concurrently, students write drafts of CAP paper for teacher input.
Standard 1, 4

English 9 (9.01 on days *ACE*; 9.03 on days *ABD*; 9.06 on days *ACD*)
English 9x4 (Days *ABCD*)

1.   Through week:
2.   Students view Baz Lurman production of *__Romeo and Juliet__*.
3.   Day 2:
4.   Students take vocab quiz on Global list 1–15.
5.   Day 3:
6.   Students write in–class essay: what does Romeo's behavior reveal about his mood at any one point in the movie so far? (20 min.)
Standards: 115, 116, 122, 123, 125, 322, 323, 324, 41, 422