

Mark Scher Week of 12/16/02 (Days DEABC)

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ACE/AP English (Days BCE)

Essay due: in O'Brien's "On the Rainy River" (212-226), O'Brien reports a number of choices the narrator made. What moral judgements guide his choices? Particularly, how deeply does he think, as a moral creature? Due Tuesday, 12/17/02, 7 p.m.

Day 1: Rules of Logic:

Students give examples of false logic after hearing story, Shulman's "Love is a Fallacy."

Throughout week: Unit on Moral Choices continues:

For Williams' "Death of the Profane" and Waikuny's essay, 438-447, students explore moral issues and use of logic.

They evaluate Waikuny's essay as suggested in text.

For "Is That So," 605-606, students try to determine what drove the Zen master Hakuin, morally and logically.

For Olavarria's "Remembering John," 606-611, we will center discussion on 611, Writing Assignment 1, searching the text for how the narrator grew as John approached death.

For Didion, "On Morality," 612-617, students debate her assumptions and conclusions; they examine Whitehead's essay as first draft, as suggested in text.

Standards: 2, 3, 4

1.

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English 12 (Days ABD)

1. STUDENTS RECEIVE COPIES OF Tomorrow.
2. For The Day the Earth Stood Still and for It: The Terror from Beyond, students devise an essay topic to pull these movies together in a significant way. Essay due end of period.
3. Day 2: students review Jobs Unit handout on job interviews and practice interviewing.
4. Day 3: we will look at "Lawgiver," in Tomorrow: how does the civilization portrayed there compare with ours? With the civ. in Day the Earth Stood Still and in It: the Creature from Beyond?

Standard 1, 3, 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)

Through the week: daily, introduce and review new vocabulary.

In order:

1. Students write letter to members of the U.S. Coast Guard.
2. Students fill out lit. review sheet for Romeo and Juliet and for Independence Day
- 3.. Students turn in handout on Independence Day. In discussion, students justify their answers to the handout.
4. In class: read aloud "Scarlet Ibis," for characterization, motivation, description, theme. Students see guide on overhead transparency and fill out guide as assessment.
6. Students write essay from handout following our new procedure, listing certain info on draft.

Standards: 1, 2, 3, 4