



Reseda High School Police Academy Magnet
Honors English 10AB
Instructor: J. Steinberg

Course Description: The major purpose of this course is to provide a balanced language arts program *that integrates law and public service themes*. Course instruction provides thematic units that incorporate close reading, writing, speaking and listening, and language skills. Instructional units combine both content and process by teaching and modeling the reading and writing strategies that lead to proficiency. These units emphasize the strong connection between reading and writing while providing grammar and vocabulary instruction in context. This creates a balanced and vertically aligned system of literacy development that engages students and prepares them for success with the Common Core State Standards.

Units of Instruction:

I. Culture, Law Enforcement, and Identity

8/16-10/7

Reading & Text Based Analysis

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| -Art of Questioning and Interviewing | -Symbolism |
| -Understanding genre | -Image |
| -Rhetorical appeals | -Figurative Language |
| -Voice | -Synthesis |
| -Conflict | -Perspective |
| -Theme | -Argument |
| -Allusion | -Claim |
| -Counterclaim | -Refutation |

Language and Writer's Craft

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| -Syntax | -Phrases and Clauses |
| -Tone | -Colon and Semicolon |

Career Links: *Police Codes of Ethics, Social Control, Police Discretion, Selective Enforcement*

Literature

Novel:	<i>Lord of the Flies</i> by William Golding
Informational Text:	"What is Cultural Identity?" by Eugenia Collier
Autobiography:	excerpt from <i>Joy Luck Club</i> by Amy Tan
Biography:	"Honestly Frida" from PBS
Poetry:	"Legal Alien" by Pat Mora
	"My Mother Pieced Quilts" by Teresa Palomo Acosta
Memoir:	"By Any Other Name" by Santha Rama Rau
Interview/Essay:	"Multiculturalism Explained in One Word: HAPA" by Kristen Lee
Essay:	"Where Worlds Collide" by Pico Iyer
	"My Indian Father's Plea" by Robert Lake

Short Story: “Everyday Use” by Alice Walker
Personal Essay: “Two Ways to Belong in America” by Bharati Mukherjee

Embedded Assessments Writing About Cultural Identity
Writing a Synthesis Paper

II. Cultural Perspective

10/10-12/16

Reading & Text Based Analysis

-Stereotype -Artifact
-Allusion -Empirical Evidence
-Logical Evidence -Anecdotal Evidence
-Fallacy -Memoir
-Persona

Language and Writer’s Craft

-Clauses -Sentence Types and Structure
-Outlining -Organizing an Argument

Career Links: Due Process, Corruption – deception, seduction, entrapment

Literature Novel: *Lord of the Flies* by William Golding
Autobiography: excerpt from *Kaffir Boy* by Mark Mathabane
Poetry: “Where I’m From” by George Ella Lyon
“Woman With Kite” by Chitra Banerjee Divakaruni
“Grape Sherbert” by Rita Dove
Memoir: excerpt from *Funny in Farsi* by Firoozeh Dumas
excerpt from *The Hunger for Memory* by Richard Rodriguez
Essay: “Pick One” by David Matthews
“If You Are What You Eat, Then What Am I?” by Geeta Kothari
“Thanksgiving, A Personal History” by Jennifer New
“School’s Out for Summer” by Anna Quindlen
Graphic Novel: excerpt from *Persepolis* by Marjane Satrapi
Editorial: “Time to Assert American Values” New York Times
Article: “Rough Justice” by Alejandro Reyes
Speech: excerpt from “On Civil Disobedience” by Mohandas Gandhi
excerpt from “On Surrender at Bear Paw Mountain” by Chief Joseph
excerpt from “On Women’s Right to Vote” by Susan B. Anthony
excerpt from “Hope, Despair, and Memory” by Elie Wiesel

Embedded Assessments Writing a Narrative
Creating an Argument

III. Cultures in Conflict – The Individual vs. Society 1/7-3/11

Reading & Text Based Analysis

- Reliability
- Plagiarism
- Proverb
- Archetype
- Motif
- Characterization
- Tragic Hero
- Irony (Dramatic, Verbal, and Situational)
- Validity
- Annotation
- Folk Tale
- Epigraph
- Foil
- Foreshadowing
- Hamartia

Language and Writer's Craft

- Active and Passive Voice
- Academic Voice
- Word Patterns
- Compare/Contrast
- Using Precise Language

Career Links: Profiling, Malfeasance, Misfeasance, Nonfeasance

Literature	Novel:	<i>Things Fall Apart</i> by Chinua Achebe
	Poetry:	“Prayer to the Masks” by Leopold Sedar Senghor “The Second Coming” by William Butler Yeats
	Interview:	“An African Voice” by Katie Bacon

Embedded Assessments	Researching and Comparing Pre- and Post- Colonial Ibo Culture Writing a Literary Analysis Essay
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IV. Dramatic Justice

3/11-6/2

Reading & Text Based Analysis

- Justice
- Advance
- Complex Character
- Oral Interpretation
- Stichomythia
- Dynamic/Static Character
- Foil
- Criteria
- Direct/Indirect Characterization
- Character Sketch
- Stage Directions
- Ode

Language and Writer's Craft

- Semicolons and Colons
- Consulting a Style Manual

Career Links: Use & Abuse of Power, Role of Police (in U.S and other countries past & present)

Literature	Drama:	<i>The Tragedy of Julius Caesar</i> by William Shakespeare <i>Antigone</i> by Sophocles
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Embedded Assessments	Presenting an Oral Interpretation of Literature
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Literary Analysis: Characterization and Theme

V. Building Cultural Bridges

3/11-6/2

Reading & Text Based Analysis

- Controversy
- Imperative
- Refutation
- Advocate
- Dialogue
- Pathos
- Tone
- Documentary Film
- Fallacies
- Stakeholder
- Objective
- Logos
- Ethos
- Storyboard

Language and Writer's Craft

- Embedding Quotations
- Punctuating Adjective Clauses
- Citation Styles

Literature

- Song/Video: "I Need to Wake Up" by Melissa Etheridge
- Film: *Bend it Like Beckham* directed by Gurinder Chadha
- Life in the Freezer: The Big Freeze* directed by Alistair Fothergill
- March of the Penguins* directed by Luc Jacquet
- The 11th Hour* directed by Nadia and Leila Connors
- Article: "DiCaprio Sheds Light on 11th Hour" by Scott Roxborough
- "Global Warming: No Urgent Danger; No Quick Fix" by Patrick J. Michaels
- Press Release: The HSUS and Wild Fish conservancy File Suit to Stop Sea Lion Killing at Bonneville Dam" by The Humane Society of the United States

Embedded Assessments

- Presenting a Solution to an Environmental Conflict
- Representing an Argument in a Documentary Film

Career Links: *Interviewing, Interrogation, Field Notes, Reporting*

GRADING

The overall grade in this course is based on a percentage of total points. Points are received based on assignment performance in writing, reading, homework, classwork, tests, and participation. The scale is as follows:

- 90% - 100% = A
- 80% - 89.9% = B
- 70% - 79.9% = C
- 60% - 69.9% = D
- 0% - 59.9% = F

OBJECTIVES

The objective of this course is that all students demonstrate proficiency in the following English Language Arts Common Core State Standards:

<http://achieve.lausd.net/cms/lib08/CA01000043/Centricity/domain/219/ccss%20docs/CCSS%20for%20ELA.pdf>