



Reseda High School Police Academy Magnet
Honors English 9AB
Instructor: J. Steinberg

Course Description: The major purpose of this course is to provide a balanced language arts program that integrates law enforcement 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. Investigation

8/16-10/7

Reading & Text Based Analysis

- Art of Questioning and Interviewing
- Understanding genre
- Rhetorical appeals
- Evaluating Claims and Reasoning
- Voice

Language and Writer's Craft

- Parallel Structure
- Clauses
- Simple, Compound, Complex Sentences

Career Links: *Investigators, Investigative Process, and the Crime Scene*

Literature	Novel:	“Spotlight” excerpt from <i>Speak</i> by Laurie Halse
	Short Story:	“Marigolds” by Eugenia Collier
	Memoir:	excerpt from <i>Always Running</i> by Luis Rodriguez
	Poetry:	“Race Politics” by Luis Rodriguez
	Nonfiction:	“WMDs” by Brian O’Connor
	Interview Transcript:	“Chuck Liddel” by Steven Yaccino
	Speech:	Remarks by the President in a National Address to America’s Schoolchildren
	Editorial:	“An Early Start on College” <i>Minnesota Star Tribune</i>
	Opinion:	“Why College Isn’t for Everyone” by Richard Vedder
	Opinion:	“Actually, College is Very Much Worth It” by Andrew J Rotherham
Embedded Assessments		Interview Narrative Argumentative Essay

II. Story/Report of Information

10/10-12/16

Reading & Text Based Analysis

- Point of View
- Imagery
- Symbols
- Irony
- Mood

Language and Writer's Craft

- Writer's Style
- Combining Sentences
- Transitions

Career Links: *Interviewing, Interrogation, and Investigative Reporting*

Literature

- Poetry : "Fire and Ice" by Robert Frost
"A Poison Tree" by William Blake
- Short Story: "The Gift of the Magi" by O. Henry
"The Stolen Party" by Liliana Heker
"The Cask of Amontillado" by Edgar Allan Poe
- Biographical Essay: "Tim Burton Wickedly Funny..."
- Novel: excerpts from *Charlie and the Chocolate Factory* by Roald Dahl
- Film: scenes from *Charlie and the Chocolate Factory*
scenes from *Edward Scissorhands*
scenes from *Alice in Wonderland*
(All directed by Tim Burton)

Embedded Assessments

Writing a Short Story
Style Analysis

III. Analysis

1/7-3/11

Reading & Text Based Analysis

- Understanding Audience
- Conflict
- Historical Investigation
- Conclusions
- Characterization

Language and Writer's Craft

- Citing Sources
- Incorporating Quotations
- Transitions

Career Links: *Statement Analysis, Follow-up Investigation, Physical Evidence*

Literature

Novel: *To Kill a Mockingbird* by Harper Lee

V. To Protect and Serve

3/11-6/2

Exploration in the Elements of Drama and William Shakespeare

- | | |
|-----------------|----------------------|
| -Monologue | -Drama |
| -Tragedy | -Theatrical Elements |
| -Dramaturge | -Dramatic Foil |
| -Dramatic Irony | -Soliloquy |
| -Subtext | -Aside |

Language and Writer's Craft

- Rhetorical Questions
- Transitions
- Citing Sources

Career Links: *Evolution of Criminal Investigation*

Literature	Drama:	<i>The Tragedy of Romeo and Juliet</i> by William Shakespeare
	Film:	scenes from <i>The Tragedy of Romeo and Juliet</i> directed by Franco Zeffirelli
		scenes from <i>The Tragedy of Romeo and Juliet</i> directed by Baz Luhrmann

Embedded Assessments	Presenting a Dramatic Interpretation
	Synthesis Argument

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>