



Mr. Alfera
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Room# A31
Grade 10 Honors English

Call Me



Objective

The Law and Public Service Magnet is dedicated to the idea that through public service and an intense focus on experiential learning through legal thematic strands that students will be on the path to being college prepared and career ready. Also, we believe our students will be bright examples of virtue through service in their communities, no matter their chosen profession.

Course Scope:

Students will undergo intensive study of the process of making laws, enforcing laws, and changing laws. We will also focus on several social situations, problems, and possible solutions through literary analysis, with a special focus on issues of law and public service.

Course Topics:

The U.S. Constitution, Law making, Justice and Punishment, Changing social norms, poverty and prosperity, prejudice and tolerance, the individual v. the group. Do not consider this an exhaustive list of themes covered in this course.

Course Methods:

This will not only be a lecture course but a discussion course, so you will be expected to participate both thoughtfully and respectfully in class discussions. There will be individual and panel presentations, quizzes, exams, and essays (thought papers).

More specific goals are to:

- A) Develop your critical and creative thinking skills,
- B) Increase your oral and written communication skills.
- C) Foster your civic literacy and global awareness

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Grading Procedures

This class will have several essays, unit tests, a final exam, and quizzes. The essays and unit tests will be worth 100 points and the final exam 200 points. Quizzes will vary; sometimes they will be just a question or two; usually quizzes per se will be worth 10 points each. At any time your child can determine how well he or she is doing by dividing the total points they have received by the total number of points that the essays, tests, and quizzes are worth. This will yield a percentage:

90-100 = A	ADVANCED
80-89 = B	PROFICIENT
70-79 = C	BASIC
60-69 = D	BELOW BASIC
Below 60 = F.	FAR BELOW BASIC

Materials for the Course (Not provided by the school)

You will need:

- ! A notebook with 8.5" x 11" paper
- ! A Composition Book
- ! A pen or pencil
- ! Curiosity and imagination

**That you are here—that life exists and identity,
That the powerful play goes on, and you may contribute a verse.—
Walt Whitman**



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Classroom Policies and Procedures

The policies for this class are quite similar to those your child has become accustomed to over their years as a student. Please have your child return with the required signatures.

BEFORE CLASS

1. Check to make sure you have what you need for class.
2. Mentally prepare yourself for English class.
3. Get a drink and use the restroom.

DURING CLASS

1. Hats may be worn for religious or medical reasons only.
2. Questions are encouraged by raising the hand and being recognized.
3. Focus on the task at hand.
4. Bring all materials needed for class.
5. Be seated and ready for class when the bell rings.
6. Remain seated until the class is dismissed.
7. Do unto others as you would have them do unto you.
8. Obey all school rules including dress code.
9. Turn off all music devices and cell phones during class.

AFTER CLASS

1. Make sure you take with you everything you brought to class.
2. Carry proudly the knowledge gained from your lessons.
3. Apply with confidence in other classes your improved literacy.
4. Read something because you want to!

**The resentment of discipline of any kind will warp the whole life away
from meaning and purpose. *Anonymous***

Parent/Guardian Signature

Student Signature

Some Guidelines For Students

- 1 Please do not wear a hat or cap in class unless you have a medical or religious reason for doing so. It is impolite to wear a hat in class.
- 2 You are to submit papers and answers to take-home questions on the due date. Late work will lose 10% of the points for each class period that the work is late. Any work more than one week late will not be accepted except for unusual circumstances. Work handed in one week late will be graded at "F" (half the original points) except for excusable reasons.

Instructions for Submitting Papers

- 1) Use good quality paper--not see-through
- 2) Use proper manuscript format:
 - a. Type or word-process; in either case, use a dark ribbon
 - b. Use double spacing
 - c. Use a margin of 1 and ½ inches on the left and 1 inch on all other sides.
 - d. Use a title page, with a real title. Catchy titles are fun, and I like them; but if you use a catchy title, please also use a sub-title to indicate the substance of the paper. Titles are not in all caps and are not underlined and are not put in quotation marks. You may underline or use quotation marks in part of your title if it is necessary to do so. NOTE: the title of a story, by itself, can NEVER be your title, though it may be part of your title. The title does not have a period at the end. Capitalize all words in the title except internal articles (a, an, the) and short prepositions (such as to, in, with, by, for, etc.). All verbs, no matter how short, are capitalized. The first word of a sub-title is capitalized, no matter what it is. A title and subtitle are separated by a colon, not a semicolon or comma. There is no period at the end of a title.

- e. Paginate as follows: the title page does not count; page one of the actual paper counts, but the number 1 does not appear on the page; page two and subsequent pages have their number (just a number--no parenthesis, no period, no hyphen) in the upper right corner where the margins meet.
 - f. On the first page of the paper itself, repeat the title (exactly as it appears on the title page) centered, about 10-12 spaces down the page. After the title, skip three spaces and begin.
 - g. Put commas and periods INSIDE quotation marks--always, without exception. This is America, not Britain.
 - h. Hyphens and dashes are not the same thing. A hyphen separates parts of a compound word (as in "three-day break"); a dash signals an interruption or perhaps an explanation. A dash is two un-spaced hyphens, not a space, hyphen, space (see the dash in the next item, below).
 - i. Use present tense in writing about literature--and be sure to maintain it throughout; do not switch from present to past and back again.
 - j. Staple the paper together in the upper left-hand corner only; do not staple all the way down the side and do not use a binder of any kind. Unstapled papers will cause you to lose points.
- 3) Thought papers should not deal with subjects covered extensively in class; a rehash, even a well-written one, isn't worth much.
- 4) Grades on papers will reflect not only on the content but also the writing itself. I read papers carefully and annotate them for grammar, punctuation, etc. as well as for content. I see no need to apologize for this whether the course is a writing course or a literature course. You should always write as well as possible.
- 5) **PROOFREAD** and make necessary corrections. And don't depend solely on a spell-checker; it cannot distinguish between, say, tear and bear, since both are words. You must make the final spell-check of the paper.

Curricular Map

- 1) **1st 8 weeks: Julius Caesar & Legal Vocabulary**
 - i) Literary analysis
 - (a) Plot
 - (b) Theme
 - (c) Tone
 - (d) Character
 - (e) Setting
 - ii) 21st Century Skills
 - (a) Analyzing motivation
 - (b) Evaluating consequences of choices
 - (c) Reading comprehension
 - (d) Response and analysis
 - (e) Making inferences
 - iii) **FINAL ASSESSMENT ESSAY PROMPT**
 - (a) Brutus is one of Shakespeare's more compelling and difficult to understand characters. Some people look at Brutus as the ultimate traitor, while others see him as a hero willing to pay the ultimate sacrifice and pay the ultimate price for his cause. No doubt he broke the law and committed treason to free his nation from corruption.
 - (b) Consider PFC Bradley Manning, and Edward Snowden. How are these men similar to Brutus, and how are they different? Write a comparison/contrast essay explaining the differences and similarities between these three men.
 - iv) Consider the following ideas:
 - (a) What was their cause?
 - (i) What made it worth fighting for to them?
 - (ii) Did the world at large sympathize with their cause?
 - (iii) How does Brutus resemble this character?
 - (b) Was it worth dying for?
 - (i) Why did they think so?
 - (ii) How could their cause be seen as not worth dying for?
 - (iii) Was Brutus' cause worth dying for?
 - (c) How should the loved ones left behind feel about their sacrifice?
 - (i) Who are the loved ones left behind your topic person?

- (ii) Consider how Portia dealt with Brutus' betrayal of his friendship with Caesar.
- (d) How does history view these characters?
 - (i) Generations later how does history view your historical figure?
 - (ii) Does Shakespeare seem to approve or disapprove of Brutus?
 - (iii) Did these people enlist the help of other and does it change the way history views them?
- (e) What cause are you willing to live humbly for?
 - (i) Is there anything worth dying for?
 - (ii) What kind of a world would it be if people believed as you do, Brutus did, or your historical figure did?

2) 2nd 8 weeks: Antigone & Legal Vocabulary

- i) Literary analysis
 - (a) Heavy emphasis on character
 1. Examining motives and consequences
 2. Examining justice vs. the law
- ii) 21st Century Skills
 - (a) Analyzing motivation
 - (b) Evaluating consequences of choices
 - (c) Reading comprehension
 - (d) Making inferences
- iii) Essential Questions:
 - 3) Is it more important to be right than to be happy?
 - 4) Is it our responsibility to rebel against and break an unjust law?
 - 5) What price should a person be willing to pay if he/she breaks an unjust law?
 - 6) Can a leader show uncertainty and maintain leadership?
 - i) Final Assessment: Position paper:
 - (a) Imagine that you are the leader of a nation. Illegal immigration has divided your nation to the point of civil war. You have two daughters. One is married to an illegal immigrant; the other is married to the general in your army.
 - (b) You are hooked on the horns of a dilemma. You must take action. You have two choices:
 1. Option A: close the borders, post armed guards, and repatriate all illegal immigrants. Your daughter must repatriate with her husband.
 2. Option B: maintain an open border policy and suffer the consequences of the country's majority populace deposing and killing you and your family. Your second daughter's husband will lead the army against you.
 3. You must explain your decision in a press conference--speech--to the nation (the class). Explain why the option you chose is better than the one you rejected.
 - i. Your position must do the following:
 - ii. Explore the complexity of the moral issues associated with both positions.

- iii. Provide logical, emotional, and ethical justification for the decision.
- iv. Propose a remedy for the opposing side.
- v. Articulate your vision/position with clarity and confidence.

7) Four Weeks Identity and the Growing Mind

- i) The Allegory of the Cave
- ii) Excerpt from Malcolm X
 - (a) Identify an issue in which you were informed of the “truth” of a scenario only to find later that the “truth” was not really the “truth.”
 - 1. How did you feel as a result of discovering the lie?
 - 2. How did you find out your own “truth?”
 - 3. Did you feel the need to expose the lie to others and to enlighten others? Why or why not?

8) 1st 8 weeks of Spring semester: Vocabulary & CAHSEE Prep

- i) CAHSEE Prep
 - (a) Writing Strategies
 - 1. Sound, Structure, Sense
 - (b) Writing Applications
 - 1. Biographical Essay
 - 2. Response to Literature
 - 3. Expository Compositions
 - 4. Persuasive Compositions
 - 5. Letter Writing
 - (c) Written and Oral Conventions
 - 1. Clauses, Phrases, and Mechanics
 - 2. Sentence construction
 - 3. Integrating Source Material
 - (d) Literary analysis
 - 1. Dramatic Literature
 - 2. Informational Materials
 - 3. Understanding Character
 - 4. Literary Devices
 - i. Figurative language
 - ii. POV
 - iii. Flashback
 - iv. Foreshadow
 - v. Irony
 - vi. Theme
 - (e) Word analysis
 - 1. Vocabulary development
 - (f) Reading Comprehension
 - 1. Consumer Materials
 - 2. Bibliography
 - 3. Indices

4. Evaluate arguments
5. Synthesize and paraphrase

9) 2nd 8 Weeks: Short Story and CST Prep & Legal Vocabulary

- (a) Writing Strategies
 1. Sound, Structure, Sense
- (b) Writing Applications
 1. Biographical Essay
 2. Response to Literature
 3. Expository Compositions
 4. Persuasive Compositions
 5. Letter Writing
- (c) Written and Oral Conventions
 1. Clauses, Phrases, and Mechanics
 2. Sentence construction
 3. Integrating Source Material
- (d) Literary analysis
 1. Dramatic Literature
 2. Informational Materials
 3. Understanding Character
 4. Literary Devices
 - i. Figurative language
 - ii. POV
 - iii. Flashback
 - iv. Foreshadow
 - v. Irony
 - vi. Theme
- (e) Word analysis
 1. Vocabulary development
- (f) Reading Comprehension
 1. Consumer Materials
 2. Bibliography
 3. Indices
 4. Evaluate arguments
 5. Synthesize and paraphrase

10) Final 4 Weeks

- i) Mock Trial and Legal Brief for the Filipino and the Drunkard by William Saroyan
 - (a) IRAC
 - (b) Legal Issues involved
 - (c) Presentation techniques
 - (d) Guest speaker
 1. Talking to a judge, jury, clients
 - (e) Legal Language

