



**Reseda High School Law & Public Service 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 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. Pursuit of Truth and Justice** **8/12-9/30**

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: *Rights and Responsibilities of U.S. Citizens*  
*Necessity and Development of Law*  
*Public Service*

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. Making the Case/Going to Trial

10/1-11/21

Reading & Text Based Analysis

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

Language and Writer's Craft

- Writer's Style
- Combining Sentences
- Transitions

Career Links: *Rights and Responsibilities of U.S. Citizens*  
*Necessity and Development of Law*  
*Public Service*

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. Innocent Until Proven Guilty

12/1 – 12/19 , 1/12 – 1/30

Reading & Text Based Analysis

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

Language and Writer's Craft

- Citing Sources
- Incorporating Quotations

-Transitions

Career Links: *Trial Procedure*  
*Use of evidence*  
*Role of witnesses*

Literature

Novel: *To Kill a Mockingbird* by Harper Lee  
Photographs: Southern Life 1930s-1960s  
Informational Text: “Jim Crow: Shorthand for Separation”  
Jim Crow Laws, Martin Luther King, Jr.  
Website: “The Rise and Fall of Jim Crow” PBS  
Letter: excerpt from “Letter from Birmingham Jail” by Martin  
Luther King, Jr.  
Reflective Text: excerpt from “Scout, Atticus, and Boo: A  
Celebration of *To Kill a Mockingbird*”  
Film: scenes from *To Kill a Mockingbird*  
Essay: “In Defense of *To Kill a Mockingbird*”

Embedded Assessments Historical Investigation and Presentation  
Literary Analysis Essay

**IV. The Verdict/Finding Your Voice** **2/2 – 3/6**

Exploration in Poetry

-Connotation	-Allusion
-Tone	-Symbol
-Imagery	-Extended Metaphor
-Diction	-Anaphora
-Hyperbole	-Theme
-Alliteration	-Assonance
-Consonance	-Meter

Language and Writer’s Craft

-Verbals

Career Links: *Trial Procedure*  
*Use of evidence*  
*Role of witnesses*

Literature

Poetry: “Poetry” by Pablo Neruda  
“Nikki-Rosa” by Nikki Giovanni  
“We Real Cool” by Gwendolyn Brooks  
“Fast Break” by Edward Hirsch  
“Identity” by Julio Noboa Polanco  
“Ego Tripping” by Nikki Giovanni  
“Hanging Fire” by Audre Lorde

“Abuelito Who” by Sandra Cisneros  
“Sonnet 18” by William Shakespeare  
“I Wandered Lonely as a Cloud” by William Wordsworth  
“Harlem” by Langston Hughes  
“Hope is the Thing With Feathers” by Emily Dickinson

Embedded Assessments      Creating a Poetry Anthology  
Poetry Analysis

**V. Choosing Your Path/Taking the Stage** **3/16-6/5**

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: *Trial Procedure*  
*Use of evidence*  
*Role of witnesses*

Literature      Drama:      *The Tragedy of Romeo and Juliet* by William Shakespeare  
Film:              scenes from *The Tragedy of Romeo and Juliet* directed by Franco Zeffirelli  
                         scenes from *The Tragedy of Romeo and Juliet* 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, class work, tests, and participation. The scale is as follows:

90% - 100% = A

80% - 89% = B

70% - 79% = C

60% - 69% = D

0% - 59% = 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>