

English 9/Ancient Literature
9th Grade

I. Course Description

This one-year course is designed to cover the study of grammar, vocabulary, writing, and ancient literature. Grammar will cover not only grammar, usage, and mechanics of the English language, but introduce the student to literary devices and vocabulary. Vocabulary will be further enhanced by learning Latin and Greek roots throughout the year. The course will also include creating a well written paragraph with stylistic content, studying an essay model, and then completing essays, taking notes from reference materials and lectures, and completing reports as well as using a story sequence model to pursue fiction. During the latter half of the year, the student will also learn about the rules of argument and how these rules can enhance his writing. Finally, the course will tackle selections from ancient literature, so that the student will learn how to study epic poetry, historical narrative, and ancient drama. Literature selections will provide comparison and contrast with the student's studies of world history and the Bible.

II. Instructional Materials

- A. Kiester, Jane Bell. *The Chortling Bard: Caught' ya! Grammar with a Giggle for High School*. Maupin House, 2003.
- B. Fifer, Norma and Flowers, Nancy. *Vocabulary from Classical Roots*, Books C and D. Educators Publishing Service, 2003.
- C. Kane, Thomas S. *The New Oxford Guide to Writing*. Oxford University Press, 1988.
- D. Pudewa, Andrew. *Student Writing Intensive, Level C*. The Institute for Excellence in Writing, 2000.
- E. Weston, Anthony. *A Rulebook for Arguments*. Hackett Publishing Co., 2000.
- F. Guinness, Os and Cowen, Louise. *Invitation to the Classics*. Baker Books, 1998.
- G. Bauer, Susan W. *The Well-Educated Mind*. W. W. Norton and Co., 2003.
- F. *Gilgamesh: A New Rendering in English Verse*. Noonday Press, 1993.
- G. Homer. *Iliad*. Penguin Classics, 1990.
- H. Homer. *The Odyssey*. Penguin Classics, 1993.
- I. Sophocles. *Oedipus the King*, Harcourt/ Brace and Co., 1977.
- J. Herodotus. *The Histories*, Oxford University Press, 1998.
- K. Aristophanes. *The Birds*. Hackett Publishing Company, Inc., 1998.
- L. Thucydides. *The History of the Peloponnesian War*. Hackett Publishing Company, Inc., 1998.
- M. Plato. *The Republic*. Basic Book, 1991.
- N. Aristotle. *On Poetics*. St. Augustine's Press, 2002.

- O. Virgil. *Aeneid*. Vintage Classics Edition, 1990.
 P. Ovid. *Metamorphoses*. Oxford University Press, 1986.
 Q. Plutarch. *Greek Lives*. Oxford University Press, 1998.
 R. Plutarch. *Roman Lives*. Oxford University Press, 1999.
 S. St. Athanasius. *On the Incarnation*. St. Vladimir's Seminary Press, 1996.

III. Course Goals and Objectives

A. Grammar

1. Identify the following literary devices and writing conventions: alliteration, anadiplosis, anecdote, anthropomorphism, aphorism, building suspense and/or foreshadowing, conversation, description, description within action or dialogue, double entendre, euphemism, establishment of setting and motif, use of foreign language for effect, humor, hyperbole, idiomatic expression, irony, literary allusion or reference, use of made-up word, malapropism, metaphor, monologue, allusion to mythology, narration, narrator aside, naturalistic detail, onomatopoeia, oxymoron, personification, play on words, pun, repartee, use of rhyme for effect, sarcasm, satire, scene setting, simile, soliloquy, spoonerism, subplot, summary for clarification, synecdoche, repeated use of synonyms to make a point, use of symbol, and repeated use of a word for effect.
2. Identify and indent beginning of a paragraph.
3. Use a capital letter with titles, proper nouns, greetings and closing of a letter.
4. Use quotes to set off the name of a story and dialogue.
5. Use commas to set off an appositive; an interrupter; two adjectives; a verb, adjective, or prepositional phrase series; city; state, greeting in a letter; closing in a letter; and compound sentence.
6. Use and spell correctly the homonyms to, two, too; their, they're, and there; your and you're, peace and piece, and its and it's.
7. Use an apostrophe to show either singular or plural possessive and in a contraction.
8. Identify and correct run on sentences.
9. Identify coordinating conjunctions, correlative conjunctions, and subordinating conjunctions
10. Check verb tense agreement.
11. Use correct letter format.
12. Write out numbers from 1 to 99.
13. Form correct plurals.
14. Identify parallel construction in a sentence.
15. Use a hyphen to join two words acting as one modifier.
16. Correctly distinguish between words such as former/latter, well/good, and between/among.

B. Vocabulary

1. Memorize the following: humanus, anthropos, homi/homin, vir, gyre, femina, autos, ego, genos/geneos/gens/gentis/genus/generis, gigno/gignere/genui/genitium, mater/matris, pater/patris, frater/fratris, avunculus/avunculi, familia, uxor/uxoris, gamos, puer, pais/paidos, sum/esse/fui/futurum, morior/mori/mortuum, thanatos, nasacor/nasci/natum, aino/amare/amavi/amatum/amicus, odium, philos/phileo/philein, phobos, pax/pacis, pathos, miso/misein, dys, cupio/cupere/cupivi/cupidum, placeo/placere/placui/placitum, placo/placare/placavi/placatum, domus, dominus, donnio/donnire/dormivi/dormitum, somnus, lavo/lavare/lavi/lautum, vestis, coquo/coquere/coxi/coctum, voro/vorare/voravi/voratum, mel/mellis, sal, bibo/bibere/bibi/bibitum, poto/potare/potavi/potum, ludo/ludere/lusi/lusum, caput/capitis, cerebrum, facies, frons/frontis, supercilium, os/oris, oro/orare/oravi/oratum, dens/dentis, odon/odontos, gurges/gurgitis, caro/carnis, collum, corpus/corporis, cor/cordis, os/ossis, derma, dorsum, gaster/gastreros, nervus, sanguis/sanguinis, sedeo/sedere/sedi/sessum, manus, dextra, digitus, flecto/flectere/flexi/flexum, rapio/rapere/rapui/raptum, plico/plicare/plicavi/plicatum, prehendendo/prehendere/prehendi/prehensum, pes/pedis, pous/podos, gradior/gradigradium/gressum, ambulo/ambulare;ambulave/ambulatam, calcitro/calcitrare/calcitravi/calcitratum,sto/stare/steti/statum, statio/stationis, and sisto/sistere/steti/statum.

C. Writing

1. Use a basic outline format.
2. Use own keyword outlines to retell verbally or through written means the main ideas in a reading selection.
3. Use the following writing skills in summaries and writing assignments: keyword notes; "ly" word; who/which clause; because clause; strong verb; when, while, where, as, since, if, or although clause; and quality adjectives.
4. Repeat words from the final sentence in a paragraph to create a title for paragraph.
5. Identify the story sequence in a narrative story, make outlines based on story sequence chart, and summarize stories from the student's outlines.
6. Use different sentence openers including: subject, prepositional, "ly" word, "ing," clausal, very short sentence, and "ed."
7. Take notes from a single reference and from multiple references sources.
8. Take notes from a lecture.
9. Write a topic sentence for each paragraph with a paragraph clincher.
10. Add decorations, including question, conversation, three short staccato sentences, dramatic opening-closing, simile-metaphor, or alliteration in written work.

11. Write essays using a basic essay model that includes three paragraphs, an introduction, and a conclusion.
12. Memorize a set of questions, including what?, who?, how?, best?, worst?, types/kinds?, find/store?, problems?, solutions?, symbolic?, to help get information out of your brain (brainstorming).
13. Identify rules of argument.
14. Compose and assess short arguments.
15. Write an argumentative essay.
16. Identify fallacies commonly used in argumentative writing.

D. Ancient Literature

1. Identify birth/death dates of author for each literature book in this course as well as the date of publication.
2. Record significant or interesting events that occurred at the time of each book's publication, with special attention to events in nonwestern cultures.
3. Write a one- or two-page summary of historical information, setting each book in its historical perspective.
4. Determine each book's genre and take notes on how to read that particular genre. During this year, the student will read epic poetry, plays (both comedy and tragedy), and historical narrative (political and theological).
5. Read introductory notes on each book.
6. Read the book and take notes.
7. Discuss the text many times throughout the course of reading the book.
8. Write a two-page paper about the text in either book report, evaluation, argumentative essay, or analysis format.

IV. Course Outline

A. First Semester, Vocabulary

1. humanus, anthropos, homi/homin, vir, gyre, femina, autos, ego
2. genos/geneos/gens/gentis/genus/generis, gigno/gignere/genui/genitium
3. mater/matris, pater/patris, frater/fratris, avunculus/avunculi, familia, uxor/uxoris, gamos
4. puer, pais/paidos, suni/esse/fui/futurum, morior/mori/mortuum, thanatos, nasacor/nasci/natum
5. amo/amare/amavi/amatum/amicus, odium, philos/phileo/philein, phobos, pax/pacis
6. pathos, miso/misein, dys, cupio/cupere/cupivi/cupidum, placeo/placere/placui/placitum, placo/placare/placavi/placatum
7. domus, dominus, dormio/donnire/dormivi/dormitum, somnus, lavo/lavare/lavi/lautum, vestis
8. coquo/coquere/coxi/coctum, voro/vorare/voravi/voratum, mel/mellis, sal, bibo/bibere/bibi/bibitum,

poto/potare/potavi/potum, ludo/ludere/lusi/lusum
 9. caput/capitis, cerebrum, facies, frons/frontis
 10. supercilium, os/oris, oro/orare/oravi/oratum,
 dens/dentis, odon/odontos, gurges/gurgitis
 11. caro/carnis, collum, corpus/corporis, cor/cordis, os/ossis
 12. derma, dorsum, gaster/gastreros, nervus,
 sanguis/sanguinis, sedeo/sedere/sedi/sessum
 13. manus, dextra, digitus,
 flecto/flectere/flexi/flexum,
 rapio/rapere/rapui/raptum

B. Second Semester, Vocabulary

14. plico/plicare/plicavi/plicatum,
 prehendendo/prehendere/prehendi/prehensum
 15. pes/pedis, pous/podos, gradior/gradigradium/gressum
 16. ambulo/ambulare;ambulave/ambulatum,
 calcitro/calcitrare/calcitravi/calcitratum,sto/stare/steti/statum

C. First Semester, Grammar

1. Three times per week, student will correct grammar, usage and mechanics on about two sentences of a story ("Much Ado About Everything"), which is based on Shakespeare's "Much Ado About Nothing." Often a literary device will be discussed and each session includes vocabulary, some from the original play.
2. At the instructor's discretion, additional time will be use to diagram sentences and to discuss any other grammar subjects.
3. Watch video version of "Much Ado About Nothing."

D. Second Semester, Grammar

1. Three times per week, student will correct grammar, usage and mechanics on about two sentences of a story ("Much Ado About Everything"), which is based on Shakespeare's "Much Ado About Nothing." Often a literary device will be discussed and each session includes vocabulary, some from the original play.
2. End-of-year test
3. At the instructor's discretion, additional time will be use to diagram sentences and to discuss any other grammar subjects.

E. First Semester, Writing

1. Learn how to pull key words from a sentence and put into a simple outline.
2. Rewrite the paragraph using the keywords.
3. Introduce dress-ups.
4. Learn how to use a story sequence chart.
5. Rewrite a narrative using the story sequence chart.
6. Use a composition checklist for the rest of the semester.
7. Learn how to form a title for a paragraph by repeating key words of the

- final sentence.
8. Learn how to use different types of sentence openers.
 9. Learn how to take notes from one reference source and multiple reference sources.
 10. Use a more advance outline.
 11. Learn to take notes from a lecture.
 12. Write a paragraph using lecture notes.
 13. Learn more advanced dress-ups and openers.
 14. Continue to practice writing with notes from a lecture, sermon, or newspaper article.
 15. Review mini-book examples of topic/clincher.
 16. Choose and write a paragraph on three topics from mini-books.
 17. Practice report writing from multiple sources.
 18. Develop a fused outline for each topic.
 19. Write three paragraphs, one for each topic.
 20. Add decorations to writing.
 21. Rewrite paragraphs from Week 1 using all the style learned thus far.
 22. Learn the basic essay model.
 23. Write a five-paragraph essay.
 24. Learn how to brainstorm.
 25. Write another five-paragraph essay.
 26. Write another five-paragraph essay.

F. Second Semester, Writing

1. Composing a Short Argument: Some General Rules
2. Arguments by Example
3. Arguments by Analogy
4. Arguments from Authority
5. Arguments about Causes
6. Deductive Arguments
7. Composing an Argumentative Essay: Exploring the Issue
8. Composing an Argumentative Essay: Main Points of the Essay
9. Composing an Argumentative Essay: Writing
10. Fallacies
11. Introduction to *New Oxford Guide to Writing*
12. The Writing Process
13. The Essay
14. The Expository Paragraph

G. First Semester, Ancient Literature

1. *Gilgamesh: A New Rendering in English Verse*. Noonday Press, 1993.
2. Homer. *Iliad*. Penguin Classics, 1990.
3. Homer. *The Odyssey*. Penguin Classics, 1993.
4. Sophocles. *Oedipus the King*. Harcourt Brace and Co., 1977.
5. Herodotus. *The Histories*. Oxford University Press, 1998.
6. Aristophanes. *The Birds*. Hackett Publishing Company, Inc., 1998.
7. Thucydides. *The History of the Peloponnesian War*. Hackett Publishing Company, Inc., 1998.

H. Second Semester, Ancient Literature

8. Plato: *The Republic*. Basic Book, 1991.
9. Aristotle. *On Poetics*. St. Augustine's Press, 2002.
10. Virgil. *Aeneid*. Vintage Classics Edition, 1990.
11. Ovid. *Metamorphoses*. Oxford University Press, 1986.
12. Plutarch. *Greek Lives*. Oxford University Press, 1998.
13. Plutarch. *Roman Lives*. Oxford University Press, 1999.
14. St. Athanasius. *On the Incarnation*. St. Vladimir's Seminary Press, 1996.

V. Teaching Methods

- A. Lecture
- B. Memorization by student/flash cards
- C. Writing assignments
- D. Reading assignments
- E. Discussion

VI. Evaluation

- A. Weekly grammar exercises
- B. Worksheets in vocabulary
- C. Writing assignments
- D. Timeline additions
- E. Summary of historical information for each book
- F. Book report, evaluation, argumentative essay or analysis of each book and its ideas
- G. End-of-year test on grammar

VII. Grading Scale

- 100-90 A
89-80 B
79-70 C
69-60 D
59 and below=F