

Advanced Ninth Grade Composition Literature

Text:	Prentice Hall: Literature, Gold Edition Sadlier Oxford: Vocabulary Development, Level D Diana Hacker <i>A Pocket Style Manual</i> -4 th Edition
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Supplemental Materials:	To Kill a Mockingbird – Harper Lee Alas Babylon – Pat Frank Great Expectations – Charles Dickens Fahrenheit 451 – Ray Bradbury Medea – Euripides Antigone – Sophocles Lord of the Flies – Night – Elie Wiesel Of Mice and Men – John Steinbeck On the Beach – Neville Shute
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Course Description:	Focusing on a study of literary genres, the student develops initial understanding of both the structure and the meaning of a work of literature. The student develops initial understanding of the way the form of a work of literature affects the meaning of the work and of the process of interpretation of a text. The student reads thoughtfully and purposefully, constantly checking for understanding of the author’s intent and meaning in order to determine a sound interpretation. The student will write coherent and focused texts that convey a well-defined perspective or tightly-reasoned argument. The writing exhibits the student’s awareness of audience and purpose. When appropriate, the texts contain introductions, supporting evidence, and conclusions. The student regularly progresses through the stages of the writing process (e.g., prewriting, drafting, revising, and editing successive versions.) The student writes to make connections with the larger world. A student’s ideas are more likely to be taken seriously when the words are spelled accurately and the sentences are grammatically correct. Use of standard English conventions helps readers understand and follow the student’s meaning, while errors can be distracting and confusing. Standard English conventions are the “good manners” of writing and speaking that make communication fluid. The student will demonstrate an understanding of listening, speaking, and viewing skills for a variety of purposes. The student observes and listens critically and responds appropriately to written and oral communication in a variety of genres and media. The student speaks in a manner that guides the listener to understand important ideas.
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Methods of Evaluation:	Students can be evaluated through tests, essays, quizzes, classwork, homework, projects, semester exams and/or any other form of evaluation instrument the instructor finds applicable to the course.
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Pace of Instruction:	<p>First Semester: Vocabulary Units 1-7 Grammar : Parts of Speech Parts of the Sentence Verb-Pronoun Usage Writing: Development documented essays Literature : Short Story, Greek Drama, Epic Poetry, Parallel Reading</p> <p>Second Semester: Vocabulary Units 8-15 Grammar: Agreement Adjective and Adverb Usage Writing: Development of documented essays Literature: Shakespearean Drama, Poetry, the Novel, Parallel Reading</p>
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Course Objectives:	<p>At the end of this course students should be able to:</p> <ol style="list-style-type: none"> 1. demonstrate comprehension by identifying evidence (e.g., diction, imagery, point of view, figurative language, symbolism, plot events) and main ideas in a variety of texts representative of different genres (e.g., poetry, prose [short story, novel, essay, editorial, biography], and drama) and using this evidence as the basis for interpretation 2. identify, analyze, and apply knowledge of theme in literary works from various genres and provides evidence from the works to support understanding 3. gain a deeper understanding of literary works by relating them to contemporary context or historical background 4. employ a variety of writing genres to demonstrate a comprehensive grasp of significant ideas in sophisticated literary works. The student composes essays, narratives, poems, or technical documents 5. understand and acquire new vocabulary and uses it correctly in reading and writing 6. produce writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals closure 7. demonstrate understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats 8. participate in student -to-teacher, student-to-student, and group verbal interactions.
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