

## **Advanced English 9**

### **RCAS Policies/Procedures:**

Students will be required to follow all RCAS policies and procedures. To view the RCAS High School Student Handbook, click [handbook](#).

### **Course Description:**

Advanced English 9 is a year-long course satisfying the ninth-grade English requirements. This course includes all standards in the ninth-grade reading, writing, speaking/listening, and language standards in an integrated approach. Ninth grade students have the choice of taking an English 9 or Advanced 9 class to meet the ninth-grade student requirements.

### **Textbook:**

Prentice Hall Literature, Timeless Voices, Timeless Themes - Gold Level

### **Required Resources:**

Turnitin.com

Khan Academy

### **“Limited Choice” Resources:** (students will be asked to choose at least one title from this list)

Teachers need to use one play by William Shakespeare and at least one of the following literary works while teaching English 9:

1. The Odyssey by Homer
2. A Separate Peace by John Knowles

3. Great Expectations by Charles Dickens
4. Of Mice and Men by John Steinbeck
5. Catch-22 by Joseph Heller
6. Light in the Forest by Conrad Richter
7. One Day in the Life of Ivan Denisovich by Alexandr Solzhenitsyn
8. I Know Why the Caged Bird Sings by Maya Angeleou
9. To Kill a Mockingbird by Harper Lee
10. The Jungle by Upton Sinclair
11. The Last of the Mohicans by James Fenimore Cooper
12. Oedipus Rex by Sophocles
13. 1984 by George Orwell
14. Waterlily by Ella Deloria

### Short Stories

Students are required to read 3-4 short stories.

- “Blues Ain’t No Mockin Bird” By Toni Cade Bambara
- “Old Man of the Temple” By R.K. Narayan
- “The Machine That Won the War” By Asimov, Isaac
- “The Man to Send Rain Clouds” by Leslie Marmon Silko
- “Through the Tunnel” By Doris Lessing
- “One Ordinary Day, With Peanuts” By Shirley Jackson
- “Rules of The Game” By Amy Tan
- “Split Cherry Tree” By Jesse Stuart
- “The Cold Equations” By Tom Godwin
- “The Interlopers” By H.H. Munro (SAKI)
- “The Cask of Amontillado” By Edgar Allen Poe
- “The Most Dangerous Game” By Richard Connell
- “The Pedestrian” By Ray Bradbury
- “The Bet” By Anton Chekhov
- “Caucasian Mummies Mystify Chinese” By Keay Davidson
- “The Chaser” By John Collier

- “Thank You, Ma’am” By Langston Hughes
- “The Necklace” By Guy De MauPassant

## Articles

Students are required to choose three of the articles.

- “Why Cultivating a Growth Mindset Can Boos Your Success” by K. Cherry
- “What Having a Growth Mindset’ Actually Mean” by C. Dweck
- “Praising Kids for Efforts, Not Qualities, May Help Them Succeed” by B. Gray
- “How Praise Became a Consolation Prize” by Dinuka Liyanawatte
- “What is Mindset” by [online]
- “Fixed vs. Growth: The Two Basic Mindsets That Shape Our Lives” by M. Popova
- “You can Growth Your Intelligence” [online] Mindset Works, Inc.
- “Why the Growth Mindset is the Only Way to Learn” [online] Edudemic Staff
- “Learning Rewired the Brain” by Alison Pearce Stevens
- “How Your Beliefs Can Sabotage Your Behavior (and What You can Do About It)” James Clear
- “Mindset in Action” by Donna Volpitta
- “How Your Mindset Determines Your Success, Well-Being, and Love Life – Business Insider” by Drake Baer
- “Fixed versus Growth Intelligence Mindsets: It’s All in Your Head, Dweck Says” by Lisa Trei
- “Help Students Navigate Life’s Transitions with a Mindset GPS” by Chris Hulleman and Larry Happel
- “Why a Growth Mindset is Essential for Career Success” by Caroline Castrillion

## Myths/Legends

Students are required to read 2-3 myth/legend stories

- “Lakota Emergence”
- “Coyote and the Origin of Death”
- “Gluscabi and the Wind Eagle”
- “How Grandmother Spider Stole the Sun”
- “Koluscap and the Water Monster”
- “Loo-Wit, The Fire-Keeper”

- “Old Man, Coyote, and the Rock”
- “Phases of the Moon”
- “Red Cheek Woman and Star Man”
- “Tapun Sa Win”
- “The Earth on Turtle”
- “The Great Race”
- “The Hero Twins and the Swallower of Clouds”
- “The Milky Way and Lakota Relatives”
- “The Story of No Moccasins”
- “The Story of the Eagle”
- “The Story of the Trickster’s Song”
- “When the People Laughed at Hanwi”
- “World Myths and Folktales”

**Student Choice:**

Will student be asked to choose additional reading material from the classroom or school library?

Yes

**Essential Questions:**

9-10.RL1/RI1 – Why does a reader use implicit and explicit evidence to support their analysis of text?

9-10.W.4 – What does clear and coherent writing look like?

9-10.W.4 – How does task, purpose and audience change writing?

9-10.SL3 – How can you evaluate whether a speaker is credible?

9-10.L4 – Why is it important to know various strategies to determine word meaning?

**Essential Learning Intentions:**

9-10.RL1/RI1 - I can cite strong textual evidence. I can support your analysis through specific

textual examples. I can support my inferences through textual evidence.

9-10.W.4 - I can produce clear and coherent writing.

9-10.SL3 - I can evaluate a speaker’s point of view to determine its validity. I can evaluate a

speaker's reasoning to determine its validity. I can evaluate a speaker's use of evidence and

rhetoric to determine its validity.

9-10.L.4 - I can use context clues to determine word meaning.