

## 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:

English 9 is a year-long course satisfying the ninth-grade English requirement. This course includes all standards in the ninth-grade reading, writing, and speaking/listening and language standards in an integrated approach. English 9 is required for all ninth-grade students.

### 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
15. The Book Thief by Markus Zusak
16. Fahrenheit 451 by Ray Bradbury

## 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 Mau Passant

## Articles

Students are required to choose three of the articles.

- Cherry, K. “Why Cultivating a Growth Mindset Can Boost Your Success” by K. Cherry

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

## 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”
- “How the World was Made”
- “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 Tricker’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.