This curriculum guide provides an overview of what your child will learn by the end of English I. While this is an overview, your child’s actual experience may differ from this guide depending on your child’s individual needs. This guide focuses on the key skills your child will learn, which will build a strong foundation for success in other subjects and in future learning opportunities. If your child is meeting the expectations outlined in this curriculum guide, he or she will be well prepared for English II.

How can I help?

You should use this guide as a resource to gain an understanding of the key skills that will be introduced and/or mastered by your child this year. This will help promote a better understanding, as well as allow for a strong relationship to be developed with your child’s teacher. Regular ongoing dialogue about teaching and learning, beyond parent-teacher conferences, is expected and desired.

At home, you play an important role in setting and reinforcing high expectations for your child, while providing support for your child in meeting them. If your child needs additional help or wants to learn more about a topic, work with his or her teacher to identify opportunities for support or to find additional resources to supplement the learning. High expectations do not just surround the content being learned. Your conveyed expectations should also surround the development and use of the following soft skills: effective time-management, persistence and perseverance, self-confidence, growth mindset, productive use of constructive criticism, thinking critically, exhibiting independence, and being motivated.
In this one-year course, ninth grade students will discover literature through the genres. Students will study works of fiction, poetry, mythology, and drama with an emphasis on nonfiction reading as it applies to research writing and persuasive writing. Students will deepen their understanding of analyzing character, theme, word choice, and textual analysis through applications involving various genres of literature. Students will discuss themes, characters, and word choice relevant to Greek mythology, modern American society, and British theater. At the end of this course, students will be familiar with the expectations of MLA writing, a broad vocabulary focusing on Latin and Greek roots, the organizational structure for writing a paragraph, and the rules for basic grammar and punctuation and public speaking appropriate to the ninth grade level.

A sample of skills to be gained:

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone)

List of primary sources for learning:

- Selections from Pearson literature book – found online and class set of books
- *The Tragedy of Romeo and Juliet* by William Shakespeare
- *To Kill a Mockingbird* by Harper Lee
Help your child learn at home

As you invest in your child in many different ways each day, take the following things into consideration as you invest in his or her learning. These strategies will have a direct impact on the learning of your child at home.

- Create a suitable place for learning at home to be completed.
- Create a daily routine and stick to it as much as possible.
- Work with your child on their homework on a regular basis. Have them start the homework on their own and then provide assistance when asked. When they ask for help, try utilizing the following prompts to help them think through their learning.
  - What do you remember from the learning activities in school?
  - Is there a place that you can reference that will help you?
  - What do you think would help?
  - Explain to me what you are struggling with.
  - What do you think you should do next?

It is important to help your child work through the answer, not just provide them with the answer. This process is extremely important in helping your child develop strategies that can be used whether he or she is with you or not.

Additionally, here are some activities you can do with your child to support learning at home:

English I

- Ask your student about the current unit of study
- Ask your student to summarize the text we are reading in class
- Ask your student what his/her homework is for that week or what dates have been set for deadlines (written work) or assessments
- Offer to read and edit writing assignments
- Encourage your student to write using formal wording and phrasing
- Utilize the online textbook and read or reread the text with your student
- Review the week’s vocabulary stems (Greek and Latin root words) with your student
- Encourage your student to reread and revise any written work to be submitted
- Ask your student to share work via Google Drive to keep up-to-date with essay work
- Most importantly, encourage your student to reach out to the teacher for additional support