

Special Class English 9- Mrs. Wesche

2024-2025

Month	Standard/Learning Target	Program Materials/Resources	Vocabulary	Assessment	Pacing Guide
September	<p>What are the literary elements? How can we find and explain literary elements?</p> <p>Reading: Literature/Informational R.1, R.2, R.3, R.4, R.6, R.9 Writing: W.1, W.2, W.4, W.5 Speaking/Learning: SL.1 Presentation of Knowledge/Ideas: SL.4, SL.5, SL.6 Knowledge of Language: L.3 Vocabulary Acquisition/ Use L.4, L.5, L.6</p>	<p>Unit 1: Literary Elements Unit</p> <p>Supplemental reading for comprehension and fluency practice: -ReadWorks</p>	<p><i>Theme, Character, Setting, Point of View, Symbolism, Tone, Mood, Motif, Plot, Conflict, Exposition, Rising Action, Climax, Falling Action, Resolution, Characterization, Conflict, Setting, Point-of-view, Connotative, Denotative, Theme, Foreshadowing, Plot, Sequence, Literal, Figurative, Metacognitive, Irony, Metaphor, Simile, Personification, Allusion, Hyperbole, Symbolism, Idiom</i></p>	<ul style="list-style-type: none"> • Exit tickets • Vocabulary activities • Class Discussions • Quizzes • Comprehension activities • Literary analysis essay 	15 Days
October- December	<p>How do stereotypes and prejudices within a society affect an individual? What does it mean to belong? Are we more different from each other or more alike?</p> <p>Reading: Literature/Informational R.1, R.2, R.3, R.4, R.6, R.9 Writing: W.1, W.2, W.4, W.5 Speaking/Learning: SL.1</p>	<p>Unit 2: Novel 1, <i>The Outsiders</i> -BOCES set</p> <p>Supplemental reading for comprehension and fluency practice: -ReadWorks</p>	<p><i>Rough, Premonition, Nonchalant, Aloof, Rueful, Implore, Fiend, Falter</i></p>	<ul style="list-style-type: none"> • Exit tickets • Vocabulary activities • Class Discussions • Quizzes • Comprehension activities • Constructed responses • Compare and Contrast essay 	50 Days

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	<p>Presentation of Knowledge/Ideas: SL.4, SL.5, SL.6</p> <p>Knowledge of Language: L.3</p> <p>Vocabulary Acquisition/ Use L.4, L.5, L.6,</p>				
<p><i>January- February</i></p>	<p>How does research inform our position on a societal issue?</p> <p>How do I determine if a source is credible?</p> <p>How do I persuasively argue a position?</p> <p>Reading: Informational RI.1, RI.2, RI.3, RI.4, RI.5, RI.6 Integration of Knowledge/Ideas: RI.7, RI.8, RI.9 Writing/Text Types: W.1 Speaking/Learning: SL.1 Knowledge of Language: L.3</p>	<p>Unit 3: Argumentative writing: Societal Issue TBD</p> <ul style="list-style-type: none"> • Gale Database • Delineating an argument chart • iPads • Graphic Organizer • Sentence Starters <p>Supplemental reading for comprehension and fluency practice: -ReadWorks</p>	<p><i>Perspective, Claim, Text-based evidence, Argument, Premise, Counterclaim, Logic, Implication, Societal issue, Citation, In-text Citation, MLA, Ethos, Pathos, Logos, Evidence, Credible, Relevant, Database</i></p>	<ul style="list-style-type: none"> • Exit tickets • Vocabulary activities • Class Discussions • Quizzes • Comprehension activities • Constructed responses • Argumentative essay 	<p>30 Days</p>
<p><i>March- May</i></p>	<p>How can nature help save the human population?</p> <p>Reading: Literature/Informational R.1, R.2, R.3, R.4, R.6, R.9 Writing: W.1, W.2, W.4, W.5 Speaking/Learning: SL.1 Presentation of Knowledge/Ideas: SL.4,SL.5,SL.6</p>	<p>Unit 4: Novel 2, <i>War of the Worlds</i>- class set</p> <p>Supplemental reading for comprehension and fluency practice: -ReadWorks</p>	<p><i>Irony, Characterization, Conflict, Setting, Point-of-view, Connotative, Denotative, Theme, Foreshadowing, Plot, Sequence, Literal, Figurative, Metacognitive, Irony, Metaphor, Simile, Personification, Allusion, Irony, Metaphor,</i></p>	<ul style="list-style-type: none"> • Exit tickets • Vocabulary activities • Class Discussions • Quizzes • Comprehension activities • Constructed responses • Literary analysis essay 	<p>40 Days</p>

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	<p>Knowledge of Language: L.3 Vocabulary Acquisition/ Use L.4, L.5, L.6</p>		<p><i>Personification, Simile, Alliteration, Apostrophe, Allegory, Symbolism, Foreshadowing, Litotes</i></p>		
<p><i>May- June</i></p>	<p>What are the consequences of rash decisions? Is it fate or free choice? Is there truly “love at first sight”? What are the consequences of “good intentions”?</p> <p>Reading: Literature/Informational R.1, R.2, R.3, R.4, R.6, R.9 Writing: W.1, W.2, W.4, W.5 Speaking/Learning: SL.1 Presentation of Knowledge/Ideas: SL.4, SL.5, SL.6 Knowledge of Language: L.3 Vocabulary Acquisition/ Use: L.4, L.5, L.6</p>	<p>Unit 5: Romeo & Juliet, Condensed version</p> <p>Supplemental reading for comprehension and fluency practice: -ReadWorks</p>	<p><i>Drama, Acts, Scene, Line, Tragedy, Catastrophe, Sonnet, Soliloquy, Aside, Foreshadowing, Freytag’s Structure, Climax, Paradox, Comedy, Satire, Euphemism, Pun, Rancor, Violent, Apothecary, Civil, Wherefore, Fate, Destiny, Astrology, Duplicity, Trickster, Earnest</i></p>	<ul style="list-style-type: none"> • Exit tickets • Vocabulary activities • Class Discussions • Quizzes • Comprehension activities • Constructed responses 	<p>15 Days</p>