

9th Grade English
School Year 2024 - 2025

Unit Plan	
“Bless Me, Ultima”	
Dates:	26 August 2024 – 18 October 2024
No. of Sessions	16, two-hour sessions; 24, one-hour sessions
Unit Overview:	<p>Centerpiece: "Bless Me, Ultima" by Rudolfo Anaya</p> <p>Supplements: Oxford Discover Series 4 Student Book Chapters 1,2 Workbook Chapters 1,2 Grammar and Vocabulary Worksheets The Oxford 5000 Vocab List Achieve 3000 Readings Notebook Entries (Quotes of the Day, Vocabulary, Grammar, Scholastic Tips and Tricks, Reflections)</p> <p>Common Core Standards: Reading Literature: CCSS.ELA-LITERACY.RL.9-10.1, RL.9-10.2, RL.9-10.3, RL.9-10.4, RL.9-10.5 Writing: CCSS.ELA-LITERACY.W.9-10.1, W.9-10.2, W.9-10.3 Speaking and Listening: CCSS.ELA-LITERACY.SL.9-10.1, SL.9-10.4 Language: CCSS.ELA-LITERACY.L.9-10.1, L.9-10.2, L.9-10.4, L.9-10.5</p> <p>We begin our journey of English language development and mastery in the 9th grade with the novel, "Bless Me, Ultima" by Rudolfo Anaya. A classic of Chicano literature that explores the following important themes:</p> <ol style="list-style-type: none"> <i>Coming of Age</i> -- The novel is a coming-of-age story that follows Antonio Márez as he navigates his journey from childhood to adolescence. Throughout the book, Antonio faces various challenges that force him to grow and mature. <i>Identity and Cultural Heritage</i> -- Antonio is caught between different cultural and familial expectations. His father's vaquero heritage and his mother's devout Catholic and Luna farming background represent two distinct paths for Antonio's future. <i>Good vs. Evil</i> -- The novel explores the nature of good and evil, often through the lens of Ultima's healing practices and the presence of malevolent forces in the community. <i>Faith and Doubt</i> -- Antonio's journey involves questioning his religious beliefs and grappling with doubts about the Catholic faith he has been raised in.

	<p>5. <i>Nature and the Supernatural</i> -- The novel frequently juxtaposes the natural world with the supernatural, emphasizing the interconnectedness of life and the spiritual realm.</p> <p>6. <i>Family and Community</i> -- Family and community play crucial roles in shaping Antonio's identity and values. The support and expectations of his family members and the broader community influence his decisions and growth.</p> <p>These important themes will be defined, discussed, evaluated, and reflected upon in a variety of ways as we read through the story. Activities will include round-table discussions, character maps, self-reflections, short essays, story boarding, role play, artistic translations, and of course lots of reading (approx. 7 pages per school day).</p>
General Pedagogy:	<p>Mastery of the English language through the study, discussion, analysis, and critique (both verbal and written) of English literature supplemented with Notebook Entries, Socratic seminars, group and individual investigations in the arts and sciences, Achieve 3000 selections, and grammatical exercises from the Oxford Discover Futures series.</p>
Scope and Sequence:	<p><u>Week 1</u></p> <p>I. Novel</p> <p>Introduction and Chapters 1-3</p> <p>Objectives:</p> <p>Understanding the setting and cultural context</p> <p>Identify and describe the setting and cultural background.</p> <p>Analyze the protagonist's early experiences.</p> <p>Activities:</p> <p>Introduction to the novel and Rudolfo Anaya. Discuss cultural and historical context.</p> <p>Read Chapters 1. Synopsis, Vocab and Discussion Questions. Discuss the setting and its importance.</p> <p>Read Chapters 2. Synopsis, Vocab and Discussion Questions. Character analysis of Antonio and Ultima.</p> <p>Read Chapters 3. Write a short reflection on Antonio's childhood experiences.</p> <p>Group discussion on key events, character growth and development, and thematic developments.</p> <p>Key events summary, reflections, and quiz on Chapters 1-3.</p> <p>II. Oxford Series</p> <p>SB p. 6-7, #2 (ODF4_SB_1.01.mp3), #3, #4, #5</p> <p>WB p.4-5, #2, #3, #4, #5</p> <p>III. Achieve 3000</p> <p>Two (2), 5-step lessons</p> <p>IV. Notebook Entries</p> <p><u>Week 2</u></p> <p>I Novel</p> <p>Chapters 4-6</p> <p>Objectives:</p> <p>Analyze the family relationships and their impact on Antonio.</p> <p>Explore themes of conflict and tradition.</p>

Activities:

Read Chapter 4. Discuss family dynamics and expectations.

Read Chapter 5. Identify and analyze key conflicts.

Read Chapter 6: Create a family tree and annotate with character traits.

Write a character analysis essay on Antonio's parents.

Group discussion on key events, character growth and development, and thematic developments.

Key events summary, reflections, and quiz on Chapters 4-6.

II. Oxford Series

SB p. 8-9, #1, #3, #4, #5

WB p. 6-7, #1, #2, #3, #5, #6

III. Achieve 3000

Two (2), 5-step lessons

IV. Notebook Entries

Week 3

I. Novel

Chapters 7-9

Objectives:

Explore the theme of identity and its development in Antonio.

Analyze the symbolism in Antonio's dreams.

Activities:

Read Chapter 7. Discuss Antonio's internal struggles with identity.

Read Chapter 8. Analyze Antonio's dreams and their symbolic meaning.

Read Chapter 9: The role of dreams in the novel.

Write a reflection on how Antonio's identity is influenced by his family and Ultima.

Group discussion on key events, character growth and development, and thematic developments.

Key events summary, reflections, and quiz on Chapters 7-9.

II. Oxford Series

SB p. 10-11, #2, #4, #7

WB p.8-9, #7, #8, #9, #10, #6, #1 (ODF4_WB_1.01.mp3), #2, #3

III. Achieve 3000

Two (2), 5-step lessons

IV. Notebook Entries

Week 4

I. Novel

Chapters 10-12

Objectives:

Analyze the influence of the supernatural on the characters.

Discuss the moral dilemmas faced by Antonio.

Activities:

Read Chapter 10. Discuss the supernatural elements introduced.

Read Chapter 11. Debate the moral choices Antonio faces.

Read Chapter 12: Create a chart of the supernatural events and their effects on the characters.

Write a persuasive essay on whether Antonio should believe in the supernatural.

Group discussion on key events, character growth and development, and thematic developments.

Key events summary, reflections, and quiz on Chapters 10-12

II. Oxford Series

SB p. 12-13, #1, #2, #3

WB p.11-12, #5, #3, #5, #6, #7, #8, #10

III. Achieve 3000

Two (2), 5-step lessons

IV. Notebook Entries

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Week 5

I. Novel

Chapters 13-15

Objectives:

Examine the role of religion and spirituality in Antonio's life.

Analyze how different belief systems affect the characters.

Activities:

Read Chapter 13. Discuss the religious themes in the novel.

Read Chapter 14. Compare and contrast Catholicism and indigenous beliefs.

Read Chapter 15: Debate the influence of religion on the characters' decisions.

Group discussion on key events, character growth and development, and thematic developments.

Key events summary, reflections, and quiz on Chapters 13-15

II. Oxford Series

SB p. 16-17, #2, #3, #5

WB p.14-15, #2, #4, #5,

III. Achieve 3000

Two (2), 5-step lessons

IV. Notebook Entries

Week 6

I. Novel

Chapters 16-18

Objectives:

Analyze how Antonio and other characters cope with tragedy.

Explore the theme of resilience in the face of adversity.

Activities:

Read Chapter 16. Discuss the impact of tragedy on Antonio.

Read Chapter 17. Identify examples of resilience in the characters.

Read Chapter 18: How does tragedy shape character development?

Group discussion on key events, character growth and development, and thematic developments.

Key events summary, reflections, and quiz on Chapters 16-18.

II. Oxford Series

SB p. 18-19, #2, #3, #5, #6,

WB p.16-17, #1, #2, #3, #4, #5, #6, #8, #9

III. Achieve 3000

Two (2), 5-step lessons

IV. Notebook Entries

Week 7

I. Novel

Chapters 19-21

Objectives:

Examine Antonio's journey towards self-discovery.

Discuss the influence of culture and community on identity.

Activities:

Read Chapter 19. Discuss Antonio's ongoing search for identity.

Read Chapter 20. Analyze the role of community in shaping identity.

Read Chapter 21. Create a visual representation of Antonio's identity journey.

Group discussion on key events, character growth and development, and thematic developments.

Key events summary, reflections, and quiz on Chapters 19-21.

II. Oxford Series

SB p. 20-21, #1, #3, #4, #5, #6

WB p. 18-19, #10, #11, #12, #5, #6

III. Achieve 3000

Two (2), 5-step lessons

IV. Notebook Entries

	<p><u>Week 8</u></p> <p>I. Novel</p> <p>Chapters 22</p> <p>Objectives:</p> <p>Reflect on the themes, characters, and overall message of the novel.</p> <p>Assess comprehension and analytical skills through a final assessments</p> <p>Activities:</p> <p>Read Chapter 22. Discuss the resolution of the novel’s conflicts. What does the ending mean for Antonio’s future?</p> <p>Assign final projects</p> <p>Review major themes, characters, and events. Group discussion on the entire book; reflections and take-aways</p> <p>Work on final projects and include peer/draft review sessions.</p> <p>Finalize and present projects.</p> <p>Final unit exam</p> <p>II. Oxford Series</p> <p>SB p. 22-23, #1, #2, #3, Reflect</p> <p>WB p.20-21, #1, #2, #3, #5, #6, #1, #2, #3</p> <p>p.22-23, #3, #5, #7, #9, #10,#13p. 20, 22, 23 #1, #2, #3, #1, #2, #3, #5, #6, #7, #10, #12</p> <p>III. Notebook Entries</p>
Student Assessments	<ul style="list-style-type: none"> • Individual daily participation assessment • Individual daily verbal, aural, and written assessments • Individual notebook review and assessment • Individual project(s) assessment • Group project(s) assessment • Quizzes and exams
Student Exit Criteria	<p>The following measurable exit criteria for 8th grade English reflect the key skills in reading, writing, speaking, and listening, and include clear, specific objectives that students should meet by the end of the unit as well as projected year-end goals.</p> <p>I. Reading Comprehension (Year-end goal ==> 95%)</p> <p>a. Literature Analysis:</p> <p>Students will be able to identify and analyze themes, character development, and plot structure in grade-level texts, scoring at least 80% on a literary analysis assessment.</p> <p>b. Inferential Meaning:</p> <p>Students will be able to make inferences and draw conclusions based on textual evidence, demonstrating proficiency with an 80% accuracy rate on comprehension quizzes.</p> <p>c. Vocabulary Acquisition:</p> <p>Students will correctly use grade-level vocabulary in context, achieving a minimum of 80% accuracy in vocabulary tests and writing assignments.</p>

II. Reading Fluency (Year-end goal ==> 140 words per min)

a. Oral Reading:

Students will read grade-level text aloud with fluency, accuracy, and expression, meeting or exceeding 90 words per minute in a reading fluency test.

III. Writing (Year-end goals ==> i) 5 out of 5; and ii) 95%)

a. Essay Writing:

Students will write a coherent, well-organized essay with a clear thesis, supporting evidence, and proper grammar, receiving at least a 3 out of 5 on a standardized rubric.

b. Narrative Writing:

Students will write a narrative that effectively uses descriptive details and dialogue, showing mastery by scoring at least 80% on a creative writing assignment.

c. Research Skills:

Students will complete a research project, properly citing sources and integrating information from multiple texts, achieving a minimum score of 80% on the project rubric.

IV. Speaking and Listening (Year-end goals ==> i) 5 out of 5; and ii) 95%)

a. Oral Presentations:

Students will deliver a clear and engaging oral presentation, using appropriate volume, pacing, and eye contact, earning at least 3 out of 5 on a speaking rubric.

b. Class Discussions:

Students will participate in class discussions, demonstrating active listening and contributing relevant points, with a participation score of at least 80%.

V. Grammar and Mechanics (Year-end goals ==> i) 95%; and ii) no more than two errors per page)

a. Sentence Structure:

Students will correctly use various sentence structures (simple, compound, complex) in their writing, achieving at least 80% accuracy on grammar tests.

b. Punctuation and Spelling:

Students will use proper punctuation and spelling in their writing, with no more than five errors per page in final drafts of essays.

VI. Final Projects Portfolio

Students will compile a portfolio showcasing their best work, demonstrating growth in reading, writing, and speaking skills, with at least 80% of the included works meeting the proficiency criteria.

Instructor

Date

Bruce Marrón

Dirección Académica

Date

Enrique Vargas Montero