

# Questioning Faith / Autonomy

Content Area: **ELA**  
Course(s): **CP English 9, Accelerated English 9**  
Time Period: **Marking Period 4**  
Length: **4 weeks**  
Status: **Published**

## Course Pacing Guide

---

**Accelerated English 9 introduces students to a variety of literary genres but, more importantly, depicts the ways individuals struggle to fight injustices in society, which inspires us to do the same.**

Unit	MP	Weeks
Human Nature / Conformity / Non-conformity	1	2
Media Bias / Manipulation of Language / Non-fiction	1	4
Courage to Fight Injustice	1-2	5-6
The Epic Hero / Odyssey	2	4-5
Love, Fate, & Revenge	3	4-5
Loss of Innocence / Coming of Age / Challenges of Adolescence	3	6
Poetry	4	2
Short Stories	4	2
Navigating the Media Landscape	1-4	1-2
Identity / Questioning Faith	4	4-5

## Unit Overview

---

This unit has been designed to develop students' reading, writing, thinking, listening and speaking skills through exercises and activities related to *Bless Me, Ultima* by Rudolfo Anaya. Students will closely examine the main themes of the novel: good vs. evil; a struggle with religious beliefs; and choosing a way of life. Students will demonstrate their understanding of the text on four levels: factual, interpretive, critical, and personal. The writing assignments in this are geared to several purposes: a. To check the students' reading comprehension b. To make students think about the ideas presented by the novel c. To make students put those ideas into perspective d. To encourage critical and logical thinking e. To provide the opportunity to practice good grammar and improve students' use of the English language

## Enduring Understandings

---

Our identities are shaped by our cultural values, experiences, and inclusion in different environments.

- Examining an author's life can inform and expand the reader's understanding of a novel
- A writer's voice, style, and use of language inform the plot, characters, and themes. By creating opportunities to learn, imagine, and reflect, a great novel is a work of art that affects many generations of readers, changes lives, challenges assumptions, and breaks new ground.
- All humans experience rites of passage

## Essential Questions

---

- How do we interact with people of different social classes, religions, races while still maintaining our identity and understanding the diverse communities within and outside of our school?
- How does conflict impact relationships?
- How does silence impact conflict?
- How does family influence our behaviors and thoughts?
- What role does religion play in a person's life?
- What is magical realism?
- How do mystical elements enhance a work?

## New Jersey Student Learning Standards (No CCS)

---

LA.RL.9-10.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RL.9-10.3	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.
LA.RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
LA.RL.9-10.10b	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

## Amistad Integration

---

SOC.6.1.12	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as
------------	---

	productive citizens in local, national, and global communities.
SOC.6.1.12.D.3.a	Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives.
SOC.6.1.12.CS3	Expansion and Reform: Multiple political, social, and economic factors caused American territorial expansion. The rapid expansion and transformation of the American economy contributed to regional tensions, social reform, political compromises, and an expansion of democratic practices.

## Holocaust/Genocide Education

---

SOC.6.1.12	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
------------	---

## Interdisciplinary Connections

---

WL.7.1.IH.A.C.2	Being able to view one's own culture through the lens of others assists in understanding global issues. (Topics that assist in the development of this understanding should include, but are not limited to: freedom of speech and other civil, international, and human rights, as they relate to a variety of issues.)
SOC.6.1.12.D.14.e	Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.
SOC.6.2.12	World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible.
SOC.9-12.1.1.2	Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape.

## Technology Standards

---

TECH.K-12.1.1.c	use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
TECH.K-12.1.2.b	engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.
TECH.K-12.1.2.c	demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
TECH.K-12.1.2.d	manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.
TECH.K-12.1.3.a	plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

## 21st Century Themes/Careers

---

List specific standards that are relevant  
No general statements

PFL.9.1.12.A.9

Analyze how personal and cultural values impact spending and other financial decisions.

CAEP.9.2.12.C.4

Analyze how economic conditions and societal changes influence employment trends and future education.

## **Financial Literacy Integration**

---

PFL.9.1.12.A.9

Analyze how personal and cultural values impact spending and other financial decisions.

## **Instructional Strategies & Learning Activities**

---

- Read & annotate William Blake's, "The Lamb". Discuss how the child in the poem is similar to Antonio in the first chapters of the book.
- Socratic Seminar / Fishbowl Discussions
- Create Storyboards / Concept Maps
- Wanted Poster / characterization (Narcisso)
- Cornell Notes on chapters
- Podcast / mini-research on curanderas
- passage analysis / close reads
- quick writes / quick draws
- chapter quizzes

## **Differentiated Instruction**

---

- Self-Directed Learning
- Choice Boards
- Socratic Seminar
- Rubrics
- Jigsaws
- Learning Through Workstations

## **Formative Assessments**

---

- Research what is a curandera, and what is her role in the pueblo communities of New Mexico? How does this approach to healing compare with your beliefs about illness and healing?
- chapter analysis questions & annotations
- reading checks

- think-pair-share
- quick write
- vocab building exercises
- writing skills

## **Summative Assessment**

---

- rites of passage examination essay
- chapter tests & quizzes
- fishbowl & Socratic seminars
- extended paragraphs on theme & character
- Socratic Seminar / Fishbowl self-assessment
- speech on theme

## **Benchmark Assessments**

---

- persuasive essay

## **Alternate Assessments**

---

- provide visual aids
- provide alternatives for written assignments
- allow take-home or open-notes assessments
- allow students to conference & revise for a better grade

## **Resources & Technology**

---

- [Essay about teaching Chicano literature with a historical approach](#) (georgetown.edu)
- [Rudolfo Anaya discussing the movie adaptation of his novel](#) (youtube.com)
- [Bless Me, Ultima movie trailer](#) (youtube.com)
- <http://www.umich.edu/~umfandsf/symbolismproject/symbolism.html/> (online dictionary)
- <http://www.laep.org/artsonline/symbolism/curandera.html> (symbolism in the painting Curandera by Ariel)
- [http://www.scootermysdaisysheads.com/fine\\_art/symbol\\_dictionary/heart.htm](http://www.scootermysdaisysheads.com/fine_art/symbol_dictionary/heart.htm) (symbolism dictionary)

-  [Bless-Me-Ultima.mp3](#) (audio guide)

## **BOE Approved Texts**

---

*Bless Me, Ultima* by Rudolfo Anaya

## **Closure**

---

- Sequence It - create timelines of major events discussed
- Low-Stakes Quizzes - Give a short quiz using technologies like Kahoot or a Google form.
- Have students write down three quiz questions (to ask at the beginning of the next class).
- Question Stems - Have students write questions about the lesson on cards, using [question stems framed around Bloom's Taxonomy](#). Have students exchange cards and answer the question they have acquired.
- Kids answer the following prompts: "What takeaways from the lesson will be important to know three years from now? Why?"
- Have students dramatize a real-life application of a skill.
- Have kids orally describe a concept, procedure, or skill in terms so simple that a child in first grade would get it.
- Students write notes to peers describing what they learned from them during class discussions.
- Ask students to summarize the main idea in under 60 seconds to another student acting as a well-known personality who works in your discipline. After summarizing, students should identify why the famous person might find the idea significant.

## **ELL**

---

- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- E-Dictionaries
- Google Translate

## **Special Education**

---

- Shorten assignments to focus on mastery of key concepts.
- Keep workspaces clear of unrelated materials.

- Keep the classroom quiet during intense learning times.
- Provide a computer for written work.
- Seat the student close to the teacher or a positive role model.
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Provide visual aids.
- Go over directions orally.
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Have test materials read to the student, and allow oral responses.
- Divide tests into small sections of similar questions or problems.

## 504

---

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits

## At Risk

---

- Concrete examples
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
- Peer or scribe note-taking
- No penalty for spelling errors or sloppy handwriting
- Follow a routine/schedule
- Verbal and visual cues regarding directions and staying on task
- Adjusted assignment timelines
- Pace long-term projects
- Cue/model expected behavior
- Use de-escalating strategies
- Use peer supports and mentoring

## Gifted and Talented

---

- Offer the Most Difficult First
- Offer choice
- Allow G/T students to work together
- Tiered learning
- Encourage risk taking