

# CP English 11 - The American Dream: American Identity and Creation of the Dream

Content Area: **ELA**  
Course(s): **CP English 9, Accelerated English 9, CP English 11**  
Time Period:  
Length: **6 weeks**  
Status: **Published**

## Course Pacing Guide

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This course examines the evolution of America’s literary tradition and challenges students to embark on a personal quest for knowledge, insight, and perspective into the founding of American, our values, tradition and identity, the myth vs. reality of who we are as a country. This course uses the three main literary genres—prose fiction, poetry, and drama—to develop your ability to read and analyze a text, generate an interpretation of its meaning, and communicate that interpretation both in discussion and writing.

<i>The Other Wes Moore / The Glass Castle</i>	2	MP #1
The American Dream: <i>The Great Gatsby</i>	3-4	MP #1
Questioning /Corrupting the Dream	4-6	MP #2
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American Philosophy: Nature and Transcendentalism	3	
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## Unit Overview

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Students will examine the concept of the American dream. Students will read a variety of texts (informational and literary) to develop an understanding of how the concept of “the American dream” has changed and/or endured over time. The texts read will span many decades – from our country’s foundational documents up to contemporary times -- and classroom discussions will explore how text qualities such as perspective, language use, and imagery shape our perceptions and understanding.

## Enduring Understandings

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- The American Dream has emerged as a result of the need for personal fulfillment.
- The American Dream has also been influenced by social oppression and racial injustice.
- The American Dream embodies universal concepts of freedom and democracy.
- The American Dream represents a social, economic, and literary ideal that suggests that position, wealth, and power can be attained by anyone through hard work.
- Literature is one artistic medium through which people grapple with the issues and conflicts of their time.
- While the American Dream rests on the need for a common set of beliefs or ideologies, its presence today is diverse, multi-faceted, and paradoxical.

## Essential Questions

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- What is the American Dream and to what extent is it achievable for all Americans?
- How is the American Dream defined throughout generations?
- In what ways does the American Dream mean different things for different Americans?
- How has the American Dream shaped historical events?
- What are some drawbacks to the pursuit of this goal?
- What does it mean to historically marginalized and oppressed groups vs. white Americans?
- How do religion and culture influence the concept?
- Did Gatsby achieve the American dream?
- As a teenager today, how are you affected by the American Dream? (Are you part of it, victimized by it, or redefining it?)
- Why is *The Great Gatsby* widely regarded as a “great American novel”?

## New Jersey Student Learning Standards (No CCS)

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LA.RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LA.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
LA.RL.11-12.3	Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
LA.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)
LA.RL.11-12.10a	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.
LA.RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially,

	including determining where the text leaves matters uncertain.
LA.W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.SL.11-12.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
LA.L.11-12.4.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
LA.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## **Amistad Integration**

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- Smaller texts (news article, history articles) examine impact of enslavement on American history & culture
- All unit texts requires that students consider human nature and behavior, prejudice/discrimination, and moral responsibilities in acting in a complex & diverse society

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.
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## **Holocaust/Genocide Education**

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All major unit texts requires that students consider human nature and behavior, prejudice/discrimination, and moral responsibilities in acting in a complex & diverse society

## **Interdisciplinary Connections**

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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.6.1.12.7	The Great Depression and World War II (1929-1945)
SOC.6.1.12.D.8.b	Assess the impact of artists, writers, and musicians of the 1920s, including the Harlem Renaissance, on American culture and values.
SOC.6.1.12.CS8	The Emergence of Modern America: Roaring Twenties: The 1920s is characterized as a time of social, economic, technological, and political change, as well as a time of emerging isolationism, racial and social tensions, and economic problems.

## Technology Standards

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- Chromebooks (1:1)
- Projector
- Smart Phones
- Canvas
- Genesis
- Internet websites (YouTube, Crash Course, NPR, Google, Vimeo, etc.)

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-12.1.6.a	choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
TECH.K-12.1.6.b	create original works or responsibly repurpose or remix digital resources into new creations.
TECH.K-12.1.7.b	use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.

## 21st Century Themes/Careers

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CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.
CAEP.9.2.12.C.8	Assess the impact of litigation and court decisions on employment laws and practices.

## Financial Literacy Integration

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PFL.9.1.12.A.5	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
PFL.9.1.12.A.8	Analyze different forms of currency and how currency is used to exchange goods and services.
PFL.9.1.12.A.9	Analyze how personal and cultural values impact spending and other financial decisions.

## Instructional Strategies & Learning Activities

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- class discussions / seminars, fishbowls, debates
- small group work to discuss and analyze literature
- timed writing prompts
- examination of modern media that reflect themes in classic texts
- chapter analysis questions
- outline, draft, revise thesis driven essay on theme
- mini-research on evolution of the American Dream
- evaluation & discussion documentaries & non-fiction articles

## **Differentiated Instruction**

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- Learning preferences integration (visual, auditory, kinesthetic)
- Sentence & Discussion Stems
- Tiered Learning Targets
- Self-Directed Learning
- Choice Boards
- Debate
- Grouping
- Socratic Seminar
- Rubrics
- Jigsaws
- Mentoring

## **Formative Assessments**

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- thematic analysis
- close reading of major literary works
- reading-writing connections
- journal entries
- reading quizzes
- vocabulary assignments
- chapter analysis questions
- annotations

## **Summative Assessment**

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- chapter quizzes
- chapter analysis questions
- small and large group discussions

## Benchmark Assessments

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American Dream / The Great Gatsby persuasive essay

## Alternate Assessments

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students complete the same overall assignments, but have choice in their chosen topic, essay structures, research choices, and areas of context/skill focus in final paper

## Resources & Technology

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teacher-created writing skill resources & skill stations/instruction

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-12.1.3.a	plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

## BOE Approved Texts

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*The Great Gatsby* by F. Scott Fitzgerald  
*The Other Wes Moore* by Wes Moore  
*The Glass Castle* by Jeannette Walls

## Closure

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- Gallery Walk - On chart paper, small groups of students write and draw what they learned. After the completed works are attached to the classroom walls, others students affix post-its to the posters to extend on the ideas, add questions..
- 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?"
- 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.

- Ask students to write what they learned, and any lingering questions on an "exit ticket". Before they leave class, have them put their exit tickets in a folder or bin labeled either "Got It," "More Practice, Please," or "I Need Some Help!"

## **ELL**

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

## **Special Education**

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- Shorten assignments to focus on mastery of key concepts.
- Provide a computer for written work.
- Seat the student close to the teacher or a positive role model.
- Use a study carrel. (Provide extras so that the student is not singled out.)
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Number and sequence the steps in a task.
- Provide visual aids.
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Allow the student to complete an independent project as an alternative test.
- Give progress reports instead of grades.
- Show a model of the end product of directions (e.g., a completed math problem or finished quiz).

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materialst

## **At Risk**

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- Concrete examples
- Peer or scribe note-taking
- Lab and math sheets with highlighted instructions
- Adjusted assignment timelines
- Visual daily schedule
- Work-in-progress check
- Pace long-term projects
- Use peer supports and mentoring

## **Gifted and Talented**

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- Offer choice
- Speak to Student Interests
- Allow G/T students to work together
- Tiered learning
- Focus on effort and practice