

2--Questioning the Dream

Content Area: **ELA**
Course(s): **Accelerated English 11**
Time Period: **Marking Period 1**
Length: **5 weeks**
Status: **Published**

Course Pacing Guide

Accelerated American Literature explores the forces that constantly (re)shape American identity, taking us from the colonial era to present day, and examines both the noble and problematic aspects of the American experience through literary and nonfiction texts.

Unit	MP	Weeks
American Identity and Creation of the Dream	1	8 weeks
Questioning/Corrupting the Dream	1-2	5 weeks
American Philosophy: Nature and Transcendentalism	2	7 weeks
Trials, Tests, and Manifest Destiny	3	5 weeks
The Legacy of Slavery	3	5 weeks
Modernism/Postmodernism	4	10 weeks

Unit Overview

Students will read, analyze, and discuss texts that challenge and question the American Dream.

Enduring Understandings

- The American Dream has evolved over time, and continues to change today.
- Traditional markers of the American Dream (upward mobility, economic success, Manifest Destiny) are often questioned or seen as less achievable and desirable in contemporary America
- New American values, often fueled by economic, technological, and social factors, are emerging to

counter some traditional articulations of the American Dream.

- Americans' perceptions of the Dream and its viability are often shaped by race, class, and other forms of identity

Essential Questions

- Should traditional markers of the American Dream (upward mobility, economic success, Manifest Destiny) serve as contemporary ideals?
- What problems are inherent in these markers of success? what might be emerging as new American goals in opposition to those markers?
- To what degree is this version of the American Dream still achievable, and how might that vary depending on race, class, or other forms of identity?
- Has technology changed the way we articulate our values and goals?

New Jersey Student Learning Standards (No CCS)

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.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
LA.RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LA.RL.11-12.9	Demonstrate knowledge of and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.
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.W.11-12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s),

distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

LA.W.11-12.1.B	Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
LA.W.11-12.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.W.11-12.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.W.11-12.1.E	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
LA.W.11-12.2.B	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LA.W.11-12.2.C	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LA.W.11-12.2.D	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
LA.W.11-12.2.E	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
LA.W.11-12.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LA.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
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.SL.11-12.1.B	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
LA.SL.11-12.1.C	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
LA.SL.11-12.1.D	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LA.SL.11-12.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each

	source.
LA.SL.11-12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LA.SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LA.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.11-12.1.A	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
LA.L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LA.L.11-12.3.A	Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
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.11-12.4.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
LA.L.11-12.4.C	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
LA.L.11-12.4.D	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LA.L.11-12.5.A	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
LA.L.11-12.5.B	Analyze nuances in the meaning of words with similar denotations.
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.
LA.11-12.SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Amistad Integration

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

Holocaust/Genocide Education

- Major unit text (*The Great Gatsby*) analyzes power dynamics (including religious power dynamics and Anti-Semitism) to help students determine how those power dynamics influence history & literature
- Smaller unit texts (news articles, history articles) examine the impact of racism, xenophobia, Anti-Semitism, and nativism 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

Interdisciplinary Connections

HPE.2.1.12.E.1	Predict the short- and long-term consequences of unresolved conflicts.
HPE.2.1.12.E.2	Analyze how new technologies (i.e. social media) may positively or negatively impact the incidence of conflict or crisis.
HPE.2.1.12.E.CS1	Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict.
HPE.2.2.12.C.2	Judge how individual or group adherence, or lack of adherence, to core ethical values impacts the local, state, national, and worldwide community.
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.A.5.b	Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
SOC.6.1.12.A.8.c	Relate social intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor organizations.
SOC.6.1.12.B.5.b	Assess the impact of rapid urbanization on the environment and on the quality of life in cities.
SOC.6.1.12.C.6.c	Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals.
SOC.6.1.12.C.8.b	Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women.
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.CS5	The Development of the Industrial United States: Technological developments and unregulated business practices revolutionized transportation, manufacturing, and consumption, and changed the daily lives of Americans. The Industrial Revolution and immigration had a powerful impact on labor relations, urbanization, the environment, cultural values, and created tensions between ethnic and social groups.
SOC.6.1.12.CS6	The Emergence of Modern America: Progressive Reforms: Progressive reform movements promoted government efforts to address problems created by rapid industrialization, immigration, and unfair treatment of women, children, and minority groups. An expanding market for international trade promoted policies that resulted in America emerging as a world power.
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.

SOC.6.2.12.B.6.a

Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.

SOC.6.2.12.D.6.a

Assess the role of increased personal and business electronic communications in creating a “global” culture, and evaluate the impact on traditional cultures and values.

SOC.6.2.12.CS6

Contemporary Issues: Technological innovation, economic interdependence, changes in population growth, migratory patterns, and the development, distribution, and use of natural resources offer challenges and opportunities that transcend regional and national borders.

Technology Standards

TECH.8.1.12.A.CS2

Select and use applications effectively and productively.

TECH.8.1.12.B.CS2

Create original works as a means of personal or group expression.

TECH.8.1.12.D.5

Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.

TECH.8.1.12.D.CS2

Demonstrate personal responsibility for lifelong learning.

TECH.8.2.12.B.CS1

The cultural, social, economic and political effects of technology.

21st Century Themes/Careers

CAEP.9.2.12.C.3

Identify transferable career skills and design alternate career plans.

Financial Literacy Integration

PFL.9.1.12.A.9

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

PFL.9.1.12.D.12

Compare and contrast the past and present role of government in the financial industry and in the regulation of financial markets.

PFL.9.1.12.F.1

Relate a country’s economic system of production and consumption to building personal wealth and achieving societal responsibilities.

Instructional Strategies & Learning Activities

- chapter by chapter reflection/analysis writing for *The Great Gatsby*
- classroom discussions and activities related to understanding *The Great Gatsby* (quick writes, timed writing prompts, pair and shares, quote analysis writing, sticky note framing, student-led seminar discussion, etc)
- read/discuss contemporary news & history articles/media related to issues in *The Great Gatsby* (will vary each year based on current events)
- read/discuss supplementary texts relevant to unit themes; examples may include excerpts from Langston Hughes, brief videos providing historical context, and a "Hidden Brain" podcast about the lives of the wealthy in America
- thesis-driven writing on the nature and definition of success
- skill instruction on block quotes, word-level analysis, and structural strategies/decision making

- vocabulary study (in context, from *The Great Gatsby*)

Differentiated Instruction

- Students complete the same major assignments, but choose what texts, ideas, and focal points they want to examine
- Students research on individually chosen concepts for major essay
- Feedback on writing rubrics used to craft individual writing skill goal setting/planning for major essay
- Flipped classroom style discussions for *Gatsby* allow for students to focus on individual areas of interest

Formative Assessments

- class discussions
- nightly homework: analysis & reflection writing
- in-class writing assignments
- essay outlining & editing work
- writing self-assessment and goal setting
- vocabulary study materials

Summative Assessment

- thesis driven essay writing
- unit test

Benchmark Assessments

- thesis driven essay writing

Alternate Assessments

- 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

- teacher-created writing skill resources & skill stations/instruction
- EBSCO Host database use
- instructional videos & podcasts

BOE Approved Texts

- *The Great Gatsby* (F. Scott Fitzgerald)

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).
- Ask a question. Give students ten seconds to confer with peers before you call on a random student to answer. Repeat.
- Have kids orally describe a concept, procedure, or skill in terms so simple that a child in first grade would get it.
- Have kids create a cheat sheet of information that would be useful for a quiz on the day's topic.
- Kids 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.
- 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

- Alternate Responses
- Advance Notes
- Extended Time

- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks
- E-Dictionaries
- Google Translate

Special Education

- Shorten assignments to focus on mastery of key concepts.
- Shorten spelling tests to focus on mastering the most functional words.
- Specify and list exactly what the student will need to learn to pass.
- 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.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Provide a vocabulary list with definitions.
- Permit as much time as needed to finish tests.
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Divide tests into small sections of similar questions or problems.
- Grade spelling separately from content.
- Show a model of the end product of directions (e.g., a completed math problem or finished quiz).
- Stand near the student when giving directions or presenting a lesson.
- Mark the correct answers rather than the incorrect ones.

504

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- behavior management support
- adjusted class schedules or grading
- verbal testing
- excused lateness, absence, or missed classwork

- pre-approved nurse's office visits and accompaniment to visits
- occupational or physical therapy

At Risk

- Use of mnemonics
- Provision of notes or outlines
- Concrete examples
- Assistance in maintaining uncluttered space
- Peer or scribe note-taking
- Lab and math sheets with highlighted instructions
- Graph paper to assist in organizing or lining up math problems
- 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
- Visual daily schedule
- Immediate feedback
- Work-in-progress check
- Pace long-term projects
- Preview test procedures
- Film or video supplements in place of reading text
- Use de-escalating strategies
- Chart progress and maintain data

Gifted and Talented

- Offer the Most Difficult First
- Offer choice
- Speak to Student Interests
- Tiered learning
- Focus on effort and practice
- Encourage risk taking

