



Unit Planner: The American Dream: Critical Writing / Expression

Englisch 6

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The American Dream: Critical Writing / Expression

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Big Ideas / Enduring Understandings

The American Dream is a concept that may have subtle or drastic differences based on one's own point of view. One's Point of View on the existence (or lack of) the American Dream is subjective and is based on one's own experiences or one's understanding of the experience of others.

Essential Questions

What is the American Dream and how did it come about?
Why is the American Dream so important to the cultural identity of the United States?
Does the American Dream Exist?

Common Core Standards and Indicators

NYS: CCLS:English Language Arts 6-12

NYS: Grades 11-12

Writing

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

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Responding to Literature

11. Develop personal, cultural, textual, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations, employing a variety of media and genres.

11d. Create poetry, stories, plays, and other literary forms (e.g. videos, art work).

Language

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

4a. 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.

4b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

4c. 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.

4d. 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).

5. Demonstrate understanding of word relationships and nuances in word meanings.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

5a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

5b. Analyze nuances in the meaning of words with similar denotations.

New York State P-12 Learning Standards (New York State Education Department, used with permission)

Content

Focused reading
Student questioning
Active Reading Exercises
Key terms explored in class discussion and written work (American Dream, Immigrant experience, Cultural Identity)

Skills / Strategies

- 1) Use guided questions to help focus reading
- 2) Students use skimming to create big questions to foster own interest and focus while reading non-fiction texts
- 3) Annotating gists, questions, and inferences while reading fiction texts
- 4) Analyze writing structure and techniques in class in small group activities

Key Terms / Vocabulary

Key Terms / Vocabulary
Point of View
The American Dream
Thematic Statement
Figurative/ Literal Language
30 SAT Vocabulary Words

Learning Plan & Activities

Please include Theatre Modalities when appropriate

Listening, note-taking, and responding to questions in writing in class.

Pair and share, discuss answers.

Read aloud.

Formulate a positions/ claims/thesis statements

Determine relevant information to support positions/ claims/ thesis

Write short answer questions

Revise, self edit, peer edit, re-write

Small group work and writing

Theatrical Exercises (With Roundabout Theatre's Teaching Artist) that help us explore the idea of the American Dream. Classes will also allow students to connect with the thematic connections of the American for those students attending the field trip to Roundabout Theatre's production of the Musical ON THE 20th CENTUR.

ELL Modifications

1. **Extended time for assessment and assignments.**
2. **The Frayer Model**
3. **Use of Bilingual dictionary**

Assessments

Depth of Knowledge (DOK) Levels

SAT Vocabulary Tests

Formative: DOK 2 Basic Application: Test: Common

Students take multiple choice tests in which they identify 1) the correct definitions of words, 2) the use of correctly chosen words in sentences, and 3) use correctly chosen vocabulary words to complete SAT word analogies.

Short Answer Questions to Literature (2)

Formative: DOK 3 Strategic Thinking: Other: Peer Assessment

Students respond in writing short answer questions pertaining to literature read in class. Students then assess their answers using a short answer worksheet that allows them to analyze their responses. Such questions will allow students to identify if 1) they used evidence, 2) analysis, or 3) if they understood the question they attempted to answer.

Creative Project

Formative: DOK 4 Extended Thinking: Other: Teacher Observation

Students choose a form of expression, (monologues, songwriting, stand up, poetry, short stories, performance) to express their point of view on the American Dream (personal or general).

Common Core Text Analysis Response Question

Formative: DOK 4 Extended Thinking: Written: Essay

This exercise will act as a baseline as to how well students write analytically about a given text using evidence to explain how literary elements or techniques help to further the exploration of an idea.

4. Simplified assessments: True/False, Multiple choice (only two choices) matching, decreased number of questions.
5. Students seat near the front of the class for easier monitoring by teacher.
6. Students receive visual and graphic organizers
7. Vocabulary words are introduced and tested prior to introduction of new material
8. Student are paired with another student for peer tutoring
9. Teachers repeat and rephrase often
10. Physical activity is used: Model, role play, act out
11. Length of reading passages is modify, with extended time to complete them
12. Teachers accept Verbal responses in lieu of written work(Beginners)

IEP Modifications

1. Students will be grouped heterogeneously based on their learning styles (VARK scores and identified areas for skill improvement in baseline exam) and classroom performance to ensure diverse groups in which students can learn collaboratively utilizing their unique areas of strength.
2. Graphic organizers utilized for vocabulary (modified Freyer model)
3. Reciprocal teaching - students come to the board to lead instruction for do-now activities and check for understanding.
4. Shortened/abridged and modified texts (where appropriate) provided.
5. Student-choice based reading assignments and comprehension activities.
6. Extended time, directions and questions read aloud (where appropriate) for ICT students.

Resources

Texts Used (fiction, non-fiction, on-line, media, etc...)

Textbook: The Language of Literature (American Literature Textbook)

"The American Dream" Illusion or Reality" (Non-Fiction)

"The New Immigrants" (Non-Fiction)

Short Story "America and I" by Aniza Yeziarska

Poetry: "Defining the Greatful Gesture, ByYvonne Sapia

Poetry: "Refugee Ship" by Lorna Dee Cervantes

"In the American Society" by Gish Gen (Short Story)

Focus

- Whole class
- Guided reading

