ELA 3
Theme: "Perceptions of the American Dream"

Essential Questions:
What does it mean to be American?
What is the American Dream, and how has it evolved over time?
Is the American Dream a right? Is it a privilege?

Quarter 1
Unit 1: Intro. to the American Dream and Materialism and Happiness
Common Extended Texts: *The Great Gatsby* and *American Literature Reader*
2-3 Short Works of Fiction and 1-2 Informational Texts
Pre-Assessment: Multiple Choice/Open Response
Extended Argumentative Essay
Common Interim Assessment #1: Multiple Choice/Open Response
Research Proposal

Quarter 2
Unit 2: Chasing the Dream
Teacher’s Choice: *Fences*, *A Streetcar Named Desire*, or *Death of A Salesman*
2-3 Short Works of Fiction and 1-2 Informational Texts
Persuasive Essay on Research Paper Topic
Midterm Exam: In Class Long Composition

Quarter 3
Unit 3: The Equity of the American Dream
Teacher’s Choice: *The Glass Castle*, *The Joy Luck Club*, or *I Know Why the Caged Bird Sings*
2-3 Short Works of Fiction and 1-2 Informational Texts
Extended Argumentative Essay
1st Draft of Research Paper
Common Interim Assessment #2: Multiple Choice/Open Response

Quarter 4
Unit 4: The 21st Century American Dream
Common Extended Text: *The Brief Wondrous Life of Oscar Wao*
2-3 Short Fiction and 1-2 Informational Text
Extended Argumentative Essay and 1 other extended writing (up to the choice of the teacher)
Final Exam: Final Draft of Research Paper and Presentation
# Perceptions of the American Dream

## Quarter 1

### Essential Questions
- How do we define success in America?
- What are the advantages and disadvantages of wealth?
- How does materialism affect human relationships?

### Standards

| RL 1 | Cite strong and thorough textual evidence from *The Great Gatsby* and other short works of fiction to support analysis of what the texts say explicitly as well as inferences drawn from the texts, including determining where the texts leaves matters uncertain. |
| RL 2 | Determine two or more themes in *The Great Gatsby* and analyze their development over the course of the novel, including how they interact and build on one another to produce a complex account; provide an objective summary of the novel. |
| RL 3 | Analyze and evaluate Fitzgerald’s choices regarding the structure of the novel *The Great Gatsby*, and how he develops plot, characters, settings and theme. |
| RL AND RI 4 | Determine the meaning of words and phrases as they are used in *The Great Gatsby*, and other works of fiction and non-fiction, 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. |
| RI 6 | Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. |
| W1 | Write arguments to support claims in an analysis of Fitzgerald’s use of symbolism in *The Great Gatsby*, using valid reasoning and relevant and sufficient evidence. |
| W7 AND W8 | Identify a research topic and self-generated question related to the topic. Create a research proposal on said topic/question. Begin gathering relevant information on the research topic/question from multiple authoritative sources. |
| W4 | Produce clear and coherent open responses and extended essays in which the development, organization, and style are appropriate for the task, purpose and audience. |

### Tier II Vocabulary
- Anecdote, Aspect, Clarify, Concept, Conclusions, Contrast (verb and noun), Critique, Expand, Feature, Gender, Indicate, Infer, Interpret, Observe, Propose, Race, Reminisce, Revising, Synthesis

### Tier III Vocabulary
- Antagonist, Cliché, Consonance, Dialect, Diction, Discourse, Figurative Language, Irony, Literary Elements, Meter, Modernism, Onomatopoeia, Parallel Structure, Point of View, Protagonist, Realism, Romanticism, Rhyme Scheme, Rhythm, Satire, Sensory Detail, Synthesis, Text Structure, Theme, Tone, Understatement, Utopia

### Assessments
- **Quarter 1 ELA 3 Argumentative Essay Prompt**
- **Common Interim Assessment #1**: Multiple Choice and Open Response
- **Research Paper Proposal**

- **CIA: 10/26-10/30/15**
- **Data Meeting: 11/9/15**
<table>
<thead>
<tr>
<th>Academic: A1, A2, A3, A4, A5, A6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social: S1, S2, S3, S4, S5</td>
</tr>
</tbody>
</table>

### 21st Century Learning Expectations

<table>
<thead>
<tr>
<th>Texts/Resources</th>
<th>Common Extended Text: <em>The Great Gatsby</em> by F. Scott Fitzgerald</th>
</tr>
</thead>
</table>

### Supplementary Texts:

- “Gatsby’s Green Light Beckons a New Set of Drivers” by Sara Rimer (article)
- “The Valley of Ashes: F. Scott Fitzgerald and Robert Moses” by Roger Starr (article)
- Excerpt from “A Little of What the World Thought of Lindbergh” by Fitzhugh Green (article, 1927, published at *Becoming Modern: America in the 1920s* Primary Source Collection)
- Selected paintings of Charles Demuth: Buildings, Lancaster (1930); I Saw the Figure 5 in Gold (1928); And the Home of the Brave (1931); My Egypt (1927)
- “Where is Jay Gatsby’s Mansion” by Gabrielle Lipton (*Slate* Magazine article)
- “The Great Gatsby and the Twenties” by Ronald Berman
- “Towards a Definition of American Modernism” by Daniel Joseph Singal (*American Quarterly* 39, Spring 1987)
- Various news articles from the 1920s (*The Cthulhoid Chronicle*)
- “The Curious Case of Benjamin Button” by F. Scott Fitzgerald (short story)
- “The Fly” by Katherine Mansfield (short story)
- “There is a Man” by Rhina P. Espaillat (poem)
- “Home Burial” by Robert Frost (poem)
## Perceptions of the American Dream

### Quarter 2

**Chasing the Dream: Fences, A Streetcar Named Desire, or Death of a Salesman**

### Essential Questions
- What is the cost of pursuing the American Dream?
- Does the pursuit of the American dream lead to happiness?
- How does the American dream represent reality?

### Standards

| RL 1 | Cite strong and thorough textual evidence from a work of drama, and other related short works of fiction to support analysis of what the texts say explicitly as well as inferences drawn from the texts, including determining where the text leaves matters uncertain. |
| RL 2 | Determine two or more themes or central ideas in a work of drama 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. |
| RI 2 | Determine two or more 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 provide a complex analysis; provide an objective summary of the text. |
| RI 3 | Analyze a complex set of ideas or sequence of events in a short work of non-fiction, and explain how specific individuals, ideas, or events interact and develop over the course of the text. |
| RL 4 and RI 4 | Determine the meaning of words and phrases as they are used in a work of drama, 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. |
| RI 5 | Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. |
| W1 | Write arguments to support claims in an analysis of an excerpt from a poem related to the theme of the American Dream, using valid reasoning and relevant and sufficient evidence from a work of drama to support your position. |
| W7 AND W8 | Write initial thesis statement related to the research topic/question. Create initial outline of the research paper. Continue gathering relevant information on the research topic/question from multiple authoritative sources. |
| W4 | Produce clear and coherent open responses and extended essays in which the development, organization, and style are appropriate for the task, purpose, and audience. |
| Tier II Vocabulary | (reinforce terms from Unit 1 plus): Alternatives, Contrast (verb and noun), Correlation, Emigrate, Fuse, Immigrate, Object (verb), Social Class |
| Tier III Vocabulary | (reinforce terms from Unit 1 plus): Aesthetic, Inciting incident, Rising action, Climax, Falling action, Resolution, Diction, Protagonist, Symbolism, Understatement, Literary Elements, Social Class, Race |

### Assessments
- Midterms: 1/19-1/22/16
- Data Meeting: 2/1/16

### Quarter 2 ELA 3 Argumentative Essay Prompt

#### Common Midterm Prompt

#### Other Type of Writing (Teacher’s Choice):
Extended narrative, explanatory, persuasive, etc.

#### Rubrics:
- Open Response Rubric
- Argumentative Essay Rubric
- Informational Essay Rubric
- Oral Presentation Rubric
- Research Paper Rubric
21st Century Learning Expectations

| Academic: A1, A2, A3, A4, A5, A6 | Social: S1, S2, S3, S4, S5 |

**Extended Text: (Choose 1)**
- *A Streetcar Named Desire*
- *Death of a Salesman*
- *Fences*

**Supplementary Texts:**
- Aristotle’s Definition of Tragedy from *Poetics* (prose)
- “Tragedy and the Common Man” by Arthur Miller (essay, 1949)
- Keith Byerman’s “America’s Passed Time: Baseball and Race in August Wilson’s Fences” (informational text)
- “August Wilson’s raw ‘Fences’ still has relevance” by Steve Kelley (*Seattle Times* article)
- “About Tennessee Williams” (*PBS American Masters* article)
- “Ambiguity and Final Choice: Reader’s Response in *A Streetcar Named Desire*” by Liang Zhang (criticism)
- “‘Salesman’ Comes Calling, Right on Time” by Charles Isherwood (*New York Times* article, 2012)
- “Miller Recalled as Last of Giants” by Jesse McKinley (*New York Times* article 2005)
- “A Small Good Thing” by Raymond Carver (short story)
- “Petrified Man” by Eudora Welty (short story)
- “The Man Who Was Almost a Man” (short story)
- “Father and I” by Par Lagerkvist (short story)
- “Discovery of a Father” by Sherwood Anderson (short story)
- “Shaving” by Leslie Norris (short story)
- “A Dream Deferred” by Langston Hughes (poem)
- “Mother to Son” by Langston Hughes (poem)
- “Advice to a Prophet” by Richard Wilbur (poem)
- “Happiness” by Raymond Carver (poem)
- “The Current” by Raymond Carver (poem)
- “Those Winter Sundays” by Robert Hayden (poem)
- “Tulips” by Sylvia Plath (poem)
<table>
<thead>
<tr>
<th>Perceptions of the American Dream</th>
</tr>
</thead>
<tbody>
<tr>
<td>- “Memories of West Street and Lepke” by Robert Lowell (poem)</td>
</tr>
<tr>
<td>- “The Black Swan” by James Merrill (poem)</td>
</tr>
<tr>
<td>- “The Octopus” by James Merrill (poem)</td>
</tr>
</tbody>
</table>
## Quarter 3

### The Equity of the American Dream: *The Glass Castle, The Joy Luck Club, I Know Why the Caged Bird Sings*

### Essential Questions
- Is the American Dream accessible to everyone?
- How does one’s childhood shape one’s future?
- How does adversity shape one’s identity?
- What role does resilience play in the pursuit of the American Dream?

### Standards

| RL1 | Cite strong and thorough textual evidence from an extended work of American literature, and other short works of fiction 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. |
| RL 2 | Determine two or more themes or central ideas of an extended work of American literature, and a short work of fiction, 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. |
| RL 3 | Analyze the impact of an author’s choices regarding how to develop and relate elements of a novel, including character development, plot development and setting. |
| RL 4 and RI 4 | Determine the meaning of words and phrases as they are used in a novel, 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. |
| RI 6 | Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. |
| W 1 | Write arguments to support claims in an analysis of a given quotation, using valid reasoning and relevant and sufficient evidence from a work of American fiction to support your position. |

**W7 and W8**
Continue gathering and synthesizing multiple sources of information on the research topic to build upon the persuasive essay from term 2, creating a more comprehensive first draft of the research paper.
Integrate information into the essay selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

**W4**
Produce clear and coherent open responses and extended essays in which the development, organization, and style are appropriate for the task, purpose and audience.

**Tier II Vocabulary**
(reinforce terms from Units 1-2 plus): Constitute, Debate, Defend, Fuse, Juxtapose

**Tier III Vocabulary**
(reinforce terms from Unit 1 plus): Character Development, Main Idea, Modern Tragic Hero, Tragic Flaw, Stage Direction, Act, Scene, Director, Setting, Dramatic Irony, Monologue, Aside, Drama, Epigraph, Script

### Assessments
- **Quarter 3 ELA 3 Argumentative Essay Prompt**
- **Common Interim Assessment #2**: Multiple Choice and Open Response
- **Other Type of Writing (Teacher's Choice)**: Extended narrative, explanatory, persuasive, etc.

**CIA: 4/4-4/8/16**
**Data Meeting: 4/25/16**
<table>
<thead>
<tr>
<th>Academic: A1, A2, A3, A4, A5, A6</th>
<th>Social: S1, S2, S3, S4, S5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Extended Text (Choose 1):</strong></td>
<td></td>
</tr>
<tr>
<td><em>The Glass Castle</em></td>
<td></td>
</tr>
<tr>
<td><em>The Joy Luck Club</em></td>
<td></td>
</tr>
<tr>
<td><em>I Know Why the Caged Bird Sings</em></td>
<td></td>
</tr>
</tbody>
</table>

**Supplementary Texts:**
- “Two Kinds” by Amy Tan (essay)
- “Mother Tongue” by Amy Tan (essay)
- “Mommy, What Does ‘Nigger’ Mean?” by Gloria Naylor (essay)
- “Truth and Consequences: why memoirists don’t always have the last word” by Jeannette Walls (essay)
- *Conversations with Famous Writers: Jeannette Walls* (blog/interview)
- “How Rural Poverty is Changing: Your Fate is Increasingly Tied to Your Town” by Lydia DePillis (*Washington Post* article, 2014)
- “Getting Under My Skin” by Don Terry (*NY Times* online article)
- “How Economic Inequality Harms Societies” (TED Talk by Richard Wilkinson)
- *Trifles* by Susan Glaspell (short play)
- “Desiree’s Baby” by Kate Chopin (short story)
- “Aurora” by Junot Diaz (short story)
- “Only Approved Indians Can Play” by Jack D. Forbes (short story)
- “We Grow Accustomed to the Dark” by Emily Dickinson (poem)
- “Lift Every Voice and Sing” by James Weldon Johnson (poem)
- “Women” by Alice Walker (poem)
- “Invictus” by William Ernest Henley (poem)
- “Los Nadies” by Eduardo Galeano (poem)
- “Niggerlips” by Martin Espada (poem)
| Quarter 4 |  
| --- | --- |
| **The 21st Century American Dream: The Brief Wondrous Life of Oscar Wao** |  
| **Essential Questions** | How does one’s past affect one’s pursuit of the American Dream? How do cultural and spiritual beliefs shape one’s life?  
| **Standards** |  
| RL1 | Independently cite strong and thorough textual evidence from *The Brief Wondrous Life of Oscar Wao* and other short works of fiction 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.  
| RL 2 | Independently determine two or more themes or central ideas in *The Brief Wondrous Life of Oscar Wao* and another work of short fiction, and analyze their development over the course of the texts, comparing and contrasting how multiple works of fiction and non-fiction express the same themes, but in different ways.  
| RI 2 | Determine two or more central ideas in a short work of non-fiction and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text and how it relates to *The Brief Wondrous Life of Oscar Wao*.  
| RL3 | Analyze and evaluate Diaz’s choices regarding the structure of the novel *The Brief Wondrous Life of Oscar Wao*, and how he develops plot, characters, settings, and themes.  
| RI3 | Analyze a complex set of ideas or sequence of events in a short work of non-fiction, and explain how specific individuals, ideas, or events interact and develop over the course of the text.  
| RL/Ri4 | Determine the meaning of words and phrases as they are used in *The Brief Wondrous Life of Oscar Wao*, 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.  
| RI5 | Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.  
| W1 | Write arguments to support claims in an analysis of the American dream as it is presented in *The Brief Wondrous Life of Oscar Wao*, using valid reasoning and relevant and sufficient evidence.  
| W7 and W8 | Finalize research paper, and create an accompanying presentation of the research paper based on conclusions related to the subject under investigation.  
| W4 | Produce clear and coherent open responses and extended essays in which the development, organization, and style are appropriate for the task, purpose and audience.  
| Tier II Vocabulary | Describe, Show, Infer/Inference, Purpose, Point of View, Analyze, Compare and Contrast, Symbolize, Effect, Represent, Excerpt, Predict, Sequence, Bias, Conflict, Evidence, Claim/Counter Claim, Reasoning, Persuasion, Paraphrase, Summarize, Chronology and Sequence of Events, Theme/Thematic, Argue, Defend, Explain, Image, Refer, Relevant and Specific, Purpose, Main Idea  
| Tier III Vocabulary | (reinforce terms from Units 1-3 plus): Archetype, Idealism, Paradox, Parody  
| Assessments |  
| Finals: 6/7-6/10/16* |  
| Quarter 4 ELA 3 Argumentative Essay Prompt | Final Research Paper and Presentation  

<table>
<thead>
<tr>
<th>21st Century Learning Expectations</th>
<th>Academic: A1, A2, A3, A4, A5, A6</th>
<th>Social: S1, S2, S3, S4, S5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Texts/Resources</td>
<td>Required Extended Text: <strong>The Brief Wondrous Life of Oscar Wao</strong> by Junot Diaz</td>
<td>Supplementary Texts:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- “Junot Díaz on Rewriting the Story of America” (Bill Moyers interview)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- “Questions for Junot Diaz” by Meghan O’Rourke (Slate Magazine interview)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- “The Era of Trujillo” (Article at <em>Country Studies</em> website)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- “The Flowers” by Alice Walker (short story)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- “The Black Cat” by Edgar Allen Poe (short story)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- “Prospective Immigrants Please Note” by Adrienne Rich (poem)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- “Easter, 1916” by W.B. Yeats (poem)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- “Sing in the Voice of a God Even Atheists Can Hear” by Martin Espada (poem)</td>
</tr>
</tbody>
</table>