

**Englewood Public School District**  
**English Language Arts**  
**Grade 10 – College Prep**  
**First Marking Period**

**Unit 1 - Defining the American Dream**

**Overview:** In this unit, students will explore the concept of the American Dream, from its expression in the Declaration of Independence to its appearance in contemporary literature. They will also consider how the American Dream differs across ethnic groups and cultures.

**Time Frame:** 35-45 Days

**Enduring Understandings:**

*The American Dream is variously defined by different ethnic groups.*

*The Progressive Age was a time of significant historical change.*

*Novels are written with purpose, such as historical revisionism or social responsibility.*

*The emergence of modernist and post-modernist writers transformed literature.*

**Essential Questions:**

*Is the American Dream a realist construct in the 21st century?*

*Why are immigrants drawn to America and what happens to those who are denied the American Dream?*

*Is social unrest integral to attaining one's opportunity to achieve the American Dream?*

*Why did modernism and post-modernism transform literature?*

Standards	Topics and Objectives	Activities	Resources	Assessments
SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	<b>Topics</b>	Students will read The Declaration of Independence and take notes on how it expresses the American Dream. <b>(CRP4, 6.1.12.D.5.D)</b>	<b><u>Texts:</u></b> The Declaration of Independence	<b><u>Formative Assessment:</u></b>
	Defining the American Dream			<ul style="list-style-type: none"> <li>Do Nows</li> <li>Journals</li> <li>Exit Tickets</li> </ul>
	The Immigrant Experience	<ul style="list-style-type: none"> <li><a href="https://freeology.com/graphicorgs/note-taking-organizer/">https://freeology.com/graphicorgs/note-taking-organizer/</a></li> </ul>	“The New Colossus” by Emma Lazarus	<b><u>Summative Assessment:</u></b> Students will be evaluated on the quality of their presentation.
	Compare and Contrasting Historical Perspectives		“Ellis Island” by Joseph Bruchac	
	Primary Sources		<b><u>Companion Texts:</u></b>	<b><u>Benchmark Assessment:</u></b>

**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.**

**RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.**

**W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.**

Twenty-First Century Themes and Skills include:

- The Four C's
- Civic Literacy
- Global Awareness

### **Objectives**

Students will understand that the American Dream has subjective definitions.

Students will be able to use primary sources.

Students will read “The New Colossus” and “Ellis Island” and compare how a late 19th century author and a contemporary author treat the subject of immigrating to America. **(CRP4, CRP8, 6.1.12.D.5.D)**

- [http://www.readwritethink.org/files/resources/lesson\\_images/lesson378/venn.pdf](http://www.readwritethink.org/files/resources/lesson_images/lesson378/venn.pdf)

Students will conduct short research projects to discover how others (living now or in the past) defined the American Dream.

**(CRP4, CRP7, CRP11, 6.1.12.D.5.D, 9.3.12.ED.2, 8.1.12.A.2)**

- [https://www.educationworld.com/tools\\_templates/note\\_taking.doc](https://www.educationworld.com/tools_templates/note_taking.doc)

*Scholastic* magazine

“What is the American Dream?”  
<https://newsela.com/read/lib-what-is-american-dream>

Common Formative Assessment

### **Alternative Assessments:**

Students will discuss what the American Dream means to them.

Students will develop and share a presentation that shares their personal perspective along with the perspective from their primary sources.

**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.

**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.

**W.9-10.1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**SL.9-10.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on *grades 9–10 topics, texts, and issues*, building on others’

<p><b>Topics</b></p> <p>Character Development</p> <p>Citizen vs. Immigrant Experience</p> <p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> <li>• The Four C’s</li> <li>• Civic Literacy</li> <li>• Global Awareness</li> </ul>	<p>While reading “They Live the Dream” students will take notes how each narrator defines the American Dream. <b>(CRP4, 6.1.12.D.5.D)</b></p> <ul style="list-style-type: none"> <li>• <a href="https://freeology.com/graphicorgs/note-taking-organizer/">https://freeology.com/graphicorgs/note-taking-organizer/</a></li> </ul> <p>After reading <i>Tortilla Curtain</i> part 1, students will create posters for a character from the novel. <b>(CRP4, CRP6, 6.1.12.D.5.D)</b></p> <ul style="list-style-type: none"> <li>• <a href="http://freeology.com/wp-content/files/analyzingcharacters.pdf">http://freeology.com/wp-content/files/analyzingcharacters.pdf</a></li> </ul>	<p><b><u>Texts:</u></b></p> <p>“They Live the Dream” by Dan Rather</p> <p><i>Tortilla Curtain</i> Part 1 by T.C. Boyle</p> <p><b><u>Companion Texts:</u></b></p> <p><i>Scholastic</i> magazine</p> <p>“American Dream Faces Harsh New Reality”  <a href="https://www.commonlit.org/en/texts/american-dream-faces-harsh-new-reality?search_id=4556283">https://www.commonlit.org/en/texts/american-dream-faces-harsh-new-reality?search_id=4556283</a></p>	<p><b><u>Formative Assessment:</u></b></p> <ul style="list-style-type: none"> <li>• Do Nows</li> <li>• Journals</li> <li>• Exit Tickets</li> </ul> <p><b><u>Summative Assessment:</u></b></p> <p>Students will be evaluated on the quality of their character posters.</p> <p><b><u>Alternative Assessments:</u></b></p> <p>Students will discuss how each narrator defines the American Dream.</p> <p>Students will present their posters and then discuss how the American Dream differs for citizens and immigrants.</p>
<p><b>Topics</b></p> <p>Point of View</p> <p>Narrative</p> <p>Citizen vs. Immigrant Experience, continued</p>	<p>Students read “The Basics of Point of View for Fiction Writers” and take notes. <b>(CRP4)</b></p> <ul style="list-style-type: none"> <li>• <a href="https://freeology.com/graphicorgs/note-taking-organizer/">https://freeology.com/graphicorgs/note-taking-organizer/</a></li> </ul>	<p><b><u>Texts:</u></b></p> <p>“The Basics of Point of View for Fiction Writers” by Joseph Bates  <a href="https://janefriedman.com/po-int-of-view/">https://janefriedman.com/po-int-of-view/</a></p>	<p><b><u>Formative Assessment:</u></b></p> <ul style="list-style-type: none"> <li>• Do Nows</li> <li>• Journals</li> <li>• Exit Tickets</li> </ul> <p><b><u>Summative Assessment:</u></b></p>

<p>ideas and expressing their own clearly and persuasively.</p> <p><b>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.</b></p> <p><b>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.</b></p> <p><b>W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b></p>	<p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> <li>• The Four C's</li> <li>• Civic Literacy</li> <li>• Global Awareness</li> </ul> <p><b>Objectives</b></p> <p>Students will understand how point of view shapes and influences narratives.</p> <p>Students will be able to write a story with a well-developed point of view.</p>	<p>Students will reflect on how point of view shapes narratives. They will then write original narratives told from the POV of an immigrant or an American citizen. They may use first person or third-person limited narration for their piece. <b>(CRP4, 6.1.12.D.5.D, 9.3.12.ED.2, CRP6, CRP11)</b></p> <p>Students read <i>Tortilla Curtain</i> part 2 and respond to text dependent questions. <b>(CRP4, 6.1.12.D.5.D)</b></p>	<p><i>Tortilla Curtain</i> Part 2 by T.C. Boyle</p> <p><b><u>Companion Texts:</u></b>  <i>Scholastic</i> magazine</p> <p>“New Book Shares Celebrity Stories About Culture and Being American”  <a href="https://newsela.com/read/stars-write-multicultural-essays">https://newsela.com/read/stars-write-multicultural-essays</a></p>	<p>Students will be evaluated on the quality of their point of view narratives.</p> <p><b><u>Alternative Assessments:</u></b>  Students will discuss how point of view affects how stories are told.</p> <p>Students will read their narratives to the class.</p>
<p><b>SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating</b></p>	<p><b>Topics</b></p> <p>The Consequences of Illegal Immigration in the United States</p>	<p>Students will read, “Is Illegal Immigration an Economic Burden to America?”, “Q&amp;A: Illegal</p>	<p><b><u>Texts:</u></b>  <i>Tortilla Curtain</i> Part 3 by T.C. Boyle</p>	<p><b><u>Formative Assessment:</u></b></p> <ul style="list-style-type: none"> <li>• Do Nows</li> <li>• Journals</li> <li>• Exit Tickets</li> </ul>

<p>command of formal English.</p> <p><b>RI.9-10.2</b> Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p><b>RI.9-10.6</b> Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p>	<p>Research using fiction and primary and secondary sources</p> <p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> <li>• The Four C's</li> <li>• Civic Literacy</li> <li>• Global Awareness</li> </ul> <p><b>Objectives</b></p> <p>Students will understand that literature often has a social message.</p> <p>Students will understand how to integrate literature into a research topic.</p>	<p>Immigrants and the U.S. Economy" and "The Real Consequences of Illegal Immigrants" and take notes. <b>(CRP4, 6.1.12.D.5.D)</b></p> <ul style="list-style-type: none"> <li>• <a href="https://freeology.com/graphicorgs/note-taking-organizer/">https://freeology.com/graphicorgs/note-taking-organizer/</a></li> </ul> <p>Using what they have read in <i>Tortilla Curtain</i> and their own research, students will write a research paper on the topic "the consequences of illegal immigration in the United States" <b>(CRP4, CRP7, CRP11, 9.3.12.ED.2, 8.1.12.A.2, 6.1.12.D.5.D)</b></p> <ul style="list-style-type: none"> <li>• <a href="https://www.educationworld.com/tools_templates/note_taking.doc">https://www.educationworld.com/tools_templates/note_taking.doc</a></li> </ul>	<p>"Is Illegal Immigration an Economic Burden to America?" by Procon.org <a href="http://immigration.procon.org/view.answers.php?questionID=000788">http://immigration.procon.org/view.answers.php?questionID=000788</a></p> <p>"Q&amp;A: Illegal Immigrants and the U.S. Economy" by Adam Davidson <a href="http://www.npr.org/templates/story/story.php?storyId=5312900">http://www.npr.org/templates/story/story.php?storyId=5312900</a></p> <p>"The Real Consequences of Illegal Immigrants" by H.F. Hazelbaker <a href="http://www.nytimes.com/2003/08/10/nyregion/1-the-real-consequences-of-illegal-immigrants-856304.html">http://www.nytimes.com/2003/08/10/nyregion/1-the-real-consequences-of-illegal-immigrants-856304.html</a></p> <p><b>Companion Texts:</b> <i>Scholastic</i> magazine</p> <p>"Immigration Issues Poised to Divide People and Political Parties" <a href="https://newsela.com/read/migration-ICE-reform">https://newsela.com/read/migration-ICE-reform</a></p>	<p><b>Summative Assessment:</b> Students will be evaluated on the quality of their research papers.</p> <p><b>Alternative Assessments:</b> Students will discuss how social commentary is delivered through literature.</p> <p>Students will discuss immigration's impact on the United States.</p> <p>Students will work in groups to research illegal immigration.</p> <p>Students will peer review their research papers and add constructive criticism using Google Docs.</p>
<p><b>W.9-10.3</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-</p>	<p><b>Topics</b></p> <p>Author Study</p> <p>The African-American Experience in the 1950s</p>	<p>Students conduct research and develop a short multimedia presentation on an aspect of African-American experience during the 1950s and how it</p>	<p><b>Texts:</b> "To Be Young, Gifted, and Black" by Lorraine Hansberry</p>	<p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>• Do Nows</li> <li>• Journals</li> <li>• Exit Tickets</li> </ul>

structured event sequences.

W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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.

RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word

Twenty-First Century Themes and Skills include:

- The Four C's
- Civic Literacy
- Global Awareness

### Objectives

Students will understand that writers often base their work on personal experience.

Students will understand the social circumstances of African-Americans in the 1950s.

relates to the American Dream. (CRP7, CRP11, 9.3.12.ED.2, 6.1.12.D.13.a)

- [https://www.educationworld.com/tools\\_templates/note\\_taking.doc](https://www.educationworld.com/tools_templates/note_taking.doc)

Students will read "To Be Young, Gifted, and Black" and takes notes on how Lorraine Hansberry perceives herself in relation to how society perceives her. (CRP4, 6.1.12.D.13.a)

- <https://freeology.com/graphicorgs/note-taking-organizer/>

As a class, students read *A Raisin in the Sun* Act I. They will then participate in a Socratic Seminar. (CRP4, 6.1.12.D.13.a, 9.3.12.ED.2)

*A Raisin in the Sun* Act I by Lorraine Hansberry

**Companion Texts:**  
*Scholastic* magazine

"Selma to Montgomery"  
<https://www.readworks.org/article/Selma-to-Montgomery-March/f0582afb-7252-4587-9294-e50dc22170ce>

"The Struggle for Equality"  
<https://www.readworks.org/article/The-Struggle-for-Equality/2c48b855-481d-4a00-a742-61114ae2fd6b#!articleTab:content/>

Students will be evaluated on their performance in the Socratic Seminar.

**Summative Assessment:**  
Students will be evaluated on the quality of their presentations.

**Alternative Assessments:**  
Students will work in groups to research the African-American experience during the 1950s and how it relates to the American Dream. Students will act out Act 1 of the play.

Students will discuss themes in Act 1 in small groups.



choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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,

Topics	As a class, students read <i>A Raisin in the Sun</i> Acts II-III. (CRP4)	<b>Texts:</b> <i>A Raisin in the Sun</i> Acts II-III by Lorraine Hansberry	<b>Formative Assessment:</b>
The African-American Experience in the 1950s, concluded			<ul style="list-style-type: none"> <li>• Do Nows</li> <li>• Journals</li> <li>• Exit Tickets</li> </ul>
Allusion	Students watch the video “Allusion: Definition and Examples” and take notes (CRP4)	<b>Videos:</b> “Allusion: Definition and Examples” <a href="https://www.youtube.com/watch?v=Jrznxl3Ufbg">https://www.youtube.com/watch?v=Jrznxl3Ufbg</a>	<b>Summative Assessment:</b> Students will be evaluated on the quality of their allusion presentations.
Twenty-First Century Themes and Skills include:	<ul style="list-style-type: none"> <li>• <a href="https://freeology.com/graphicorgs/note-taking-organizer/">https://freeology.com/graphicorgs/note-taking-organizer/</a></li> </ul>	<i>A Raisin in the Sun</i> (2008)	
<b>Objectives</b>	Students will create an allusion for one of the other characters in the play using figures from mythology. (CRP6, CRP8)	<b>Companion Texts:</b> <i>Scholastic</i> magazine	<b>Alternative Assessments:</b> Students will discuss how the play depicts African-Americans in the 1950s and the characters’ views on the American Dream.
Students will understand the concept of allusion and how it is used in a literary work.		“How to Make an Allusion” <a href="https://penandthepad.com/make-allusion-8620417.html">https://penandthepad.com/make-allusion-8620417.html</a>	Students will act out Act 2 of the play.
Students will be able to evaluate the similarities and differences of a film version and the original source material.	Students will watch the film adaptation of <i>A Raisin in the Sun</i> and take notes on how the film uses/changes the source material. (CRP4, CRP8)		Students will discuss the Prometheus allusion in <i>A Raisin in the Sun</i> .
	<ul style="list-style-type: none"> <li>• <a href="http://www.readwritethink.org/files/resources/lesson_images/lesson378/venn.pdf">http://www.readwritethink.org/files/resources/lesson_images/lesson378/venn.pdf</a></li> </ul>		

including determining where the text leaves matters uncertain.

**RL.9-10.9.** Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).

**W.9-10.3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**W.9-10.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**W.9-10.5.** Develop and strengthen writing as

Students will present their allusions and explain why they chose the allusion they did and how it fits the character.

Students will discuss how the film uses/changes the source material.

Topics				
PARCC NWTs	Instructors will select the reading and writing NWT lessons that best meets their students' needs.	<b><u>Reading PARCC Narrative Lessons:</u></b>	Students complete a unit NWT.	
Objectives				
Students will gain a better understanding of EBSRs and TECRs.		Lesson 1: Introducing the EBSR and TECR		
		Lesson 2: Narrative Story Reading Strategies		
		Lesson 3: Evaluating Evidence		
		Lesson 4: Practice Completing the Narrative Task		
Students will hone their understanding of PARCC's PCR Prompts.		<b><u>Writing PARCC Narrative Lessons:</u></b>		
Students will practice completing NWTs.				



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.

**W.9-10.6.** Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Lesson 1: Introduction to the Prose Constructed Response on the Narrative Task  
Lesson 2: Writing from a Point of View  
Lesson 3: Practice Completing the Prose Constructed Response  
Lesson 4: From Proficiency to Advanced-Proficiency

**Accommodations and Modifications:**

***Students with special needs:*** Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this Dance curriculum.

***ELL/ESL students:*** Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - [https://www.wida.us/standards/CAN\\_DOs/](https://www.wida.us/standards/CAN_DOs/)

This particular unit has limited language barriers due to the physical nature of the curriculum.

***Students at risk of school failure:*** Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

***Gifted and Talented Students:*** Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the reading and writing requirements. This will include allowing more opportunities to demonstrate creativity and allow for student choice.

<p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>● Shorten assignments to focus on mastery of key concepts.</li> <li>● Teacher modeling</li> <li>● Peer modeling</li> <li>● Develop and post routines</li> <li>● Label classroom materials</li> <li>● Word walls</li> <li>● Give directions/instructions verbally and in simple written format.</li> <li>● Provide audiotapes of textbooks and have the student follow the text while listening</li> <li>● Allow students to use a dual language dictionary</li> </ul>	<p><b>Special Education</b></p> <ul style="list-style-type: none"> <li>● Utilize modifications &amp; accommodations delineated in the student's IEP</li> <li>● Work with paraprofessional</li> <li>● Use multi-sensory teaching approaches that provide helpful visual, auditory, and tactile reinforcement of ideas.</li> <li>● Work with a partner</li> <li>● Give directions/instructions verbally and in simple written format.</li> <li>● Provide extra time to complete assignments.</li> <li>● Adjust the pace of lessons</li> </ul>	<p><b>At-Risk</b></p> <ul style="list-style-type: none"> <li>● Using visual demonstrations, illustrations, and models</li> <li>● Give directions/instructions verbally and in simple written format.</li> <li>● Peer Support</li> <li>● Increase one on one time</li> <li>● Teachers may modify instructions by modeling what the student is expected to do</li> <li>● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson.</li> <li>● Review behavior expectations and adjust for personal space or other behaviors as needed.</li> <li>● Oral prompts can be given</li> </ul>	<p><b>Gifted and Talented</b></p> <ul style="list-style-type: none"> <li>● Curriculum compacting</li> <li>● Inquiry-based instruction</li> <li>● Independent study</li> <li>● Higher order thinking skills</li> <li>● Adjusting the pace of lessons</li> <li>● Interest based content</li> <li>● Real world scenarios</li> <li>● Student Driven Instruction</li> </ul>
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**Integration of 21<sup>st</sup> Century Standards NJSL 9:**

9.3.12. ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

**Interdisciplinary Connections:**

**Social Studies:**

6.1.12.D.5.d Relate varying immigrants' experiences to gender, race, ethnicity, or occupation

6.1.12.D.13.a Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans.

**Integration of Technology Standards NJSL 8:**

8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

**Career Ready Practices:**

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them

CRP11. Use technology to enhance productivity.

**Key Vocabulary:** American Dream, immigrant, citizen, ambition, point of view, characterization