

Unit Theme/ Content Area: [The Gettysburg Address](#) (ELA, grade 9-10)

1. NEEDS ANALYSIS OF ELLs: This group of ELLs tested at Transitioning to Commanding levels of language proficiency in reading/listening, but continue to have difficulty in more productive forms of language, especially speaking. While some of the ELLs were born in the United States, there is a slight plurality of nationalities; most were born in the Dominican Republic, Yemen, West Africa, and Bangladesh. There are a small minority of ELLs who would be considered Long Term English Language Learners (LTELL), but they are concentrated amongst the Dominican students. All of the students speak a home language other than English, and most of their parents are low-level in English. The main impediment for the Transitioning ELLs is reading text but not fully understanding what they read. Moreover, all of the ELLs have issues inferring author's purpose and some major details. Socially, the students have integrated with American culture with ease while continuing to honor their heritage. We would like to encourage students to deepen their understanding of key moments in American history. In addition, we would like students to analyze mentor texts in order to create their own speech. By understanding the process of how speeches are created, we hope that students will gain courage to speak with confidence.

2. STANDARDS, "BIG IDEAS," ESSENTIAL QUESTIONS:

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.

RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

RI.9-10.2: 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

RI.9-10.9: Analyze seminal U.S. documents of historical and literary significance including how they address related themes and concepts

SL.9-10.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence

SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

"BIG IDEAS" (ENDURING UNDERSTANDINGS):

1. Is conflict valuable?
2. What are the positive outcomes of avoiding conflict?
3. What are the negative outcomes of avoiding conflict?

