



Grade 10 Module 2 ELA Curriculum Framework

Grade 10 Module 2	
District/School Formative Assessment Plan	District/School Summative Assessment Plan
<p>Mid Unit Assessment 2.1: Students will determine a purpose in “Letter from Birmingham Jail” and analyze how King uses rhetoric and specific word choices to advance that purpose.</p> <p>Mid Unit Assessment 2.2: Students will respond to the prompt: “How does Alvarez develop the claim she makes in paragraph 15?”</p> <p>Also additional supplemental formative activities as deemed appropriate by individual instructors.</p>	<p>Performance Assessment: Consider how King’s “Letter from Birmingham Jail,” Alvarez’s “A Genetics of Justice,” and Malala Yousafzai’s “Address to the United Nations Youth Assembly” all attempt to advance the cause of human rights. Write a literary analysis in which you discuss how all of these texts use structure, rhetoric, and intentional word choice to advance this common purpose.</p> <p>Benchmark #2 (End-of-Unit Assessment 2.1): Students will respond to this or prompt similar to: “Analyze how King develops and refines his claims to advance his purpose.”</p> <p>End-of-Unit Assessment 2.2: Students will write a response to the following prompt: “How does the sentence “No flies fly into a closed mouth” (par. 21) develop and refine one of Alvarez’s ideas in “A Genetics of Justice”?”</p> <p>End-of-Unit Assessment 2.3: Student will delineate the argument in each of the unit texts and analyze how the authors develop a common central claim.</p> <p>Also additional supplemental summative tasks and activities as deemed appropriate by individual instructors.</p>
District/School Texts	District/School Supplementary Resources
<ul style="list-style-type: none"> King, Martin Luther, Jr. “Letter from Birmingham Jail.” US Crossier, 2012. Tagore, Rabindranath. “Freedom.” The Complete Works of Rabindranath Tagore, 2010–2012. Shamlu, Ahmad. “In This Blind Alley.” Make a Crane, 2014. Walker, Alice. “Women.” Nexus Learning, 2010. Alvarez, Julia. “A Genetics of Justice.” Something To Declare: Essays. New York: Plume, 1999. pp. 103–111. Memmott, Mark. “Remembering To Never Forget: Dominican Republic’s ‘Parsley Massacre.’” National Public Radio, 2013. The Universal Declaration of Human Rights. The United Nations, 2014. Roosevelt, Eleanor. “On the Adoption of the Universal Declaration of Human Rights.” American Rhetoric, 2001–2014. 	<p>EngageNY Teacher editions and supplemental student pages, grade 10.</p> <ul style="list-style-type: none"> All referenced standards correspond to NJSLs <p>Pacing Guide – Grade 10: https://www.orange.k12.nj.us/cms/lib/NJ01000601/Centricity/Domain/1297/2019%20Pacing%20Chart%20Grade%2010.docx</p> <p>Supplemental texts at various levels:</p> <ul style="list-style-type: none"> https://docs.google.com/document/d/1Kv0jwCLzmNCvWBo8YxbzjPkaEde7iQSo-spVy9JVfZw/edit?usp=sharing <p>Additional resources to be added per teacher discretion / supervisor approval.</p>



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- Yousafzai, Malala. “Address to the United Nations Youth Assembly.” A World at School, 2013.

District/School Writing Tasks

Primary Focus
Informative / explanatory

Secondary Focus
Examining author’s claim / Use of rhetoric

Routine Writing
Regular quick writes, pre-writing activities, and other items

21st Century Themes / Skills

CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.

Interdisciplinary Connections

N/A

Extended Classroom Experiences (to be arranged by teachers)

- In preparation for reading the King’s letter, have student explore, either in person or online, the exhibition of Activism in New York, as hosted by the Museum of the City of New York.
 - MCNY
1220 Fifth Ave at 103rd St.
New York, NY
<https://www.mcny.org/exhibitions>
- Also in preparation for King’s letter, students can participate in a eLearning experience that lets them virtually experience protests during the Civil Rights Movement:
 - <https://www.civilrightsmuseum.org/educators>
- Teachers may have them explore the concept of genocide further, either as an introduction to or extension of Alvarez’s piece, by exploring an online exhibition through the US Holocaust Museum
 - <https://www.ushmm.org/information/exhibitions/online-exhibitions>

Suggestions for ELLs and Students with Identified Needs

Suggestions for ELLs and Students with Identified needs can be found in the boxes labeled “Meeting Students’ Needs” throughout the curriculum guide.

Utilize district approved assistive technology for all students who need additional support, including:

- Snap and Read (text-to-speech; Lexile adjustment; translation; annotation)
- Co-Writer (word prediction; flexible spelling; topical dictionaries)
- Learning Ally (traditional and human-read audiobook versions of curricular texts)

Adhere to all modification and health concerns stated in each IEP and 504 plan.

Use the district approved research software to give students the option to change the language and Lexile of articles used to build background knowledge, including from:

- ProQuest
- Worldbook Online
- NewsELA
- Destiny

Suggestions for Identified Gifted and Talented Students

- Blended Learning-Provide accelerated coursework to differentiate instruction
- Elevated Contextual Complexity - Students work with appropriately advanced texts on their independent reading level as part of independent reading and small group rotations.



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- More time to study concepts with greater depth that are of interest
- Promote the synthesis of concepts and making real world connections
- Flexible Performance Tasks - Working with teachers, students may be allowed to undertake approaches to performance tasks that add an extra level of rigor
- Strategic Grouping- within small group, students experience concepts at greater levels of depth based on demonstrated ability
- Inclusion of questioning levels of Bloom's Taxonomy
- Additional activities included with blue "Differentiation Consideration" text throughout the module

Technology Integration Options

- Google Classroom
- Blogging (Wordpress, Weebly, Edublogs)
- Podcasts
- Movie Maker / iMovie
- Padlet
- Prezi
- Quizlet
- Kahoot!
- Toondoo
- Weebly
- Discovery Education Board Builder
- Screen-o-matic
- Screencastify
- HyperDocs