

Accelerated English 10 - Unit 6 - The Kite Runner / The Things They Carried

Content Area: **ELA**
Course(s): **Accelerated English 10**
Time Period: **Marking Period 4**
Length: **9 weeks**
Status: **Published**

Course Pacing Guide

This pacing guide should include the vision and mission of the course. It will be the same for all units in your course.

The simpler, the better. Pacing guide flaws come when they are too constricting, so big ideas is best (Cobb, McClain, de Silva Lamberg, & Dean, 2003; Wiggins, Wiggins, & McTighe, 2005)

Unit	MP/Trimester	Weeks
A Long Way Gone/Summer Reading	1	4
Things Fall Apart	1	5
Choice Drama	2	3
Night/Choice Novel	2	6
The Namesake	3	5
Short Stories	3	4
The Things They Carried / The Kite Runner	4	9

Unit Overview

Students will ask, “How do war and conflict affect cultural identity?” as they explore identity, culture, and meaning in literature. Students will examine how authors from different cultures and eras approach universal questions such as how do war and conflict (political or social) influence our values, attitudes, behaviors, and relationships? What does it mean to be a world citizen? How does the experience of war impact an individual's perspective on life and his/her place in the world? They will consider how literary works can help answer these questions of importance in their own lives.

Enduring Understandings

1. Students will understand that numerous factors -- including those related to history, society, religion, politics, and the economy -- contributed to the gradual and systematic destruction of oppressed populations.
2. Students will understand that genocide is a possible consequence of prejudice.
3. Students will understand that it is dangerous to oneself and others to remain silent and apathetic when confronting discrimination of any type.
4. Students will understand that individuals and groups have the responsibility to respond to civil rights violations and can work to prevent them.
5. Students will understand that the choices one makes are the agents of change, both individual and social, and that one's choices shape one's relationships with others.
6. Students will understand that it is both the experience with emotional, physical, and psychological conflicts and how one responds to these conflicts that can lead to growth or destruction of character.
7. Students will understand the power and significance of storytelling.
8. Students will understand that novels have particular designs which convey themes through literary elements and devices.
9. Students will understand that a text's point of view is central to the reader's involvement in the story and his/her understanding of how the plot unfolds.

Essential Questions

1. What is the importance of contributing to or maintaining a compassionate society that values all human life?
2. What happens when personal morality collides with social and political expectations?
3. How do one's choices impact others? How do they reflect and define one's character?
4. How do environment, race, and gender influence behavior and decisions?
5. How can both positive and negative experiences shape one's character?
6. What influences do socioeconomic class, gender, and family background exert upon character?
7. What force(s) in the world create significant moments of change and character growth?
8. Do people have an obligation to tell their stories?
9. What is an individual's responsibility to listen to, understand, and act or react to others' stories?

New Jersey Student Learning Standards (No CCS)

LA.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.

LA.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.

- LA.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.
- LA.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 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).
- LA.RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).
- LA.RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
- LA.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).
- LA.RL.9-10.10b By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.
- LA.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- LA.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.
- LA.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- LA.W.9-10.5 Develop and strengthen writing as 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.
- LA.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.
- LA.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.
- LA.W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).
- LA.W.9-10.9 Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.
- LA.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' ideas and expressing their own clearly and persuasively.
- LA.SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

LA.L.9-10.3	Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
LA.9-10.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. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

Amistad Integration

Students will examine the system of indentured servitude existent in Afghanistan (Sunni dominance over Shi'a) and compare to the experience of African Americans in the post-slavery United States.

SOC.6.1.12.A.1.b	Analyze how gender, property ownership, religion, and legal status affected political rights.
SOC.6.1.12.C.1.b	Determine the extent to which natural resources, labor systems (i.e., the use of indentured servants, African slaves, and immigrant labor), and entrepreneurship contributed to economic development in the American colonies.

Holocaust/Genocide Education

Instruction in this unit will focus on the genocide of the Shi'a population in regions of Afghanistan, as well as across other nations, so that students can understand that genocide is a consequence of prejudice and discrimination, that it is preventable, that issues of moral dilemma and conscience have a profound impact on life, and that each citizen bears a responsibility to fight racism and hatred whenever and wherever it happens.

SOC.6.1.12.A.11.e	Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.
SOC.6.2.12	World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible.
SOC.6.2.12.A.4.c	Analyze the motivations, causes, and consequences of the genocides of Armenians, Roma (gypsies), and Jews, as well as the mass exterminations of Ukrainians and Chinese.
SOC.6.2.12.A.4.d	Assess government responses to incidents of ethnic cleansing and genocide.
SOC.6.2.12.D.4.i	Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.

Interdisciplinary Connections

In conjunction with the Social Studies department, we will focus instruction in this unit on the genocide of the Shi'a population in regions of Afghanistan, as well as across other nations, so that students can understand that genocide is a consequence of prejudice and discrimination, that it is preventable, that issues of moral dilemma and conscience have a profound impact on life, and that each citizen bears a responsibility to fight racism and hatred whenever and wherever it happens.

Additional connections will be made to the Global Issues and World History curricula as it touches upon religion and culture in Afghanistan, as well as the Vietnam War and its impact on both Vietnam and the United States.

SOC.6.1.12.A.11.e	Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.
SOC.6.1.12.D.12.d	Compare and contrast American public support of the government and military during the Vietnam War with that of other conflicts.
SOC.6.1.12.D.12.e	Analyze the role that media played in bringing information to the American public and shaping public attitudes toward the Vietnam War.
SOC.6.2.12.A.4.d	Assess government responses to incidents of ethnic cleansing and genocide.
SOC.6.2.12.D.4.i	Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.

Technology Standards

LA.W.9-10.2.A	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LA.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.
LA.W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).
LA.SL.9-10.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
LA.SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.
TECH.8.1.12.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.12.C.1	Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.
TECH.8.1.12.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.12.C.CS3	Develop cultural understanding and global awareness by engaging with learners of other cultures.
TECH.8.1.12.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a

variety of sources and media.

TECH.8.1.12.F

Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

21st Century Themes/Careers

Students will understand how culture impacts values and goals in the global marketplace, both in careers and spending, and will explore the connection between economic systems and systematic discrimination and prejudice (such as limitations imposed by religious and gender discrimination in Afghanistan).

Students will analyze how economic conditions and societal changes, particularly those affected by war, influence employment trends and future education, both on the societal level and the individual level, as in those impacted by war as either victims or soldiers.

PFL.9.1.12.A.5

Analyze how the economic, social, and political conditions of a time period can affect the labor market.

PFL.9.1.12.A.9

Analyze how personal and cultural values impact spending and other financial decisions.

CAEP.9.2.12.C.4

Analyze how economic conditions and societal changes influence employment trends and future education.

Financial Literacy Integration

As referenced above, students will explore how systematic discrimination and prejudice, such as limitations imposed by religious and gender discrimination in Afghanistan or PTSD in Vietnam War veterans, directly impacts one's opportunities in education, employment, and earnings, as well as how economies are affected by war.

PFL.9.1.12.A.5

Analyze how the economic, social, and political conditions of a time period can affect the labor market.

PFL.9.1.12.A.9

Analyze how personal and cultural values impact spending and other financial decisions.

CAEP.9.2.12.C.4

Analyze how economic conditions and societal changes influence employment trends and future education.

Instructional Strategies & Learning Activities

- PowerPoint / Google Slides research presentations
- Shared Google Docs for collaborative notes
- Map Quests
- Audio recordings / TED Talks
- Think-Pair-Share discussions
- Reading and class discussion
- Close reading analysis in small groups
- In-class writing
- Music and film selections/excerpts
- Guest speakers and instructors
- Student reflections/journal entries

- Reading check quizzes
- Guided reading questions
- Canvas discussion threads

Differentiated Instruction

Examples may include:

- Inquiry/Problem-Based Learning
- Learning preferences integration (visual, auditory, kinesthetic)
- Tiered Learning Targets
- Relationship-Building & Team-Building
- Self-Directed Learning
- Choice Boards
- Debate
- Mastery Learning (feedback toward goal)
- Grouping
- Socratic Seminar
- Rubrics
- Jigsaws
- Learning Through Workstations

Formative Assessments

- Google Slides research presentations
- Close reading annotations
- In-class writing: journal entries
- In-class writing: practice prompts for peer editing
- Music and film comparative analyses
- Reading check quizzes
- Vocabulary quizzes
- Canvas discussion threads

Summative Assessment

The Things They Carried synthesis essay

The Kite Runner objective test

Moral Code Identity speech

Benchmark Assessments

Monitor students' writing growth and development through informal pieces for the multi-paragraph essay on *The Things They Carried*.

LinkIt! Benchmark assessment as proscribed (and data analysis).

Alternate Assessments

Apply various accommodations or modifications as needed per IEP/504 mandate, such as shortened writing assessments or reduction of multiple choice answers.

Resources & Technology

"The Gangster We Are Looking For" by Le Thi Diem Thuy

Selected scenes from "Platoon," "Apocalypse Now," "Born on the 4th of July" films and "Hearts and Minds" and "The Vietnam War" documentaries

Episodes on The Vietnam War in CNN "The Sixties" and "The Seventies"

selected poetry by Hafez and Rumi

selected scenes from the film "Charlie Wilson's War"

The Kite Runner film

Chromebooks / Google Drive

Promethean Board

Ebsco research database

BOE Approved Texts

The Kite Runner by Khaled Hosseini

The Things They Carried by Tim O'Brien

Closure

- Gallery Walk
- Sequence It - create timelines of major events discussed
- Low-Stakes Quizzes - Give a short quiz using technologies like Kahoot or a Google form.
- Have students write down three quiz questions (to ask at the beginning of the next class).
- Kids answer the following prompts: "What takeaways from the lesson will be important to know three years from now? Why?"
- Exit Tickets
- "Dear Future Reader" sticky note letter

ELL

- Alternate Responses
- Advance Notes
- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks
- E-Dictionaries
- Google Translate

Special Education

List is not inclusive but may include examples such as:

- Shorten assignments to focus on mastery of key concepts.
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Keep workspaces clear of unrelated materials.
- Keep the classroom quiet during intense learning times.
- Reduce visual distractions in the classroom (mobiles, etc.).
- Provide a computer for written work.
- Seat the student close to the teacher or a positive role model.
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Maintain adequate space between desks.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Provide a vocabulary list with definitions.

- Permit extended time as needed per IEP to finish tests.
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Have test materials read to the student, and allow oral responses.
- Divide tests into small sections of similar questions or problems.
- Allow the student to complete an independent project as an alternative test.
- Show a model of the end product of directions (e.g., a completed math problem or finished quiz).
- Stand near the student when giving directions or presenting a lesson.
- Permit a student to revise written work for a better grade.
- Average grades out when assignments are reworked, or grade on corrected work.

504

Examples of accommodations in 504 plans include but are not limited to:

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits

At Risk

Examples may include:

- Use of mnemonics
- Have student restate information
- Provision of notes or outlines
- Concrete examples
- Regular home-school communication tools (email, Canvas)
- Peer or scribe note-taking, use of Promethean Board notes
- Verbal and visual cues regarding directions and staying on task
- Adjusted assignment timelines
- Immediate feedback
- Work-in-progress check
- Pace long-term projects
- Preview test procedures
- Use peer supports and mentoring
- Chart progress and maintain data

Gifted and Talented

Focus on effort and practice

Offer the Most Difficult First

Offer choice

Speak to Student Interests

Allow G/T students to work together

Encourage risk taking