

# LHS ELA 12 Unit 2

Content Area: **ELA**  
Course(s):  
Time Period: **MP2**  
Length:  
Status: **Published**

## Unit Overview

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**Theme:** Finding a Voice in Times of Injustice

**Benchmark Text Focus:** Informational

**Anchor Text:** The Kite Runner

**Writing Genre Focus:** Informative/Explanatory

## Benchmark & Answer Key

### Targeted ELA Standards

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Add the appropriate **NJSLS ELA** standards with which this unit aligns. This is done by clicking "actions" and then "add standards".

ELA.L.SS.11–12.1	Demonstrate command of the system and structure of the English language when writing or speaking.
ELA.L.KL.11–12.2	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
ELA.L.VL.11–12.3	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.
ELA.L.VI.11–12.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
ELA.RL.CR.11–12.1	Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.
ELA.RI.CR.11–12.1	Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational

text says explicitly and inferentially, as well as interpretations of the text.

ELA.RL.CI.11–12.2	Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.
ELA.RI.CI.11–12.2	Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.
ELA.RL.IT.11–12.3	Analyze the impact of the author’s choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
ELA.RI.IT.11–12.3	Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.
ELA.RI.PP.11–12.5	Analyze an author’s purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.
ELA.RI.MF.11–12.6	Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).
ELA.RL.CT.11–12.8	Demonstrate knowledge of, analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.
ELA.RI.CT.11–12.8	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.
ELA.W.IW.11–12.2	Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
ELA.W.WP.11–12.4	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
ELA.W.RW.11–12.7	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
ELA.SL.PE.11–12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
ELA.SL.PI.11–12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
ELA.SL.AS.11–12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Day One		Day Two		Day Three		Day Four		Day Five		Day Six	
Reading Focus		Reading Focus		Reading Focus		Reading Focus		Reading Focus		Reading Focus	
Activity	Suggested Time	Activity	Suggested Time	Activity	Suggested Time	Activity	Suggested Time	Activity	Suggested Time	Activity	Suggested Time
Do Now	10 minutes	Mini-lesson review/recap	10 minutes	Do Now	10 minutes	Mini-lesson review/recap	10 minutes	Do Now	10 minutes	Mini-lesson review/recap	10 minutes
Mini-lesson (I Do)	20 minutes	Small Group Instruction (You Do)	30 minutes	Mini-lesson (I Do)	20 minutes	Small Group Instruction (You Do)	30 minutes	Mini-lesson (I Do)	20 minutes	Small Group Instruction (You Do)	30 minutes
Practice (We Do)	17 minutes	Closure	7 minutes	Practice (We Do)	17 minutes	Closure	7 minutes	Practice (We Do)	17 minutes	Closure	7 minutes

Day Seven		Day Eight		Day Nine		Day Ten	
Writing Focus				Writing Focus			
Activity	Suggested Time	Activity	Suggested Time	Activity	Suggested Time	Activity	Suggested Time
Do Now	10 minutes	Mini-lesson review/recap	10 minutes	Do Now	10 minutes	Mini-lesson review/recap	10 minutes
Mini-lesson (I Do)	20 minutes	Individual Conferences (You Do)	30 minutes	Mini-lesson (I Do)	20 minutes	Individual Conferences (You Do)	30 minutes
Practice (We Do)	17 minutes	Closure	7 minutes	Practice (We Do)	17 minutes	Closure	7 minutes

## Rationale

The unit "Finding a Voice in Times of Injustice" will empower students to understand the importance of speaking out against injustice and taking action. Through the study of *The Kite Runner*, students will develop critical thinking skills, empathy, and a greater appreciation for literature's role in exploring complex social issues.

The writing focus on informative and explanatory writing allows students to explain the connections between *The Kite Runner*, and its relation to society and specifically the theme of "finding a voice in times of

injustice".

The benchmark focuses on the short story "The Censors" by Luisa Valenzuela. The story is an example of protest literature that mirrors the theme of "finding a voice in times of injustice" through written work in a similar way to *The Kite Runner*. The writing tasks asks students to explain the themes of "The Censors" which assesses their ability to write informative pieces.

### Enduring Understandings

Content Specific	Skills Specific
<ul style="list-style-type: none"><li>• "Literature was not written in a vacuum" - world events influence writers</li><li>• Students will gain skills in researching and understanding the historical, cultural, and political context of Afghanistan, both during the time period in which the novel is set and in contemporary times.</li><li>• Empathy and Perspective-Taking: Through exploring the characters' experiences and struggles, students will build empathy and learn to consider multiple perspectives, particularly those from different cultural backgrounds.</li></ul>	<ul style="list-style-type: none"><li>• Develop the ability to critically evaluate characters' decisions and the moral and ethical dilemmas</li><li>• Apply active reading strategies such as highlighting, annotating, questioning</li><li>• Characterization and character traits</li><li>• Author's purpose</li><li>• Cite the best evidence in writing and discussion</li></ul>

### Essential Questions

Content Specific	Skills Specific
<ul style="list-style-type: none"><li>• How does literature reflect societal values and culture?</li><li>• How can literature be a form of protest?</li><li>• How does literature make us feel emotion?</li></ul>	<ul style="list-style-type: none"><li>• Why is it important to cite evidence?</li><li>• How is character revealed through words, decisions and actions?</li><li>• Why do author's write literature that protests something?</li></ul>

### Key Resources

The Kite Runner by Khaled Hosseini

## Supplementary Resources

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YouTube video - [Kite Flying in Afghanistan \(Short Documentary\)](#)

YouTube video - [Zawia - Documentary on Kite Flying In Afghanistan](#)

Newsela article - [The Soviet occupation of Afghanistan](#)

EdPuzzles: [Ethnic Conflict in Afghanistan](#) & [The Kite Runner- Graphic Novel Quiz](#)

Excerpts from: Persepolis (Graphic Novel option), A Thousand Splendid Suns

Informational texts from district-approved resources.

[Additional district-approved secondary ELA instructional resource list](#)

[Warm-Up Activities to Engage Students Before They Read Nonfiction Texts](#)

## Skills, Content, Activity, Assessment

Month	Weeks	Standards	Suggested Learning Targets	Mini-Lesson Skills	Suggested Student Centered Activities	Resources	Assessment
November	3-4	RL.CR.11–12.1. Accurately cite strong and thorough	SWBAT demonstrate their	Reading Mini-lessons: <ul style="list-style-type: none"><li>Informational Reading</li></ul>		<a href="#">Informative/ Explanatory Writing Rubric</a>	<ul style="list-style-type: none"><li>LinkIt! pre-assessment</li></ul>

	<p>textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.</p> <p>RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and</p>	<p>knowledge of reading an informational text by taking a pre-assessment.</p> <p>SWBAT differentiate between what is explicitly stated and what is implied in a text.</p> <p>SWBAT identify multiple central ideas and/or themes within a text.</p> <p>SWBAT demonstrate their knowledge of informational essay writing by taking a pre-assessment.</p>	<p>Pre-assessment</p> <ul style="list-style-type: none"> <li>• Explicit vs. implied information in a text</li> <li>• Central ideas/themes of a text</li> </ul> <p>Writing Mini-lessons:</p> <ul style="list-style-type: none"> <li>• Informative/ Explanatory Writing Pre-assessment</li> </ul>			<p>- reading</p> <ul style="list-style-type: none"> <li>• Informative essay writing pre-assessment</li> </ul>
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inferentially, as well as interpretations of the text.

RL.CI.11–12.2.  
Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.

RI.CI.11–12.2.  
Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text,

	<p>including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.</p> <p>W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>					
	<p>L.VL.11–12.3. Determine or clarify the meaning of unknown</p>	<p>SWBAT make relevant connections between the text and</p>	<p>Reading Mini-lessons:</p> <ul style="list-style-type: none"> <li>• Connect themes/central ideas to</li> </ul>	<p><a href="#">LHS ELA Instructional Workshop Model Suggested Activities/G</a></p>	<p><a href="#">Informative/Explanatory Writing Rubric</a></p>	<p><a href="#">LHS Suggested Formative Reading Assessments</a></p>



	<p>and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.</p> <p>RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters</p>	<p>broader concepts or themes.</p> <p>SWBAT use contextual clues to determine the meanings of unfamiliar words or phrases.</p> <p>SWBAT identify the characteristics of informative/explanatory writing.</p> <p>SWBAT use domain-specific terms to convey information in their essays.</p>	<p>broader concepts or themes</p> <ul style="list-style-type: none"> <li>• Use reference materials to help pronounce and understand unfamiliar words in a text</li> <li>• Context clues to determine meaning of unfamiliar words</li> </ul> <p>Writing Mini-lessons:</p> <ul style="list-style-type: none"> <li>• Characteristics of Informative/ Explanatory exemplar essay</li> </ul>	<p><a href="#">roups</a></p>		
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uncertain.

RI.CR.11–12.1.

Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

W.IW.11–12.2.

Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine and convey complex ideas, concepts,

		and information clearly and accurately through the effective selection, organization, and analysis of content.					
December	1-2	<p>L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.</p> <p>RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of</p>	<p>SWBAT accurately cite evidence from a variety of informational texts.</p> <p>SWBAT create an objective summary that captures the essence of the text without personal bias.</p> <p>SWBAT analyze how context influences meaning.</p> <p>SWBAT identify the characteristics of informative/explanatory writing.</p>	<p>Reading Mini-lessons:</p> <ul style="list-style-type: none"> <li>• Cite from a variety of informational texts</li> <li>• Summarizing objectively in an informational text</li> <li>• Influence of context on meaning of words</li> </ul> <p>Writing Mini-lessons:</p> <ul style="list-style-type: none"> <li>• Characteristics of Informative/Explanatory exemplar essay</li> <li>• Review informative/explanatory essay rubric</li> <li>• Using domain-specific terms to convey</li> </ul>	<p><a href="#">LHS ELA Instructional Workshop Model Suggested Activities/Groups</a></p>	<p><a href="#">LHS Suggested Formative Reading Assessments</a></p>	

	<p>what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.</p> <p>RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.</p> <p>RL.CI.11–12.2. Determine two or more</p>	<p>SWBAT use domain-specific terms to convey information in their essays.</p>	<p>information</p>			
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themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.

RI.CI.11–12.2.  
Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective

	<p>summary of the text.</p> <p>W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>					
	<p>RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one</p>	<p>SWBAT analyze how key ideas are developed, refined, and interact throughout the text.</p> <p>SWBAT analyze how</p>	<p>Reading Mini-lessons:</p> <ul style="list-style-type: none"> <li>Analyzing how key ideas are developed throughout a text</li> <li>Analyzing how authors choice impact the text</li> <li>Articulate</li> </ul>	<p><a href="#">LHS ELA Instructional Workshop Model Suggested Activities/Groups</a></p>		<p><a href="#">LHS Suggested Formative Reading Assessments</a></p>

	<p>another to produce a complex account or analysis; provide an objective summary of the text.</p> <p>RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.</p> <p>RL.IT.11–12.3. Analyze the impact of the author’s choices as they develop ideas throughout</p>	<p>an author’s choices influence the text’s development of ideas.</p> <p>SWBAT articulate how complex ideas and sequences of events contribute to the overall meaning of a text.</p> <p>SWBAT generate ideas for a piece of writing by brainstorming in various ways.</p> <p>SWBAT recognize the audience for their writing and understand the purpose behind it.</p> <p>SWBAT use an appropriate style and tone, such as formal and objective in</p>	<p>how complex ideas and sequences of events contribute to overall meaning</p> <p>Writing Mini-lessons:</p> <ul style="list-style-type: none"> <li>• Ways to brainstorm essay writing</li> <li>• Knowing your audience and deciding on a purpose for writing</li> <li>• Appropriate style and tone based on audience and purpose</li> </ul>			
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	<p>the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>RI.IT.11–12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.</p> <p>W.IW.11–12.2. Write informative/explanatory texts</p>	academic contexts				
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	(including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.					
3-4	<p>L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.</p> <p>L.VI.11–12.4.</p>	<p>SWBAT identify and articulate the author's purpose in various texts.</p> <p>SWBAT assess how specific language choices influence the overall meaning and emotional tone of a piece.</p>	<p>Reading Mini-lessons:</p> <ul style="list-style-type: none"> <li>• Author’s Purpose</li> <li>• Influence of language choices to overall meaning</li> <li>• Subtle differences in meanings of words that have similar definitions</li> </ul> <p>Writing Mini-lessons:</p> <ul style="list-style-type: none"> <li>• Introduction paragraph:</li> </ul>	<p><a href="#">LHS ELA Instructional Workshop Model Suggested Activities/Groups</a></p>	<p><a href="#">LHS Suggested Formative Reading Assessments</a></p>	

	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.</p> <p>RI.PP.11–12.5. Analyze an author’s purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.</p> <p>W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/</p>	<p>SWBAT analyze the subtle differences in meanings of words that have similar definitions.</p> <p>SWBAT introduce and define a chosen topic clearly.</p> <p>SWBAT organize and present complex ideas in a logical sequence.</p>	<p>introduce chosen topic that captures audience’s interest</p> <ul style="list-style-type: none"> <li>• Body paragraphs: organizing and presenting complex ideas in a logical sequence</li> </ul>			
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		experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.				
	<p>RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical</p>	<p>SWBAT critically analyze historical and scientific documents, understanding their significance and context.</p> <p>SWBAT reflect on how the purpose of significant documents ties into broader historical narratives or scientific advancements.</p> <p>SWBATE evaluate texts that</p>	<p>Reading Mini-lessons:</p> <ul style="list-style-type: none"> <li>• Historical documents to understand context</li> <li>• Purpose of significant documents tie into broader historical narratives</li> <li>• Evaluate texts that propose scientific advancements for their potential relevance and implication (i.e. Hassan’s cleft lip surgery, Baba’s cancer</li> </ul>	<p><a href="#">LHS ELA Instructional Workshop Model Suggested Activities/Groups</a></p>		<p><a href="#">LHS Suggested Formative Reading Assessments</a></p>

		<p>advancements.</p> <p>W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>propose scientific or technical advancements for their relevance and potential implications.</p> <p>SWBAT identify and evaluate the significance of facts and details related to a chosen topic.</p> <p>SWBAT use quotations and examples effectively to engage and inform their audience.</p> <p>SWBAT identify and select relevant facts and details that support their topic.</p>	<p>treatment)</p> <p>Writing Mini-lessons:</p> <ul style="list-style-type: none"> <li>• Body paragraphs: Significance of facts and details related to a chosen topic</li> <li>• Body paragraphs: Use quotations and concrete details to strengthen their arguments or narratives</li> <li>• Body paragraphs: relevant facts and details to support topic</li> </ul>			
January	1-2	<p>L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships</p>	<p>SWBAT analyze how rhetorical choices affect the text's meaning and the author's</p>	<p>Reading Mini-lessons:</p> <ul style="list-style-type: none"> <li>• Rhetorical choices affecting the text's meaning and author's</li> </ul>	<p><a href="#">LHS ELA Instructional Workshop Model Suggested Activities/Groups</a></p>		<p><a href="#">LHS Suggested Formative Reading Assessments</a></p>

	<p>, and nuances in word meanings, including connotative meanings.</p> <p>RI.PP.11–12.5. Analyze an author’s purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.</p> <p>W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine and convey complex ideas,</p>	<p>viewpoint.</p> <p>SWBAT identify and interpret various figures of speech within texts.</p> <p>SWBAT track and articulate how the meaning of key terms changes throughout the work.</p> <p>SWBAT include literary techniques to enhance clarity and engagement in their writing.</p> <p>SWBAT utilize formatting, graphics, and multimedia to aid in the comprehension and retention of complex ideas.</p>	<p>viewpoint</p> <ul style="list-style-type: none"> <li>• Various figures of speech</li> <li>• Key terms changing and shifting throughout a text</li> </ul> <p>Writing Mini-lessons:</p> <ul style="list-style-type: none"> <li>• Literary techniques to enhance clarity and engagement in their writing</li> <li>• Formatting, graphics, and multimedia to aid in comprehension of ideas</li> </ul>			
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		<p>concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>				
	<p>L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.</p> <p>RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensi</p>	<p>SWBAT conduct a comprehensive analysis that includes both explicit content and inferential meanings.</p> <p>SWBAT explain the connections between people, events, and themes.</p> <p>SWBAT recognize how altering a word’s form can change its meaning or grammatical role.</p> <p>SWBAT use different types of transitions (e.g., additive,</p>	<p>Reading Mini-lessons:</p> <ul style="list-style-type: none"> <li>• Comprehensive analysis that includes both explicit content and inferential meaning</li> <li>• Connections between people, events, and themes in a text</li> <li>• Change in word form changes meaning or grammatical role</li> </ul> <p>Writing Mini-lessons:</p> <ul style="list-style-type: none"> <li>• Revision: Adding transitional words and phrases</li> <li>• Revision: Organize and present information</li> </ul>	<p><a href="#">LHS ELA Instructional Workshop Model Suggested Activities/Groups</a></p>	<p><a href="#">LHS Suggested Formative Reading Assessments</a></p>	

	<p>ve analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.</p> <p>RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.</p> <p>RL.IT.11–</p>	<p>adversative, causal, sequential, and illustrative) in their writing.</p> <p>SWBAT organize and present information logically, with each new element contributing to the overall understanding.</p>	<p>logically</p>			
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	<p>12.3. Analyze the impact of the author's choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>RI.IT.11–12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and</p>					
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	<p>develop.</p> <p>W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>					
3-4	<p>RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes</p>	<p>SWBAT evaluate texts that propose scientific or technical advancements for their relevance and potential implications.</p> <p>SWBAT analyze and synthesize information</p>	<p>Reading Mini-lessons:</p> <ul style="list-style-type: none"> <li>• Evaluating conflicting information and determine its reliability</li> <li>• Synthesizing information from multiple texts</li> <li>• Personal viewpoints</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">LHS ELA Instructional Workshop Model Suggested Activities/Groups</a></li> </ul>		<ul style="list-style-type: none"> <li>• <a href="#">LHS Suggested Formative Reading Assessments</a></li> </ul>

	<p>beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).</p> <p>W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>from multiple sources.</p> <p>SWBAT formulate personal viewpoints and interpretations that extend beyond the text.</p> <p>SWBAT demonstrate an understanding of how a strong conclusion enhances the overall effectiveness of their essay.</p> <p>SWBAT articulate the implications of their argument, explaining why it matters in a broader context.</p>	<p>and interpretations that extend beyond a text</p> <p>Writing Mini-lessons:</p> <ul style="list-style-type: none"> <li>• Elements of a strong conclusions</li> <li>• Why their argument matters</li> </ul>			
	<p>L.VL.11–12.3. Determine or clarify the meaning of unknown and</p>	<p>SWBAT to demonstrate their knowledge of an informational text by</p>	<ul style="list-style-type: none"> <li>• Reading benchmark MP 2</li> <li>• Writing benchmark MP 2</li> <li>• End of MP</li> </ul>		<ul style="list-style-type: none"> <li>• <a href="#">End of MP Reflection</a></li> <li>• <a href="#">Informational</a></li> </ul>	<ul style="list-style-type: none"> <li>• LinkIt! Benchmark MP 2</li> <li>• End</li> </ul>

	<p>multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.</p> <p>L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple</p>	<p>taking a benchmark assessment.</p> <p>SWBAT reflect on their learning in reading and writing throughout marking period 2 by creating SMART goals.</p>	<p>reflection</p> <ul style="list-style-type: none"> <li>• Creating SMART goals</li> </ul>		<p><a href="#">e</a> <a href="#">Essay</a> <a href="#">Rubric</a> <a href="#">c</a></p>	<p>of MP Reflection</p>
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	<p>aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.</p> <p>RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.</p> <p>RI.IT.11–12.3. Analyze the impact of an author's choices as they develop</p>					
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	<p>ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.</p> <p>RI.PP.11–12.5. Analyze an author’s purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.</p> <p>RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop</p>					
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	<p>ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).</p> <p>RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or</p>					
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	<p>technical advancements.</p> <p>W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>					
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**Spiraling for Mastery**

Content or Skill for this Unit	Spiral Focus from Previous Unit
<p>• <b>Content</b></p> <p>1. <b>Plot and Structure</b></p> <ul style="list-style-type: none"> <li>▪ Exploration of the novel’s dual timelines and how past events influence the present.</li> <li>▪ Analysis of key plot points,</li> </ul>	<p><b>Skills to Spiral</b></p> <p>1. <b>Critical Reading and Analysis</b></p> <ul style="list-style-type: none"> <li>○ <b>From <i>Macbeth</i>:</b> Students analyzed Shakespearean language, character development, and themes. They engaged in close reading of complex</li> </ul>

including pivotal scenes like the kite tournament, Hassan's assault, and Amir's journey to redemption.

- Understanding the significance of the novel's circular structure, where the story ends where it began.

## 2. Themes

- **Guilt and Redemption:**  
Exploration of Amir's journey to atone for his past mistakes.
- **Friendship and Betrayal:**  
Examination of the complex relationships between characters, especially between Amir and Hassan.
- **The Impact of War and Political Upheaval:**  
Understanding the backdrop of Afghanistan's history and its influence on the characters and plot.
- **Identity and Self-Discovery:**  
Exploration of Amir's struggle with his identity, both as an Afghan and as an immigrant in America.
- **Social and Ethnic Divisions:**  
Discussion of the role of Pashtun and Hazara ethnic groups in the novel and how this impacts character interactions.

## 3. Character Analysis

- **Amir:** In-depth analysis of Amir's character arc, focusing on his internal conflict, guilt, and eventual redemption.
- **Hassan:** Exploration of Hassan's role as both a victim and a moral compass in the story.
- **Baba:** Understanding Baba's complexities as a father and his influence on Amir.
- **Assef:** Analysis of Assef as the antagonist and his role in

passages to uncover deeper meanings.

- **In *The Kite Runner*:** Apply these close reading skills to Hosseini's modern prose, focusing on how character motivations, themes, and literary devices like symbolism and foreshadowing are developed.

## 2. Theme Analysis

- **From *Macbeth*:** Students explored themes such as ambition, power, guilt, and fate.
- **In *The Kite Runner*:** Continue the exploration of complex themes, particularly guilt, redemption, and the impact of societal expectations, drawing parallels between the moral dilemmas faced by Macbeth and Amir.

## 3. Character Analysis

- **From *Macbeth*:** Students conducted in-depth character studies, focusing on the tragic flaws of characters like Macbeth and Lady Macbeth.
- **In *The Kite Runner*:** Encourage students to analyze the complexities of Amir's character, his internal conflicts, and his journey toward redemption, comparing this to Macbeth's moral struggle and downfall.

## 4. Discussion and Presentation

- **From *Macbeth*:** Students participated in discussions and presented on various aspects of the play, such as character motivations and thematic elements.
- **In *The Kite Runner*:** Continue to develop these skills by facilitating discussions on the novel's themes, historical context, and character dynamics, and by having students present their analyses of key scenes or characters.

## Content to Spiral



representing the darker aspects of society.

#### 4. Literary Devices and Techniques

- **Symbolism:** Examination of key symbols such as kites, the pomegranate tree, and the slingshot, and their significance in the novel.
- **Foreshadowing and Flashbacks:** Analysis of how Hosseini uses these techniques to build suspense and deepen the narrative.
- **Narrative Voice and Perspective:** Exploration of the first-person narrative and how Amir's perspective shapes the story.

#### 5. Historical and Cultural Context

- Understanding the history of Afghanistan, including the Soviet invasion, the rise of the Taliban, and the impact of these events on the characters.
- Discussion of the cultural aspects of Afghan society, including social hierarchies, family structures, and the role of religion.

#### 6. Critical Perspectives

- Exploration of different critical interpretations of the novel, including postcolonial, psychoanalytic, and feminist perspectives.
- Discussion of how the novel addresses issues of identity, migration, and the immigrant experience.

### Skills

#### 1. Critical Reading and Analysis

- Close reading of key passages to analyze character

#### 1. Themes

- **From *Macbeth*:** Themes of guilt, power, and moral corruption were central to the analysis.
- **In *The Kite Runner*:** These themes remain relevant, particularly the exploration of guilt and the quest for redemption. Students can compare how guilt manifests in both texts and how it drives the protagonists' actions.

#### 2. Character Development

- **From *Macbeth*:** Focused on the psychological depth and tragic flaws of characters like Macbeth and Lady Macbeth.
- **In *The Kite Runner*:** Extend this focus to the psychological development of characters like Amir and Hassan, exploring how their past experiences and societal pressures shape their actions and relationships.

#### 3. Historical and Social Context

- **From *Macbeth*:** Students examined the Jacobean context, including beliefs about kingship, witchcraft, and gender roles.
- **In *The Kite Runner*:** Build on this by exploring the historical and social context of Afghanistan, including the impact of war, political upheaval, and cultural traditions on the characters and plot.

#### 4. Literary Devices

- **From *Macbeth*:** Students analyzed Shakespeare's use of symbolism, motifs, and foreshadowing.
- **In *The Kite Runner*:** Apply this knowledge to Hosseini's use of literary devices, such as symbolism (e.g., kites, the pomegranate tree), foreshadowing, and narrative structure.

development, thematic elements, and literary techniques.

- Identifying and interpreting symbols and motifs throughout the novel.
- Engaging with the text to develop a deeper understanding of its themes and messages.

## 2. Comparative Analysis

- Comparing and contrasting *The Kite Runner* with other literary works that deal with similar themes, such as guilt, redemption, or the immigrant experience.
- Drawing connections between the novel and historical events or contemporary issues.

## 3. Informative/Explanatory Writing

- Writing essays that explain the significance of key themes, characters, and symbols in the novel.
- Developing clear, structured explanations of the novel's historical and cultural context.
- Crafting informative pieces that explore the connections between the novel's events and real-world history or social issues.

## 4. Discussion and Presentation

- Engaging in class discussions about the novel's themes, characters, and historical context.
- Presenting on specific aspects of the novel, such as its historical background, cultural context, or critical interpretations.

## **Career Readiness, Life Literacies, and Key Skills**

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Please tag the appropriate **2020 NJSL-CLKS** standards that align with the grade band and content/skills of this unit. This is done by clicking "actions" and then "add standards".

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP3.1	Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP9.1	Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

## **Interdisciplinary Connections**

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How does this unit connect to standards in other disciplines? Add the appropriate **NJ SLS** here, keeping grade bands in mind. This is done by clicking "actions" and then "add standards".

SOC.9-12.1	What are effective strategies for accessing various sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy question?
SOC.9-12.1.1	Chronological Thinking
SOC.9-12.1.1.1	Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.
SOC.9-12.1.1.2	Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape.
SOC.9-12.1.2	Spatial Thinking
SOC.9-12.1.2.1	Construct various forms of geographic representations to show the spatial patterns of physical and human phenomena.
SOC.9-12.1.2.2	Relate current events to the physical and human characteristics of places and regions.
SOC.9-12.1.3	Critical Thinking
SOC.9-12.1.3.1	Distinguish valid arguments from false arguments when interpreting current and historical events.
SOC.9-12.1.3.2	Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias.
SOC.9-12.1.3.3	Gather relevant information from multiple sources representing a wide range of views (including historians and experts) while using the date, context, and corroborative value of the sources to guide the selection.

SOC.9-12.1.4

Presentational Skills

SOC.9-12.1.4.1

Take a position on a current public policy issue and support it with historical evidence, reasoning, and constitutional analysis in a written and/or oral format.

SOC.9-12.1.4.2

Demonstrate effective presentation skills by presenting information in a clear, concise, and well-organized manner taking into consider appropriate use of language for task and audience.