

# LHS English 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".

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|-------------------|--|
| 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.

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

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

## Rationale

In times of conflict and oppression, the act of speaking out can be both powerful and dangerous. This unit explores how individuals navigate injustice, trauma, and silence, and how finding one's voice becomes a form of resistance, healing, and empowerment. Using *The Kite Runner* as a central literary anchor, students will examine the ways personal and political injustices shape identity, relationships, and choices.

Through close reading, students will analyze how Khaled Hosseini's characters respond to oppression, guilt, and redemption in the context of Afghan history and cultural expectations. Informational texts will provide students with historical and sociopolitical background on Afghanistan, immigration, and human rights,

allowing them to draw connections between fiction and real-world issues.

By focusing on **informative/explanatory writing**, students will learn how to synthesize information, explain complex ideas clearly, and support their analysis with relevant evidence. This writing practice equips students with the tools to communicate insightfully about injustice, human resilience, and the role of voice in creating change.

Ultimately, this unit challenges students to consider: *How do individuals find—and use—their voice in the face of injustice?* And, perhaps more personally: *When is silence complicit, and when is it necessary?* In developing answers to these questions, students not only deepen their literary understanding but also their capacity for empathy, reflection, and civic engagement.

## Enduring Understandings

| Content Specific   | Skills Specific   |
|--|---|
| <ul style="list-style-type: none"><li>▪ <b>Examining Injustice:</b> Understanding the political, cultural, and historical context of injustice—such as that found in Afghanistan’s history—helps readers and writers explore how systems of power influence individuals’ ability to speak and act and shape personal identity.</li><li>▪ <b>Finding and Using One’s Voice:</b> Characters and individuals who confront injustice often undergo personal growth as they choose whether and how to speak out, take action, or remain silent. Using one’s voice can be seen as an act of courage and transformation.</li><li>▪ <b>Studying Informational Texts:</b> Informational texts provide factual context that deepens understanding of fictional narratives. Together, they allow students to explore how individual stories reflect broader societal issues. Informational texts can help illuminate real-world injustices.</li><li>▪ <b>Informative/Explanatory Writing Creation:</b> Explaining complex issues requires clear, evidence-based writing. Informative/explanatory writing enables students to analyze themes like oppression, guilt, silence, and redemption, and to explain</li></ul> | <ul style="list-style-type: none"><li>• <b>Developing Theme:</b> Close reading allows students to interpret how authors develop themes of injustice, guilt, and redemption through literary devices, word choice, and structure. Analyzing informational texts helps students contextualize literature and connect it to real-world events, deepening their understanding of injustice and resilience.</li><li>• <b>Shaping Voice:</b> Strong readers support their ideas with textual evidence to explain how characters’ experiences reflect broader social, political, or cultural injustices. Understanding how characters respond to conflict and silence reveals how voice is shaped and tested in oppressive environments.</li><li>• <b>Organizational Skills:</b> Effective explanatory writing organizes complex ideas about injustice logically, using clear structure, evidence, and analysis to inform the reader. Revising for cohesion, transitions, and clarity ensures that writing clearly communicates the connections between voice, identity, and justice.</li><li>• <b>Strengthening Clarity and Focus:</b> Writers develop focused thesis statements and use well-integrated evidence to explain how personal and historical narratives intersect. Purposeful word choice, tone, and sentence</li></ul> |

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| <p>how these ideas develop in both literature and real-world contexts.</p> <ul style="list-style-type: none"> <li>▪ <b>Exploring Injustice:</b> Examining the choices and struggles of characters facing injustice encourages students to reflect on ethical dilemmas, responsibility, and the long-term consequences of silence and action. This helps foster empathy and critical thinking.</li> </ul> | <p>structure strengthen clarity and deepen the impact of informative writing.</p> <ul style="list-style-type: none"> <li>• <b>Presentation of Ideas:</b> Collaborative discussion enhances comprehension of injustice by allowing students to share interpretations, ask questions, and build new insights together. Presenting ideas verbally helps students refine their arguments and clarify their understanding of complex social and historical issues.</li> </ul> |
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## Essential Questions

| Content Specific  | Skills Specific   |
|---|---|
| <ul style="list-style-type: none"> <li>▪ In what ways can injustice shape a person's identity and silence their voice?</li> <li>▪ What are the personal and societal consequences of staying silent in the face of injustice?</li> <li>▪ What does it mean to “find your voice,” and why might it be dangerous or difficult in certain contexts?</li> <li>▪ How do individuals decide when and how to speak out?</li> <li>▪ How can informational and literary texts together deepen our understanding of real-world injustice?</li> <li>▪ How does <i>The Kite Runner</i> help us connect personal experiences to historical and cultural realities?</li> <li>▪ How can writing be used to explain and analyze complex social issues?</li> <li>▪ What strategies make an informative/explanatory essay both clear and compelling?</li> <li>▪ How does literature encourage us to think critically and empathetically about injustice?</li> </ul> | <ul style="list-style-type: none"> <li>▪ How do authors use literary devices to show how individuals are silenced or find their voice in unjust circumstances?</li> <li>▪ How can textual evidence help us explain the effects of injustice on a character’s identity and choices?</li> <li>▪ How does reading informational texts alongside literature expand our understanding of social and political injustice?</li> <li>▪ How do character responses to silence, guilt, and oppression reveal larger themes of voice and resistance?</li> <li>▪ What makes an explanatory essay effective in informing readers about complex social issues like injustice and identity?</li> <li>▪ How can writers craft a thesis that clearly explains how a personal narrative connects to historical or cultural events?</li> <li>▪ How does purposeful language and structure strengthen the impact of informative writing?</li> <li>▪ How do revision strategies improve clarity and help writers communicate deeper ideas about finding a voice in unjust situations?</li> </ul> |

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| <ul style="list-style-type: none"> <li>▪ How do characters' choices in <i>The Kite Runner</i> prompt us to reflect on our own moral responsibilities?</li> </ul> | <ul style="list-style-type: none"> <li>▪ How can discussing literature and real-world texts with others help us better understand injustice and moral responsibility?</li> <li>▪ How does presenting and discussing our ideas aloud help us clarify and develop our understanding of the issues explored in <i>The Kite Runner</i>?</li> </ul> |
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## Key Resources

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Anchor Text: *The Kite Runner* by Khaled Hosseini

### Additional instructional resources:

- [Comprehension microskills](#)
- [Tier I instructional practices](#)
- [Engagement toolkit](#)

### Lexia Aspire Resources:

- [Word Recognition](#) - phonemic awareness, decoding, fluency
- [Language Comprehension](#) - vocabulary, morphology, academic language, syntax
- [Writing & reading comprehension](#) - background knowledge, inference, main idea, making predictions, visualization, expository, narrative, argumentative, figurative language, sensory language, transition words, dialogue, counterclaims, editing

## 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   | L.VL.1<br>1–12.3<br><br>L.VI.1<br>1–12.4<br><br>RI.CR.<br>11–12.1<br><br>RI.CI.1<br>1–12.2<br><br>RI.IT.1<br>1–12.3<br><br>RI.PP.<br>11–12.5<br><br>RI.MF.<br>11– | SWBAT demonstrate their knowledge of reading an informational text by taking a pre-assessment.<br><br>SWBAT differentiate between what is explicitly stated and what is implied in a | Reading Mini-lessons:<br><br><ul style="list-style-type: none"> <li>• Informational Reading Pre-assessment</li> <li>• Explicit vs. implied information in a text</li> <li>• Central ideas/themes of a text</li> </ul> Writing Mini-lessons:<br><br><ul style="list-style-type: none"> <li>• Informative/E</li> </ul> |                                       | <a href="#">Informative/Explanatory Writing Rubric</a> | <ul style="list-style-type: none"> <li>• LinkIt! pre-assessment - reading</li> <li>• Informative essay writing pre-assessment</li> </ul> |

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|  |   | <p>12.6 text.</p> <p>RI.CT. 11–12.8 SWBAT identify multiple central ideas and/or themes within a text.</p> <p>W.IW. 11–12.2 SWBAT demonstrate their knowledge of informational essay writing by taking a pre-assessment.</p>  | <p>xplanatory Writing Pre-assessment</p>  |   |   |  |
|  | <p>L.VL.1 1–12.3</p> <p>RL.CR. 11–12.1 SWBAT use contextual clues to determine the meanings of unfamiliar words or phrases.</p> <p>RI.CR. 11–12.1</p> <p>W.IW. 11–12.2 SWBAT identify the characteristics of informative/explanatory essay writing.</p> | <p>SWBAT make relevant connections between the text and 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 essay writing.</p> | <p>Reading Mini-lessons:</p> <ul style="list-style-type: none"> <li>• Connect themes/central ideas to broader concepts or themes</li> <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-</p> | <p><a href="#">LHS ELA Instructional Workshop Model Suggested Activities/Groups</a></p> | <p><a href="#">Informative/Explanatory Writing Rubric</a></p> | <p><a href="#">LHS Suggested Formative Reading Assessments</a></p> |



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|          |     |   | SWBAT use domain-specific terms to convey information in their essays.   | <p>lessons:</p> <ul style="list-style-type: none"> <li>• Characteristic s of Informative/E xplanatory exemplar essay</li> </ul>   |   |  |  |
| December | 1-2 | <p>L.VL.1<br/>1–12.3</p> <p>RL.CR.11–<br/>12.1</p> <p>RI.CR.11–<br/>12.1</p> <p>RL.CI.11–<br/>12.2</p> <p>RI.CI.11–<br/>12.2</p> <p>W.IW.11–<br/>12.2</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 characteristic s of informative/e xplanatory essay writing.</p> <p>SWBAT use</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>• Characteristic s of Informative/E xplanatory exemplar essay</li> <li>• Review informative/e xplanatory essay rubric</li> <li>• Using domain-specific terms</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> |

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|  |  |  | domain-specific terms to convey information in their essays.  | to convey information   |  |  |   |
|  |  | RL.CI.11–12.2<br>RI.CI.11–12.2<br>RL.IT.11–12.3<br>RI.IT.11–12.3<br>W.IW.11–12.2 | SWBAT analyze how key ideas are developed, refined, and interact throughout the text.<br><br>SWBAT analyze how an author’s choices influence the text’s development of ideas.<br><br>SWBAT articulate how complex ideas and sequences of events contribute to the overall meaning of a text.<br><br>SWBAT generate ideas for a piece of | Reading Mini-lessons: <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 how complex ideas and sequences of events contribute to overall meaning</li> </ul> Writing Mini-lessons: <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</li> </ul> | <a href="#">LHS ELA Instructional Workshop Model Suggested Activities/Groups</a> |  | <a href="#">LHS Suggested Formative Reading Assessments</a> |

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|  |     | <p>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 academic contexts</p> | purpose   |   |   |  |
|  | 3-4 | <p>L.VL.1<br/>1–12.3</p> <p>L.VI.1<br/>1–12.4</p> <p>RI.PP.<br/>11–<br/>12.5</p> <p>W.IW.<br/>11–<br/>12.2</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</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-</p> | <p><a href="#">LHS ELA Instructional Workshop Model Suggested Activities/Groups</a></p> | <p><a href="#">LHS Suggested Formative Reading Assessments</a></p> |

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|  |  |  | <p>tone of a piece.</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>lessons:</p> <ul style="list-style-type: none"> <li>• Introduction paragraph: introduce chosen topic that captures audience's interest</li> <li>• Body paragraphs: organizing and presenting complex ideas in a logical sequence</li> </ul>                   |   |  |  |
|  |  | <p>RI.CT. 11–12.8</p> <p>W.IW. 11–12.2</p> | <p>SWBAT critically analyze historical and scientific documents, understanding their significance and context.</p> <p>SWBAT reflect on how the purpose of significant</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</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> |

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|  |  | <p>documents ties into broader historical narratives or scientific advancements .</p> <p>SWBATE evaluate texts that 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>advancements for their potential relevance and implication (i.e. Hassan’s cleft lip surgery, Baba’s cancer 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> |  |  |  |
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| January | 1-2 | <p>L.VI.1<br/>1–12.4</p> <p>RI.PP.<br/>11–<br/>12.5</p> <p>W.IW.<br/>11–<br/>12.2</p> | <p>SWBAT analyze how rhetorical choices affect the text's meaning and the author's 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 comprehensio</p> | <p>Reading Mini-lessons:</p> <ul style="list-style-type: none"> <li>• Rhetorical choices affecting the text's meaning and author's viewpoint</li> <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 comprehensio n of ideas</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> |
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|  |  |   | n and retention of complex ideas.  |   |  |  |   |
|  |  | L.VL.1<br>1–12.3<br><br>RL.CR.<br>.11–<br>12.1<br><br>RI.CR.<br>11–<br>12.1<br><br>RL.IT.<br>11–<br>12.3<br><br>RI.IT.1<br>1–12.3<br><br>W.IW.<br>11–<br>12.2 | SWBAT conduct a comprehensive analysis that includes both explicit content and inferential meanings.<br><br>SWBAT explain the connections between people, events, and themes.<br><br>SWBAT recognize how altering a word’s form can change its meaning or grammatical role.<br><br>SWBAT use different types of transitions (e.g., additive, adversative, causal, sequential, and illustrative) in | Reading Mini-lessons: <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> Writing Mini-lessons: <ul style="list-style-type: none"> <li>• Revision: Adding transitional words and phrases</li> <li>• Revision: Organize and present information logically</li> </ul> | <a href="#">LHS ELA Instructional Workshop Model Suggested Activities/Groups</a> |  | <a href="#">LHS Suggested Formative Reading Assessments</a> |

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|  |     |   | <p>their writing.</p> <p>SWBAT<br/>organize and<br/>present<br/>information<br/>logically,<br/>with each<br/>new element<br/>contributing<br/>to the overall<br/>understanding<br/>.</p>  |  |  |  |   |
|  | 3-4 | <p>RI.MF.<br/>11–<br/>12.6</p> <p>W.IW.<br/>11–<br/>12.2.</p> | <p>SWBAT<br/>evaluate texts<br/>that propose<br/>scientific or<br/>technical<br/>advancements<br/>for their<br/>relevance and<br/>potential<br/>implications.</p> <p>SWBAT<br/>analyze and<br/>synthesize<br/>information<br/>from multiple<br/>sources.</p> <p>SWBAT<br/>formulate<br/>personal<br/>viewpoints<br/>and<br/>interpretation<br/>s that extend<br/>beyond the<br/>text.</p> | <p>Reading Mini-<br/>lessons:</p> <ul style="list-style-type: none"> <li>• Evaluating<br/>conflicting<br/>information<br/>and determine<br/>its reliability</li> <li>• Synthesizing<br/>information<br/>from multiple<br/>texts</li> <li>• Personal<br/>viewpoints<br/>and<br/>interpretations<br/>that extend<br/>beyond a text</li> </ul> <p>Writing Mini-<br/>lessons:</p> <ul style="list-style-type: none"> <li>• Elements of a<br/>strong<br/>conclusions</li> <li>• Why their<br/>argument<br/>matters</li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">LHS<br/>ELA<br/>Instru<br/>ction<br/>al<br/>Work<br/>shop<br/>Mode<br/>l<br/>Sugg<br/>ested<br/>Activ<br/>ities/<br/>Grou<br/>ps</a></li> </ul> |  | <ul style="list-style-type: none"> <li>• <a href="#">LHS<br/>Sugge<br/>sted<br/>Forma<br/>tive<br/>Readi<br/>ng<br/>Assess<br/>ments</a></li> </ul> |



|  |   |   |   |   |  |  |
|--|---|---|---|---|--|--|
|  |   | <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>L.VL.1<br/>1–12.3</p> <p>L.VI.1<br/>1–12.4</p> <p>RI.CR.<br/>11–<br/>12.1</p> <p>RI.CI.1<br/>1–12.2</p> <p>RI.IT.1<br/>1–12.3</p> <p>RI.PP.<br/>11–<br/>12.5</p> <p>RI.MF.<br/>11–<br/>12.6</p> <p>RI.CT.<br/>11–<br/>12.8</p> | <p>SWBAT to demonstrate their knowledge of an informational text by taking a benchmark assessment.</p> <p>SWBAT reflect on their learning in reading and writing throughout marking period 2 by creating SMART goals.</p>           | <ul style="list-style-type: none"><li>• Reading benchmark MP 2</li><li>• Writing benchmark MP 2</li><li>• End of MP reflection</li><li>• Creating SMART goals</li></ul> | <ul style="list-style-type: none"><li>• <a href="#">End of MP Reflection</a></li><li>• <a href="#">Informative Essay Rubric</a></li></ul> | <ul style="list-style-type: none"><li>• LinkIt ! Benchmark MP 2</li><li>• End of MP Reflection</li></ul> |  |

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|  |  | W.IW.<br>11–<br>12.2 |  |  |  |  |  |
|--|--|----------------------|--|--|--|--|--|

## Spiraling for Mastery

| Content or Skill for this Unit  | Spiral Focus from Previous Unit   |
|---|---|
| <ul style="list-style-type: none"> <li>• <b>Content</b> <ol style="list-style-type: none"> <li>1. <b>Plot and Structure</b> <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, including pivotal scenes like the kite tournament, Hassan’s assault, and Amir’s journey to redemption.</li> <li>▪ Understanding the significance of the novel's circular structure, where the story ends where it began.</li> </ul> </li> <li>2. <b>Themes</b> <ul style="list-style-type: none"> <li>▪ <b>Guilt and Redemption:</b> Exploration of Amir’s journey to atone for his past mistakes.</li> <li>▪ <b>Friendship and Betrayal:</b> Examination of the complex relationships between characters, especially between Amir and Hassan.</li> <li>▪ <b>The Impact of War and Political Upheaval:</b> Understanding the backdrop of Afghanistan’s history and its influence on the characters and plot.</li> <li>▪ <b>Identity and Self-Discovery:</b> Exploration of Amir’s struggle with his identity, both as an Afghan and as an immigrant in America.</li> <li>▪ <b>Social and Ethnic Divisions:</b> Discussion of the role of</li> </ul> </li> </ol> </li> </ul> | <p><b>Skills to Spiral</b></p> <ol style="list-style-type: none"> <li>1. <b>Critical Reading and Analysis</b> <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 passages to uncover deeper meanings.</li> <li>○ <b>In <i>The Kite Runner</i>:</b> 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.</li> </ul> </li> <li>2. <b>Theme Analysis</b> <ul style="list-style-type: none"> <li>○ <b>From <i>Macbeth</i>:</b> Students explored themes such as ambition, power, guilt, and fate.</li> <li>○ <b>In <i>The Kite Runner</i>:</b> 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.</li> </ul> </li> <li>3. <b>Character Analysis</b> <ul style="list-style-type: none"> <li>○ <b>From <i>Macbeth</i>:</b> Students conducted in-depth character studies, focusing on the tragic flaws of characters like Macbeth and Lady Macbeth.</li> <li>○ <b>In <i>The Kite Runner</i>:</b> 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</li> </ul> </li> </ol> |

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 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

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

### 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

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 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.

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.

|   |  |
|---|--|
| <ul style="list-style-type: none"> <li>▪ Crafting informative pieces that explore the connections between the novel's events and real-world history or social issues.</li> </ul> <p><b>4. Discussion and Presentation</b></p> <ul style="list-style-type: none"> <li>▪ Engaging in class discussions about the novel's themes, characters, and historical context.</li> <li>▪ Presenting on specific aspects of the novel, such as its historical background, cultural context, or critical interpretations.</li> </ul> |  |
|---|--|

## Career Readiness, Life Literacies, and Key Skills

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

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

Presentation 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.