LHS English 12 Unit 2

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

Unit Overview

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

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

L.SS.11–12.1	Demonstrate command of the system and structure of the English language when writing or speaking.
L.SS.11–12.1.A	Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.
L.SS.11–12.1.B	Observe hyphenation conventions.
L.SS.11–12.1.C	Recognize spelling conventions.
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.
L.KL.11–12.2.A	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
L.KL.11–12.2.B	Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
L.KL.11–12.2.C	Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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.
L.VL.11–12.3.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.VL.11–12.3.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
L.VL.11–12.3.C	Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.
L.VL.11–12.3.D	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
L.VL.11–12.3.E	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.VI.11–12.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
L.VI.11–12.4.A	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
L.VI.11–12.4.B	Analyze nuances in the meaning of words with similar denotations.
L.VI.11–12.4.C	Analyze how the meaning of a key term or terms develops or is refined over the course of a text.
L.VI.11–12.4.D	Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.
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.
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.
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, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.
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).
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.
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.
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).

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.
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.
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.
W.IW.11–12.2.A	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
W.IW.11–12.2.B	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
W.IW.11–12.2.C	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
W.IW.11–12.2.D	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
W.IW.11–12.2.E	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
W.IW.11–12.2.F	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
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.
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.
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.
SL.PE.11–12.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
SL.PE.11–12.1.B	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
SL.PE.11–12.1.C	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
SL.PE.11–12.1.D	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

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.
SL.AS.11–12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Weekly Structure

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

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
▪ **Examining Injustice:** 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. ▪ **Finding and Using One's Voice:** 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. ▪ **Studying Informational Texts:** Informational texts provide factual context that deepens understanding of fictional narratives. Together, they allow students to explore how individual stories reflect broader	• **Developing Theme:** 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. • **Shaping Voice:** 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. • **Organizational Skills:** 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

societal issues. Informational texts can help illuminate real-world injustices. ▪ **Informative/Explanatory Writing Creation:** 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 how these ideas develop in both literature and real-world contexts. ▪ **Exploring Injustice:** 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.	ensures that writing clearly communicates the connections between voice, identity, and justice. • **Strengthening Clarity and Focus:** Writers develop focused thesis statements and use well-integrated evidence to explain how personal and historical narratives intersect. Purposeful word choice, tone, and sentence structure strengthen clarity and deepen the impact of informative writing. • **Presentation of Ideas:** 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.

Essential Questions

Content Specific	Skills Specific
▪ In what ways can injustice shape a person's identity and silence their voice? ▪ What are the personal and societal consequences of staying silent in the face of injustice? ▪ What does it mean to “find your voice,” and why might it be dangerous or difficult in certain contexts? ▪ How do individuals decide when and how to speak out? ▪ How can informational and literary texts together deepen our understanding of real-world injustice? ▪ How does *The Kite Runner* help us connect personal experiences to historical and cultural realities? ▪ How can writing be used to explain and	▪ How do authors use literary devices to show how individuals are silenced or find their voice in unjust circumstances? ▪ How can textual evidence help us explain the effects of injustice on a character’s identity and choices? ▪ How does reading informational texts alongside literature expand our understanding of social and political injustice? ▪ How do character responses to silence, guilt, and oppression reveal larger themes of voice and resistance? ▪ What makes an explanatory essay effective in informing readers about complex social issues like injustice and identity? ▪ How can writers craft a thesis that clearly explains how a personal narrative connects to

analyze complex social issues? ▪ What strategies make an informative/explanatory essay both clear and compelling? ▪ How does literature encourage us to think critically and empathetically about injustice? ▪ How do characters' choices in *The Kite Runner* prompt us to reflect on our own moral responsibilities?	historical or cultural events? ▪ How does purposeful language and structure strengthen the impact of informative writing? ▪ How do revision strategies improve clarity and help writers communicate deeper ideas about finding a voice in unjust situations? ▪ How can discussing literature and real-world texts with others help us better understand injustice and moral responsibility? ▪ How does presenting and discussing our ideas aloud help us clarify and develop our understanding of the issues explored in *The Kite Runner*?

Key Resources

Anchor Text: The Kite Runner by Khaled Hosseini

The Kite Runner PDF

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

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.11–12.3 L.VI.11–12.4 RI.CR.11–12.1 RI.CI.1	SWBAT demonstrate their knowledge of reading an informational text by taking a pre-	Reading Mini-lessons: • Informational Reading Pre-assessment • Explicit vs. implied information in		Informative/Explanatory Writing Rubric	• LinkIt! pre-assessment - reading • Informative essay writin

		1–12.2 RI.IT.11–12.3 RI.PP.11–12.5 RI.MF.11–12.6 RI.CT.11–12.8 W.IW.11–12.2	assessment. SWBAT differentiate between what is explicitly stated and what is implied in a text. SWBAT identify multiple central ideas and/or themes within a text. SWBAT demonstrate their knowledge of informational essay writing by taking a pre-assessment.	a text • Central ideas/themes of a text Writing Mini-lessons: • Informative/Explanatory Writing Pre-assessment			g pre-assessment
		L.VL.11–12.3 RL.CR.11–12.1 RI.CR.11–12.1 W.IW.11–12.2	SWBAT make relevant connections between the text and broader concepts or themes. SWBAT use contextual clues to determine the meanings of unfamiliar words or	Reading Mini-lessons: • Connect themes/central ideas to broader concepts or themes • Use reference materials to help pronounce and understand unfamiliar words in a	LHS ELA Instructional Workshop Model Suggested Activities/Groups	Informative/Explanatory Writing Rubric	LHS Suggested Formative Reading Assessments

			phrases. SWBAT identify the characteristics of informative/explanatory essay writing. SWBAT use domain-specific terms to convey information in their essays.	text • Context clues to determine meaning of unfamiliar words Writing Mini-lessons: • Characteristics of Informative/Explanatory exemplar essay			
December	1-2	L.VL.11–12.3 RL.CR.11–12.1 RI.CR.11–12.1 RL.CI.11–12.2 RI.CI.11–12.2 W.IW.11–12.2	SWBAT accurately cite evidence from a variety of informational texts. SWBAT create an objective summary that captures the essence of the text without personal bias. SWBAT analyze how context influences meaning.	Reading Mini-lessons: • Cite from a variety of informational texts • Summarizing objectively in an informational text • Influence of context on meaning of words Writing Mini-lessons: • Characteristics of Informative/Explanatory	LHS ELA Instructional Workshop Model Suggested Activities/Groups		LHS Suggested Formative Reading Assessments

			SWBAT identify the characteristics of informative/explanatory essay writing. SWBAT use domain-specific terms to convey information in their essays.	exemplar essay • Review informative/explanatory essay rubric • Using domain-specific terms to convey information			
		RL.CI.11–12.2 RI.CI.11–12.2 RL.IT.11–12.3 RI.IT.11–12.3 W.IW.11–12.2	SWBAT analyze how key ideas are developed, refined, and interact throughout the text. SWBAT analyze how an author's choices influence the text's development of ideas. SWBAT articulate how complex ideas and	Reading Mini-lessons: • Analyzing how key ideas are developed throughout a text • Analyzing how authors choice impact the text • Articulate how complex ideas and sequences of events contribute to overall meaning Writing Mini-lessons: • Ways to	LHS ELA Instructional Workshop Model Suggested Activities/Groups		LHS Suggested Formative Reading Assessments

			sequences of events contribute to the overall meaning of a text. SWBAT generate ideas for a piece of writing by brainstorming in various ways. SWBAT recognize the audience for their writing and understand the purpose behind it. SWBAT use an appropriate style and tone, such as formal and objective in academic contexts	brainstorm essay writing • Knowing your audience and deciding on a purpose for writing • Appropriate style and tone based on audience and purpose			
	3-4	L.VL.11–12.3 L.VI.11–12.4 RI.PP.11–	SWBAT identify and articulate the author's purpose in	Reading Mini-lessons: • Author's Purpose • Influence of language	LHS ELA Instructional Workshop Model Suggested Activities/Groups		LHS Suggested Formative Reading Assessments

		12.5 W.IW.11–12.2	various texts. SWBAT assess how specific language choices influence the overall meaning and emotional tone of a piece. SWBAT analyze the subtle differences in meanings of words that have similar definitions. SWBAT introduce and define a chosen topic clearly. SWBAT organize and present complex ideas in a logical sequence.	choices to overall meaning • Subtle differences in meanings of words that have similar definitions Writing Mini-lessons: • Introduction paragraph: introduce chosen topic that captures audience's interest • Body paragraphs: organizing and presenting complex ideas in a logical sequence			
		RI.CT.11–	SWBAT critically analyze historical and scientific	Reading Mini-lessons: • Historical documents to	LHS ELA Instructional Workshop Model Suggested		LHS Suggested Formative Reading Assessments

		12.8 W.IW.11–12.2	documents, understanding their significance and context. SWBAT reflect on how the purpose of significant documents ties into broader historical narratives or scientific advancements. SWBATE evaluate texts that propose scientific or technical advancements for their relevance and potential implications. SWBAT identify and evaluate the significance of facts and details related to a chosen topic. SWBAT use quotations and examples effectively to	understand context • Purpose of significant documents tie into broader historical narratives • Evaluate texts that propose scientific advancements for their potential relevance and implication (i.e. Hassan's cleft lip surgery, Baba's cancer treatment) Writing Mini-lessons: • Body paragraphs: Significance of facts and details related to a chosen topic • Body paragraphs: Use quotations and concrete details to strengthen their arguments or narratives • Body paragraphs: relevant facts and details to	Activities/Groups		

			engage and inform their audience. SWBAT identify and select relevant facts and details that support their topic.	support topic			
January	1-2	L.VI.11–12.4 RI.PP.11–12.5 W.IW.11–12.2	SWBAT analyze how rhetorical choices affect the text's meaning and the author's viewpoint. SWBAT identify and interpret various figures of speech within texts. SWBAT track and articulate how the meaning of key terms changes throughout the work. SWBAT include literary techniques to enhance	Reading Mini-lessons: • Rhetorical choices affecting the text's meaning and author's viewpoint • Various figures of speech • Key terms changing and shifting throughout a text Writing Mini-lessons: • Literary techniques to enhance clarity and engagement in their writing • Formatting, graphics, and multimedia to aid in	LHS ELA Instructional Workshop Model Suggested Activities/Groups		LHS Suggested Formative Reading Assessments

			clarity and engagement in their writing. SWBAT utilize formatting, graphics, and multimedia to aid in the comprehension and retention of complex ideas.	comprehension of ideas			
		L.VL.11–12.3 RL.CR.11–12.1 RI.CR.11–12.1 RL.IT.11–12.3 RI.IT.11–12.3 W.IW.11–12.2	SWBAT conduct a comprehensive analysis that includes both explicit content and inferential meanings. SWBAT explain the connections between people, events, and themes. SWBAT recognize how altering a word's form can change its meaning or grammatical	Reading Mini-lessons: • Comprehensive analysis that includes both explicit content and inferential meaning • Connections between people, events, and themes in a text • Change in word form changes meaning or grammatical role Writing Mini-lessons:	LHS ELA Instructional Workshop Model Suggested Activities/Groups		LHS Suggested Formative Reading Assessments

			role. SWBAT use different types of transitions (e.g., additive, adversative, causal, sequential, and illustrative) in their writing. SWBAT organize and present information logically, with each new element contributing to the overall understanding.	• Revision: Adding transitional words and phrases • Revision: Organize and present information logically			
	3-4	RI.MF.11–12.6 W.IW.11–12.2.	SWBAT evaluate texts that propose scientific or technical advancements for their relevance and potential implications. SWBAT analyze and synthesize information from multiple	Reading Mini-lessons: • Evaluating conflicting information and determine its reliability • Synthesizing information from multiple texts • Personal viewpoints and interpretations	• LHS ELA Instructional Workshop Model Suggested Activities/ Groups		• LHS Suggested Formative Reading Assessments

			sources. SWBAT formulate personal viewpoints and interpretations that extend beyond the text. SWBAT demonstrate an understanding of how a strong conclusion enhances the overall effectiveness of their essay. SWBAT articulate the implications of their argument, explaining why it matters in a broader context.	that extend beyond a text Writing Mini-lessons: • Elements of a strong conclusions • Why their argument matters			
		L.VL.11–12.3 L.VI.11–12.4 RI.CR.11–12.1 RI.CI.1	SWBAT to demonstrate their knowledge of an informational text by taking a benchmark assessment.	• Reading benchmark MP 2 • Writing benchmark MP 2 • End of MP reflection • Creating SMART		• End of MP Reflection • Informative Essay Rubric	• LinkIt! Benchmark MP 2 • End of MP Reflection

		1–12.2 RI.IT.11–12.3 RI.PP.11–12.5 RI.MF.11–12.6 RI.CT.11–12.8 W.IW.11–12.2	SWBAT reflect on their learning in reading and writing throughout marking period 2 by creating SMART goals.	goals			

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
• **Content** 1. **Plot and Structure** ▪ Exploration of the novel's dual timelines and how past events influence the present. ▪ Analysis of key plot points, 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	**Skills to Spiral** 1. **Critical Reading and Analysis** ○ **From *Macbeth***: Students analyzed Shakespearean language, character development, and themes. They engaged in close reading of complex 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

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 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**

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

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

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 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 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.

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 21st Century Skills

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

9.2.12.CAP.1	Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.

9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
9.2.12.CAP.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
9.4.12.DC.3	Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political. economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).
9.4.12.IML.6	Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5).
9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
9.4.12.IML.9	Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).
9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.
9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).

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".

1	Make sense of problems and persevere in solving them
2	Reason abstractly and quantitatively
3	Construct viable arguments and critique the reasoning of others
5	Use appropriate tools strategically
6	Attend to precision
7	Look for and make use of structure
8	Look for and express regularity in repeated reasoning
1.5.2.Re7	Perceiving and analyzing products.
1.5.2.Re7b	Describe, compare and categorize visual artworks based on subject matter and expressive properties.
1.5.2.Cn11	Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.
1.5.2.Cn11b	Describe why people from different places and times make art about different issues, including climate change.

HS-LS3	Heredity: Inheritance and Variation of Traits
HS-LS3-1	Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.
HS-LS4	Biological Evolution: Unity and Diversity
HS-LS4-4	Construct an explanation based on evidence for how natural selection leads to adaptation of populations.
HS-ESS3	Earth and Human Activity
HS-ESS3-1	Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and climate change have influenced human activity.
HS-ESS3-6	Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity (i.e., climate change).
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.