LHS English 11 Unit 3

Content Area: **ELA**
Course(s):
Time Period: **MP3**
Length:
Status: **Published**

Unit Overview

Theme: Two Ways of Thinking

Benchmark Text Focus: Literature

Anchor Text: The Rime of the Ancient Mariner

Writing Genre Focus: Argumentative

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.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.
RL.TS.11–12.4	Evaluate the author's choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.
RI.TS.11–12.4	Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
RL.PP.11–12.5	Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).
RL.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 author's message).
W.AW.11–12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.AW.11–12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
W.AW.11–12.1.B	Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
W.AW.11–12.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
W.AW.11–12.1.D	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.AW.11–12.1.E	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.II.11–12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
SL.ES.11–12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
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

This unit on "The Rime of the Ancient Mariner" and the theme of duality is designed to equip students with critical thinking and analytical skills essential for navigating complex real-world issues. By examining how contrasting perspectives, moral dilemmas, and supernatural elements are portrayed in literature, students develop the ability to approach multifaceted problems with a nuanced perspective. The unit encourages them to reflect on personal experiences and societal challenges, fostering an understanding of how different

viewpoints influence ethical decisions and personal growth. This preparatory approach not only enhances their literary analysis skills but also empowers them to engage thoughtfully with diverse perspectives and complex situations in their future academic and personal lives.

Students will demonstrate mastery of the standards and skills through a comprehensive benchmark and summative assessment focused on argumentative writing. The benchmark will assess their ability to formulate and support a clear, persuasive thesis, integrate relevant textual evidence, and address counterarguments effectively. The summative assessment will require students to write a well-structured argumentative essay that reflects their understanding of complex issues, uses persuasive language, and applies critical thinking. By showcasing their proficiency in crafting coherent arguments and engaging with multiple perspectives, students will illustrate their ability to apply argumentative writing skills to both academic and real-world contexts.

Enduring Understandings

Content Specific	Skills Specific
1. **Concept of Dual Perspectives:** Understanding that literary texts often present multiple perspectives, which can represent different worldviews, values, and approaches to problem-solving. In *The Rime of the Ancient Mariner*, contrasting perspectives such as superstition versus scientific rationality are central to the narrative and its thematic exploration. 2. **Impact of Worldviews:** Recognizing how characters' divergent perspectives drive plot development and influence thematic elements. The Mariner's journey reflects a transformation from a narrow, self-centered view to a broader, more interconnected understanding of life, highlighting the influence of worldviews on personal growth and moral reckoning. 3. **Philosophical and Ethical Considerations:** Analyzing how different ways of thinking are not merely narrative devices but also vehicles for exploring deeper philosophical and ethical questions. For example, *The Rime of the Ancient Mariner* invites readers to consider the moral implications of actions, the role of nature in human affairs, and the search for redemption. 4. **Cultural and Historical Contexts:**	1. **Argumentative Writing:** Developing arguments that analyze how contrasting viewpoints are represented in literature, using *The Rime of the Ancient Mariner* as a primary example. Crafting well-reasoned arguments that support claims with textual evidence and addressing counterarguments. 2. **Analytical Reading:** Accurately citing textual evidence to support comprehensive analyses of how dual perspectives are developed and refined over the course of the text. Examining how Coleridge's choices in narrative structure and character development reflect different ways of thinking. 3. **Textual Synthesis:** Integrating and synthesizing information from various parts of the text to create a nuanced understanding of how different perspectives influence the overall meaning. Exploring how the Mariner's journey illustrates the interplay between reason and imagination. 4. **Critical Evaluation:** Assessing the effectiveness of the author's choices regarding the presentation of contrasting viewpoints and their impact on the text's structure and meaning. Understanding how these choices contribute to the aesthetic and

Examining how historical and cultural contexts shape the representation of dual perspectives in literature. Understanding how Coleridge's work reflects the tensions between Enlightenment rationality and Romantic idealism prevalent in his time. 5. **Reader Engagement:** Engaging with the text on a level that encourages readers to reflect on their own perspectives and consider how different ways of thinking affect their understanding of the world. The Mariner's experiences prompt readers to question their own beliefs and attitudes towards nature and morality.	thematic depth of the work. 5. **Collaborative Discussions:** Engaging in discussions with peers to explore and debate the implications of dual perspectives in *The Rime of the Ancient Mariner*. Building on others' ideas and articulating one's own insights clearly and persuasively. 6. **Adaptation of Ideas:** Adapting and applying different ways of thinking to various contexts and tasks, demonstrating an understanding of formal English and sophisticated argumentation as needed.

Essential Questions

Content Specific	Skills Specific
• How does "The Rime of the Ancient Mariner" illustrate the concept of duality in human experiences and perceptions, and what does this reveal about the nature of storytelling? • How do different narrative voices and shifts in perspective within "The Rime of the Ancient Mariner" affect the reliability and impact of the mariner's tale? • What role does perspective play in shaping our understanding of morality and ethics, and how can different viewpoints influence your personal values? • How do the emotional responses elicited by Coleridge's language and imagery in the poem compare to the ways you respond emotionally to literature, media, or personal experiences? • How do the supernatural elements in "The Rime of the Ancient Mariner" symbolize the unknown or uncontrollable aspects of life, and how do you deal with these elements in your own life? • How can the mariner's journey toward redemption inspire you to approach personal	• How can we use textual evidence to support an argument about the themes in "The Rime of the Ancient Mariner"? • How can we effectively anticipate and address counterarguments to reinforce the credibility and persuasiveness of our own arguments? • How can collaborative discussions enhance our understanding of the different perspectives presented in the poem? • How can we use persuasive language and rhetorical techniques to enhance the effectiveness of our arguments and engage our audience? • What are the best practices for organizing and structuring an argumentative essay to ensure logical flow and coherence throughout?

mistakes and failures with a growth mindset and resilience?	

Key Resources

Reading:

Anchor Text: The Rime of the Ancient Mariner by Samuel Taylor Coleridge

Writing:

- Literary Essay - Building a Thesis Statement Graphic Organizer
- Analyzing a Literary Essay
- Exemplars & Non-Exemplars
- Grades 9-12 Argumentative Essay Rubric
- How to Write a Perfect 3-Point Thesis Statement

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

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

Pacing Overview

Weeks 1-2: pre-assessments, introduction & Part I
Weeks 3-4: Parts II & III
Weeks 5-6: Parts IV & V
Weeks 7-8: Parts VI & VII
Weeks 9: final essays & benchmark

Month	Weeks	Standards	Suggested Learning Targets	Mini-Lesson Skills	Suggested Student Centered Activities	Resources	Assessment
February	1-2	L.VL.11–12.3 L.VI.11–12.4 RL.CR.11–12.1 RL.CI.11–12.2 RL.IT.11–12.3 RL.TS.11–12.4 RL.PP.11–12.5 RL.MF.11–12.6 W.AW.11–12.1	SWBAT demonstrate their knowledge of reading a fictional text by taking a pre-assessment. SWBAT demonstrate their knowledge of argumentative essay writing by taking a pre-assessment.	• Reading Pre-assessment • Writing Pre-assessment			• LinkIt! pre-assessment - reading • Argumentative essay writing pre-assessment

		SL.PE.11–12.1
		
		RL.IT.11–12.3
		
		RL.TS.11–12.4
		
		W.AW.11–12.1
			SWBAT analyze the characteristics of Romanticism and the Gothic genre while exploring the historical context, author background, and influences that shaped The Rime of the Ancient Mariner.
			
			SWBAT review the overall structure of The Rime of the Ancient Mariner and analyze how its form contributes to the development of themes and meaning throughout the poem.
				Reading Mini-lessons:
				• Introduction to the Text
				  ○ Discuss Romanticism and the Gothic genre.
				• Introduce context (time period, author)
				  ○ Introduce Samuel Taylor Coleridge and historical influences.
				• Review overall poem structure RL.TS.11-12.4
				
				Read and annotate Part I, focusing on imagery and mood
				• Evaluate the impact of narrative
					LHS ELA Instructional Workshop Model Suggested Activities/Groups	Rime of the Ancient Mariner -- full text, audio, with images
						
						Rime of Ancient Mariner - Literature In 60 Seconds
						
						Analyzing a Literary Essay
						
						Exemplars & Non-Exemplars
						
						Grades 9-12 Argumentative Essay Rubri
							LHS Suggested Formative Reading Assessments

			SWBAT evaluate the impact of narrative choices on meaning SWBAT examine the impact of an author's use of a frame narrative. SWBAT identify the characteristics of an argumentative essay. SWBAT analyze the argumentative writing rubric.	choices on meaning RL.IT.11-12.3 Guiding questions: • What is the effect of the opening setting? • How does Coleridge use language to establish mood and tension? • What can we infer about the Mariner's character from his interaction with the Wedding Guest? Text Structure: Frame Narratives • Discuss how the story within a story structure affects meaning. *Writing Mini-lessons:* • Characteristics of argumentative essay writing. • Review the argumentati			

				ve essay rubric.			
	3-4	SL.PE.11–12.1 L.VI.11–12.4 RL.CR.11–12.1 RL.CI.11–12.2 W.AW.11–12.1	SWBAT identify and analyze the symbolic meaning of key elements in a text. SWBAT identify and interpret figurative language and its effect on the mood of a text. SWBAT develop arguments about a text, citing textual evidence to support inferences about theme development. SWBAT analyze an argumentative exemplar by using	*Reading Mini-lessons:* Read and annotate Part II • Analyzing Symbolism RL.CI.11-12.2 ○ Identify the symbolic meaning of key elements, such as the sun, the sea, and the ship's stillness. ○ Discuss how the albatross's death affects the Mari	LHS ELA Instructional Workshop Model Suggested Activities/Groups Station Ideas: Symbolism Exploration □ Small Group Activity: Each group is assigned a key symbol from Part II and presents their findings with evidence from the text. • The Sun & the Moon □□□ – What do they symbolize in the Mariner's journey? • The Still Ocean	Exemplars & Non-Exemplars How to Write a Perfect 3-Point Thesis Statement Literary Essay - Building a Thesis Statement Graphic Organizer	LHS Suggested Formative Reading Assessments

			the rubric. SWBAT write an argument on a topic by formulating a clear thesis.	ner and his crew. • Interpreting Figurative Language & Mood L.VI.11-12.4 ○ Identify and interpret personification, alliteration, and imagery that build the supernatural atmosphere. ○ Explore how sound devices (e.g., repetition, assonance) reinforce	– How does this setting contribute to the Mariner's isolation? • The Albatross's Absence – What changes occur after its death? Writing in Response to Reading: How does Part II develop the Mariner's sense of guilt and suffering?		

				the mood of despair and isolation. • Supporting Claims with Textual Evidence RL.CR.11–12.1 o Develop arguments about the Mariner's growing internal conflict and his crew's reaction. o Cite textual evidence to support inferences about theme			

				development. *Writing Mini-lessons:* • Review argumentative exemplar • Formulating a clear thesis			

		SL.PE.11–12.1
		
		RL.CI.11–12.2
		
		RL.IT.11–12.3
		
		RL.PP.11–12.5
		
		W.AW.11–12.1
			SWBAT to analyze the relationship between characters and elements in a text.
			
			SWBAT analyze various themes in a text and how they interact and build on one another.
			
			SWBAT evaluate how an author's literary choices, including structure, symbolism, and narrative perspectiv
				Reading Mini-lessons:
				
				Read and annotate Part III
				
				• Analyze the relationship between the Mariner and supernatural elements RL.IT.11-12.3
				  ○ Examine the role of the ghostly ship and its crew (Death and Life-in-Death).
				  ○ Expl
					LHS ELA Instructional Workshop Model Suggested Activities/Groups
					
					Station Ideas:
					
					Writing in Response to Reading: Does the Mariner deserve his punishment? Why or why not?
					
					Creative Writing: Internal Monologue
					
					• Students write a first-person reflection from
							LHS Suggested Formative Reading Assessments

			e, shape the development of themes and the overall meaning of a text. SWBAT introduce a topic/thesis clearly by organizing ideas in a logical way. SWBAT develop a topic/thesis by including relevant facts, definitions, concrete details, quotations, and examples to support their ideas.	ore how the supernatural forces drive the Mariner's fate. • Analyze themes of guilt, redemption, and suffering RL.CI.11-12.2 ○ Evaluate how the Mariner's punishment reflects the consequences of his actions. ○ Discuss the contrast between physi	the Mariner's perspective after his crewmates die.		

				cal suffering and spiritual torment. • Evaluate how Coleridge's literary choices shape the poem's development RL.PP.11-12.5 o Identify shifts in tone and their effect on meaning. o Assess Coleridge's use of repetition and imagery to emphasize key ideas. *Writing Mini-*			

				lessons: • Introduce the topic clearly and engage the reader • Organizing reasons and evidence logically to support claims • Evaluation and selection of credible sources.			
March	1-2	SL.PE.11–12.1 RL.CI.11–12.2 RL.IT.11–12.3 RL.TS.11–12.4 RL.PP.11–12.5 W.AW.11–12.1	SWBAT analyze the development of themes in a text. SWBAT examine the transformation of characters and analyze how an author uses his inner conflict to drive the narrative and shape the poem's themes.	*Reading Mini-lessons:* Read and annotate Part IV • Theme Development RL.CI.11-12.2: Analyze how Coleridge develops the themes of guilt, redemption, and isolation in Part IV. • Character Development & Perspective RL.IT.11-12.3: Examine the transformation of the Mariner and how	LHS ELA Instructional Workshop Model Suggested Activities/Groups Station Ideas: Small group task: Each group analyzes a different theme (guilt, redemption, isolation, transformation). Groups then create a visual representation (e.g., graphic organizer, one-pager) connecting		LHS Suggested Formative Reading Assessments

			SWBAT explore how shifts in tone and mood throughout a text contribute to meaning. SWBAT evaluate the impact of an author's use of imagery, symbolism, and repetition in a text. SWBAT develop a topic by including relevant facts, definitions, concrete details, quotations, and examples to support their ideas.	Coleridge uses his inner conflict to drive the narrative. • Tone & Mood RL.TS.11-12.4: Explore how shifts in tone and mood contribute to meaning and reflect the Mariner's emotional journey. • Author's Literary Choices RL.PP.11-12.5: Evaluate the impact of Coleridge's use of imagery, symbolism, and repetition in conveying the Mariner's suffering and realization. *Writing Mini-lessons:* • Identification and integration of relevant and accurate data and	textual evidence to their theme. Students rewrite a passage from Part IV in prose, maintaining the tone and meaning but altering the form. Writing in Response to Reading: Literary analysis paragraph: How does Part IV serve as a pivotal moment in the Mariner's journey?		

				evidence. • Quoting and citing textual evidence • The relationship between claims, evidence, and reasoning			
		SL.PE.11–12.1 L.VI.11–12.4 RL.TS.11–12.4 RL.PP.11–12.5 W.AW.11–12.1	SWBAT identify key lines in a text where the tone and mood change, and justify their interpretations with evidence from the text using a Tone and Mood Tracker. SWBAT identify and interpret figurative language. SWBAT Evaluate how an author's stylistic choices	*Reading Mini-lessons:* Read and annotate Part V • Tone and Mood: Students complete a Tone and Mood Tracker, identifying key lines where the mood changes and justifying their interpretations with evidence. RL.TS.11-12.4 • Identify and interpret figurative language, including personification, imagery, and	LHS ELA Instructional Workshop Model Suggested Activities/Groups Station Ideas: Short Response Writing: How Does Coleridge Use Figurative Language to Shape the Mariner's Journey? Compose a short written response analyzing how one literary device contributes to tone and meaning. Use textual evidence in		LHS Suggested Formative Reading Assessments

			shape the reader's perception of a character. SWBAT develop a topic by including relevant facts, definitions, concrete details, quotations, and examples to support their ideas. SWBAT provide a concluding statement or section that logically follows the flow of ideas, reflects on the topic, and reinforces the information presented.	alliteration L.VI.11-12.4 • Evaluate how Coleridge's stylistic choices shape the reader's perception of the Mariner's experience RL.PP.11-12.5 *Writing Mini-lessons:* • Acknowledging alternate or opposing claims • Summarizing key points and emphasizing the significance of their claims in a conclusion	your response. Creative Writing: Mood Transformation Exercise • Students rewrite a passage from Part V, changing its mood (e.g., transforming a suspenseful scene into a humorous one) while maintaining Coleridge's poetic structure.		
	3-4	SL.PE.11–12.1 L.VI.11–12.4	SWBAT examine how an author's shifts in tone	*Reading Mini-lessons:* Read and annotate	LHS ELA Instructional Workshop Model Suggested Activities/Gro		LHS Suggested Formative Reading Assessments

		RL.CI.11–12.2 RL.TS.11–12.4 W.AW.11–12.1	throughout a text reflect a change in character. SWBAT identify and analyze an author's use of personification, imagery, repetition, and sound devices. SWBAT evaluate how part of a text contributes to the it's overarching themes. SWBAT use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts within their writing.	Part VI • Tone & Mood Analysis RL.TS.11-12.4: Examine how Coleridge's shifts in tone reflect the Mariner's emotional and spiritual transformation. • Figurative Language & Poetic Devices L.VI.11-12.4: Identify and analyze Coleridge's use of personification, imagery, repetition, and sound devices. • Symbolism & Theme Development RL.CI.11-12.2: Evaluate how Part VI contributes to the poem's overarching themes of penance, supernatural intervention, and	ups Station Ideas: Connection to modern literature: Where else do we see supernatural forces deciding human fate?		

			SWBAT establish and maintain a formal, academic style in their writing to match the purpose and audience.	redemption. *Writing Mini-lessons:* • Using transitional words, phrases, and clauses to create cohesion. • Use of formal language and tone in writing.			
		SL.PE.11–12.1 RL.CI.11–12.2 RL.IT.11–12.3 RL.PP.11–12.5 W.AW.11–12.1	SWBAT evaluate an author's structural choices and analyze how these choices enhance the overall meaning of the poem. SWBAT develop and strengthen their writing by editing with guidance from peers and adults by examining their	*Reading Mini-lessons:* Read and annotate Part VII • Structural Analysis: Evaluate Coleridge's structural choices and their effect on meaning. RL.PP.11-12.5 • Perspective & Narrative Voice: Analyze the impact of the frame narrative and shifts in perspective. RL.IT.11-12.3 • Theme	LHS ELA Instructional Workshop Model Suggested Activities/Groups Station Ideas: Writing in Response to Reading: Why does Coleridge use the frame story? Would the poem be as effective without it? Create a symbolic "journey map" tracing the Mariner's transformation		LHS Suggested Formative Reading Assessments

			grammar. SWBAT develop and strengthen their writing by editing with guidance from peers and adults by examining their punctuation.	Development: Examine how Coleridge resolves key themes such as redemption, fate, and consequence. RL.CI.11-12.2 *Writing Mini-lessons:* • Editing: Grammar • Editing: Punctuation	through imagery.		
April	1	L.VL.11–12.3 L.VI.11–12.4 RL.CR.11–12.1 RL.CI.11–12.2 RL.IT.11–12.3 RL.TS.11–12.4 RL.PP.11–12.5 RL.MF.11–12.6 W.AW.11–12.1	SWBAT to demonstrate their knowledge of a fictional text by taking a benchmark assessment. SWBAT to demonstrate their knowledge of writing an argumentative essay.	• Reading benchmark MP 3 • Writing benchmark MP 3 • End of MP reflection • Creating SMART goals		End of MP Reflection Argumentative Essay Rubric	LinkIt! Benchmark MP 3 End of MP Reflection

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
Reading **Citing Textual Evidence (ELA.RL.CR.11–12.1, ELA.RI.CR.11–12.1):** • Accurately cite strong and thorough textual evidence to support comprehensive analysis of literary and informational texts. • Make relevant connections between the text and broader themes or personal experiences. **Theme Analysis (ELA.RL.CI.11–12.2, ELA.RI.CI.11–12.2):** • Determine and analyze two or more themes in a literary text and central ideas in an informational text. • Examine how these themes or ideas are developed and refined over the course of the text. **Author's Choices and Literary Techniques (ELA.RL.IT.11–12.3, ELA.RI.IT.11–12.3):** • Analyze the impact of the author's choices on the development of ideas and elements in the text. • Explore how specific elements such as setting, character development, and sequence of events contribute to the text's meaning. **Understanding Figurative Language (ELA.L.VI.11–12.4):** • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings. **Evaluating Perspectives (ELA.RL.PP.11–12.5):** • Evaluate perspectives and justify the more cogent viewpoint in related texts. • Analyze different accounts of the same event or issue, using different media or formats. **Synthesizing Information (ELA.RL.MF.11–12.6):** • Synthesize complex information across	**Reading** **Citing Textual Evidence:** • Developed the ability to accurately cite textual evidence to support comprehensive analysis of literary and informational texts. • Made relevant connections between textual evidence and broader themes or personal experiences. **Theme Analysis:** • Determined and analyzed two or more themes in a literary text and central ideas in an informational text. • Examined how these themes or ideas are developed and refined over the course of a text. **Author's Choices and Literary Techniques:** • Analyzed the impact of the author's choices on the development of ideas and elements in the text. • Explored how specific elements such as setting, character development, and sequence of events contribute to the text's meaning. **Understanding Figurative Language:** • Demonstrated understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings. **Evaluating Perspectives:** • Evaluated perspectives and justified the more cogent viewpoint in related texts. • Analyzed different accounts of the same event or issue, using different media or formats. **Synthesizing Information:** • Synthesized complex information across multiple sources and formats to develop new interpretations.

multiple sources and formats to develop new interpretations. • Resolve conflicting information and develop interpretations that go beyond explicit text information. **Writing** **Crafting Arguments (ELA.W.AW.11–12.1):** • Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. • Construct well-supported argumentative essays that reflect an understanding of complex issues. **Developing and Strengthening Writing (ELA.W.WP.11–12.4):** • Develop and strengthen writing through planning, revising, editing, rewriting, and trying new approaches. • Sustain effort to complete complex writing tasks, track and reflect on personal writing progress, and consult style manuals like MLA or APA. **Routine Writing (ELA.W.RW.11–12.7):** • Write routinely over extended and shorter time frames for a range of tasks and purposes, including research, reflection, and revision. **Command of Language (ELA.L.SS.11–12.1, ELA.L.KL.11–12.2):** • Demonstrate command of the system and structure of the English language when writing. • Apply knowledge of language to make effective choices for meaning or style. **Clarifying Word Meanings (ELA.L.VL.11–12.3):** • Determine or clarify the meaning of unknown and multiple-meaning words and phrases. **Speaking**	• Resolved conflicting information and developed interpretations that go beyond explicit text information. **Writing** **Crafting Arguments:** • Wrote arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. • Constructed well-supported argumentative essays that reflect an understanding of complex issues. **Developing and Strengthening Writing:** • Developed and strengthened writing through planning, revising, editing, rewriting, and trying new approaches. • Sustained effort to complete complex writing tasks, tracked and reflected on personal writing progress, and consulted style manuals like MLA or APA. **Routine Writing:** • Wrote routinely over extended and shorter time frames for a range of tasks and purposes, including research, reflection, and revision. **Command of Language:** • Demonstrated command of the system and structure of the English language when writing. • Applied knowledge of language to make effective choices for meaning or style. **Clarifying Word Meanings:** • Determined or clarified the meaning of unknown and multiple-meaning words and phrases. **Speaking** **Collaborative Discussions:** • Initiated and participated effectively in collaborative discussions, building on others'

Collaborative Discussions (ELA.SL.PE.11–12.1): • Initiate and participate effectively in collaborative discussions, building on others' ideas and expressing their own clearly and persuasively. • Engage in one-on-one, group, and teacher-led discussions on various topics and texts. **Integrating Information (ELA.SL.II.11–12.2):** • Integrate multiple sources of information presented in diverse formats to make informed decisions and solve problems. • Evaluate the credibility and accuracy of each source and note any discrepancies among the data. **Evaluating a Speaker's Point of View (ELA.SL.ES.11–12.3):** • Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. • Assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used. **Adapting Speech (ELA.SL.AS.11–12.6):** ○ Adapt speech to various contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	ideas and expressing their own clearly and persuasively. • Engaged in one-on-one, group, and teacher-led discussions on various topics and texts. **Integrating Information:** • Integrated multiple sources of information presented in diverse formats to make informed decisions and solve problems. • Evaluated the credibility and accuracy of each source and noted any discrepancies among the data. **Evaluating a Speaker's Point of View:** • Evaluated a speaker's point of view, reasoning, and use of evidence and rhetoric. • Assessed the stance, premises, links among ideas, word choice, points of emphasis, and tone used. **Adapting Speech:** ○ Adapted speech for various contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

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.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.6	Identify transferable skills in career choices and design alternative career plans based on those skills.
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.IML.1	Compare search browsers and recognize features that allow for filtering of information.

9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.
9.4.12.IML.5	Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).
9.4.12.IML.7	Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).
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).

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
HS-LS2	Ecosystems: Interactions, Energy, and Dynamics
6.2.12.CivicsPR.2.a	Compare the principle ideas of the Enlightenment in Europe (e.g., political, social, gender, education) with similar ideas in Asia and the Muslim/Islamic empires of the Middle East and North Africa.
6.2.12.CivicsPI.3.a	Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.
HS-LS2-4	Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.
HS-LS2-6	Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.
HS-LS2-7	Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.
HS-LS2-8	Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.
HS-LS3	Heredity: Inheritance and Variation of Traits
HS-LS3-2	Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors.
HS-LS3-3	Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.

HS-LS4-1	Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.
HS-ESS2	Earth’s Systems
HS-ESS2-5	Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.
HS-ESS2-7	Construct an argument based on evidence about the simultaneous coevolution of Earth’s systems and life on Earth.
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.