# Pre-AP English 2 Instructional Planning Guide

This planning guide is designed to help you create a roadmap of the key instructional activities and assessments you will use to design your course in alignment with the Pre-AP course framework and instructional principles. Please view this document as a template you can adapt and refine as you implement the Pre-AP model lessons and assessments in concert with your own resources. You are encouraged to customize it by incorporating your own resources that further support student learning based on your individual students’ needs, and your school, district, and state requirements.

**Using and Customizing the Instructional Planning Guide:**

* This template is organized by the four core units of the Pre-AP course. You can customize the *Date(s)* column with single dates, date ranges, weeks, or other time measurements that make sense for your setting.
* Some useful planning documents include your Pre-AP teacher resources and standards crosswalk (where available). Detailed planning information is captured in the course map and unit overviews found in your teacher resources.
* This template has room to include the Pre-AP performance assessments and learning checkpoints, as well as any Pre-AP model lessons and additional materials you plan to use.
* Consider using this tool to plan collaboratively with your peers.
* When planning additional lessons, consider how they support the Pre-AP course framework, areas of focus, and shared principles. These three elements represent the key ingredients of aligning to Pre-AP.
* Take time to capture your reflections as you move through the course.

## Unit 1 Moves in Argument

## Appreciating Writers’ Choices

| **Planned Date(s)** | **Actual Date(s)** | **Materials/Resources/Tasks***Pre-AP Model Lessons, Additional Lessons, Texts, Projects, Prompts, Textbooks, Performance Tasks, Assessments* | **Learning****Objectives** | **State****Standards** | **Reflections on Areas of Focus & Shared Principles** |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  | **Learning Checkpoint 1** |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  | **Learning Checkpoint 2** |  |  |  |
|  |  |  |  |  |  |
|  |  | **Performance Task**Analyzing an Argument | 1.1A, C1.2A, B2.1A–C2.3A–D3.2A, B3.3A, B |  |  |

[add or remove rows as needed]

### Reflections

What went well in this unit?

When were students most engaged during this unit?

How have students grown? What opportunities for growth stand out at this time?

What needs modification or differentiation next time?

## Unit 2 Persuasion in Literature

## Reading Fiction Through an Alternate Lens

| **Planned Date(s)** | **Actual Date(s)** | **Materials/Resources/Tasks***Pre-AP Model Lessons, Additional Lessons, Texts, Projects, Prompts, Textbooks, Performance Tasks, Assessments* | **Learning****Objectives** | **State****Standards** | **Reflections on Areas of Focus & Shared Principles** |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  | **Learning Checkpoint 1** |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  | **Learning Checkpoint 2** |  |  |  |
|  |  |  |  |  |  |
|  |  | **Performance Task**Writing a Literary Analysis Essay | 1.1A, C1.3A, B2.1A–C2.3A–D3.2A, B3.3A, B |  |  |
|  |  |  |  |  |  |

[add or remove rows as needed]

### Reflections

What went well in this unit?

When were students most engaged during this unit?

How have students grown? What opportunities for growth stand out at this time?

What needs modification or differentiation next time?

## Unit 3 Voice in Synthesis

## Entering a Conversation Among Works of Nonfiction

| **Planned Date(s)** | **Actual Date(s)** | **Materials/Resources/Tasks***Pre-AP Model Lessons, Additional Lessons, Texts, Projects, Prompts, Textbooks, Performance Tasks, Assessments* | **Learning****Objectives** | **State****Standards** | **Reflections on Areas of Focus & Shared Principles** |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  | **Learning Checkpoint 1** |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  | **Learning Checkpoint 2** |  |  |  |
|  |  |  |  |  |  |
|  |  | **Performance Task**Writing a Synthesis Argument | 1.1A, B1.2A, B1.4A, B2.1A–D2.2A–E3.2A, B3.3A–C |  |  |
|  |  |  |  |  |  |

[add or remove rows as needed]

### Reflections

What went well in this unit?

When were students most engaged during this unit?

How have students grown? What opportunities for growth stand out at this time?

What needs modification or differentiation next time?

## Unit 4 Purpose in Poetry and Prose

## Analyzing Works that Praise, Mourn, or Mock

| **Planned Date(s)** | **Actual Date(s)** | **Materials/Resources/Tasks***Pre-AP Model Lessons, Additional Lessons, Texts, Projects, Prompts, Textbooks, Performance Tasks, Assessments* | **Learning****Objectives** | **State****Standards** | **Reflections on Areas of Focus & Shared Principles** |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  | **Learning Checkpoint 1** |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  | **Learning Checkpoint 2** |  |  |  |
|  |  |  |  |  |  |
|  |  | **Performance Task**Analyzing Pivotal Words and Phrases | 1.1A1.3A, B2.1A–D2.3A–D3.2A, B3.3A–C |  |  |
|  |  |  |  |  |  |

[add or remove rows as needed]

### Reflections

What went well in this unit?

When were students most engaged during this unit?

How have students grown? What opportunities for growth stand out at this time?

What needs modification or differentiation next time?