# Pre-AP English 2 Instructional Planning Guide

# Teacher Sample

The goal of the instructional planning guide is 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. This sample
illustrates one way in which you might use the guide. Pre-AP National Faculty and educators with experience teaching Pre-AP
provided ideas for additional activities and resources that they might use alongside Pre-AP model lessons and formative
assessments to build their full course.

**Using and Customizing Your Own Instructional Planning Guide:**

* 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

| **Pacing in****Periods** | **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** |
| --- | --- | --- | --- | --- | --- |
| 5 |  | Pre-AP Model Lessons 1.1, 1.2, and 1.3* Images of Abraham Lincoln
* Collaborative writing: argument
* *That’s Life* (cartoon)
* Analytical paragraphs based on frames
 | 1.1 A–D1.2 A, B2.2 A–E2.3 A–C3.2 A5.1 A, B | RI.9–10.1, 2, 4, 6W.9–10.1, 4, 10SL.9–10.1, 1c, 2, 6 |  |
| 7 |  | Pre-AP Model Lessons 1.4, 1.5, 1.6, and Assess & Reflect* Excerpts from *Reality is Broken*
* Collaborative analysis
* Written analysis of a rhetorical move
* Excerpt from “Confessions of a 30-Year-Old Gamer”
* Analysis of a rhetorical move
 | 1.1 A, C1.2 A, B2.1 A–C2.3 A–D3.2 A, B5.1 A, B | RI.9–10.2–6, 7W.9–10.2, 2a, 2b, 2d, 2f, 4SL.9–10.1c, 4L.9–10.5b |  |
| 6 |  | Pre-AP Model Lessons 1.7, 1.8, and 1.9* “Stop Expecting Games to Build Empathy”
* “A Bot to Watch Over Me”
* “Virtually Able”
* Written analysis of video argument
 | 1.1 A–C1.2 A, B2.1 A–C 2.3 A–D 3.1 A, C3.2 A5.1 A, B | RI.9–10.2, 4, 6, 8W.9–10.2SL.9–10.2, 4, 6L.9–10.5, 5b, 6 |  |
| 5 |  | Pre-AP Model Lessons 1.10, Assess & Reflect, and 1.11* “Community Is the ‘Killer App’ Missing from Virtual Reality”
* Create narrated slide deck analyzing a text
* 1–2 paragraph analysis of multiple moves
* “Touchscreen”
 | 1.1 A–C 1.2 A, B 2.1 A–D 2.3 A–D3.1 A 3.2 A 5.1 A, B 5.2 A, B, D | RI.9–10.4, 5, 6, 8W.9–10.2, 2a, 2b, 4SL.9–10.4, 5L.9–10.5a, 5b |  |
| 5 |  | Pre-AP Model Lessons 1.12, 1.13, and 1.14* “There Will Never Be an Age of Artificial Intimacy”
* Descriptive outlining to analyze text
* Crafting an introduction and making a plan for writing
 | 1.1 A, C 1.2 A, B 1.4 B 2.1 A–C 2.3 A–C 3.1 A, B 3.2 A | RI.9–10.1, 2, 5, 6W.9–10.2, 2a, 2b, 4, 9bSL.9–10.1a |  |
| 4 |  | Pre-AP Model Lessons 1.15, and Assess & Reflect* “There Will Never Be an Age of Artificial Intimacy”
* Draft an analytical essay
 | 2.1 A–D 2.3 A–D 3.2 A, B | W.9–10.2, 2b, 2c, 2f, 4, 5, 9b |  |
| 1 |  | **Learning Checkpoint 1** |  |  |  |
| 3 |  | Free Speech Lessons* “Dialogue is Important, Even When it is Impolite” by Ryan Milner
* “Free Speech Isn’t Free” by Garrett Epps
* Written analytical paragraph of a rhetorical move
 | 1.1 A, C1.2 A, B2.1 A–C2.3 A–D3.2 A, B5.1 A, B | RI.9–10.2–6, 7W.9–10.2, 2a, 2b, 2d, 2f, 4SL.9–10.1c, 4L.9–10.5b |  |
| 4 |  | Free Speech Lessons* “Freedom of Speech, Not Freedom From Consequences” by Susan Milligan
* “How One Stupid Tweet Blew Up Justine Sacco’s Life” by Jon Ronson
* “Free Speech is Killing Us” by Andrew Marantz
* Multiple paragraph analysis of multiple rhetorical moves
 | 1.1 A–C1.2 A, B2.1 A–C 2.3 A–D 5.1 A, B | RI.9–10.2, 4, 6, 8W.9–10.2SL.9–10.2, 4, 6L.9–10.5, 5b, 6 |  |
| 6 |  | Free Speech Lessons* [SOAPSTone](https://apcentral.collegeboard.org/courses/resources/soapstone-strategy-reading-and-writing) to plan argumentative writing
* Written argument addressing protection of online speech
* Self-analysis of argumentative writing
 | 1.1 A, C1.2 A, B2.1 A–C2.3 A–D3.2 A, B5.1 A, B | RI.9–10.2–6, 7W.9–10.2, 2a, 2b, 2d, 2f, 4SL.9–10.1c, 4L.9–10.5b |  |
| 1 |  | **Performance Task**Analyzing an Argument | 1.1 A, C 1.2 A, B 2.1 A–C 2.3 A–D 3.2 A, B 3.3 A, B | RI.9–10.6, 8W.9–10.2, 2b, 9b |  |

[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

| **Pacing in****Periods** | **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** |
| --- | --- | --- | --- | --- | --- |
| 6 |  | Pre-AP Model Lessons 2.1, 2.2, and Assess & Reflect* Reader's Theater of excerpt from *The Adventures of Tom Sawyer*
* Persuasive Moves Graphic Organizer—Tom Sawyer
* Analytical essay of rhetorical strategies
 | 1.1 A, C 1.3 A, B 2.1 A–C 2.3 A–D 3.1 A–C 3.2 A, B5.1 A, B 5.2 D | RL.9–10.3, 4, 6W.9–10.2, 9aSL.9–10.6L.9–10.5, 5b |  |
| 6 |  | Pre-AP Model Lessons 2.3, 2.4, and 2.5* Reader's Theater of excerpt from “Marriage Is a Private Affair”
* Persuasive Moves Graphic Organizer—Nene
 | 1.1 A, C1.3 A, B 2.3 A, C 2.4 A–C3.1 A3.2 A 4.1 A 5.1 A, B 5.2 D | RL.9–10.1, 2, 3, 4W.9–10.1, 3, 4, 7SL.9–10.6 |  |
| 6 |  | Pre-AP Model Lessons 2.6, 2.7, 2.8, and Assess & Reflect* “Marriage Is a Private Affair”
* Unpacking the prompt and writing a thesis statement
* Planning the essay and crafting an introduction
* Analytical essay of persuasive moves
 | 1.1 A, C 1.3 A, B 1.4 A 2.1 A–D 2.3 A–D3.2 A, B | W.9–10.2, 2a, 2b, 4, 5, 9a |  |
| 5 |  | Pre-AP Model Lessons 2.9, 2.10, and 2.11* Dramatic reading of *A Raisin in the Sun*
* Persuasive Moves Graphic Organizer—Walter Lee
* Moving Theater of *Macbeth*
 | 1.1 A–C 1.3 A, B 2.3 A–D 3.2 A 5.1 A, B 5.2 D | RL.9–10.1, 2, 3, 4W.9–10.2, 9aSL.9–10.1a, 3, 6 |  |
| 5 |  | Pre-AP Model Lessons 2.12, 2.13, 2.14, and Assess & Reflect* *Macbeth*
* Persuasive Moves Graphic Organizer—Lady Macbeth
* Performing a scene from *Macbeth*
* Analytical Essay of Persuasive Strategies
 | 1.1 A–C 1.3 A, B 2.1 A–D 2.3 A–D 3.2 A, B5.1 A, B 5.2 A–D | RL.9–10.3, 4W.9–10.2, 2a, 4, 5, 9aSL.9–10.6 |  |
| 1 |  | **Learning Checkpoint 1** |  |  |  |
| 4 |  | *Macbeth* Lessons* Act 1
* Act 2
* WordPlay Shakespeare and film clips of renditions of *Macbeth*
* Plan and write an analytical paragraph on the rhetorical situation
 | 1.1 A, C1.3 A, B2.1 A, B2.2 A**–**C2.3 A**–**D3.1 A, C3.3 C5.1 A, B5.2 A, C, D | RL.9–10.1, 2, 3, 4, 5, 6, 7, 10W.9–10. 2a, 2b, 2d SL.9–10.1a, 1b, 1d, 4, 6L.9–10.4a, 4c, 5a, 6 |  |
| 6 |  | *Macbeth* Lessons* Act 3
* Analysis of persuasion in *Macbeth* 3.1
* Act 4
* Analysis of persuasion in *Macbeth* 4.3
* WordPlay Shakespeare and film clips of renditions of *Macbeth*
 | 1.1 A, C1.3 A, B2.1 A, B2.2 A**–**C2.3 A**–**D3.1 A, C3.3 C5.1 A, B5.2 A, C, D | RL.9–10.1, 2, 3, 4, 5, 6, 7, 10W.9–10. 2a, 2b, 2d SL.9–10.1a, 1b, 1d, 4, 6L.9–10.4a, 4c, 5a, 6 |  |
|  |  | *Macbeth* Lessons* Act 5
* Revise analytical paragraphs
 | 1.1 A, C1.3 A, B1.4 A, B2.1 A**–**C2.3 A**–**D3.1 A, C3.2 A, B3.3 A, C4.1 A**–**C5.1 A, B5.2 A**–**D | RL.9–10.1, 2, 3, 4, 5, 7, 9, 10W.9–10.1b, 1c, 2a, 7, 8, 10SL.9–10.1a, 1b, 2b, 2c, 2d, 3L.9–10.2b, 6 |  |
| 1 |  | **Performance Task**Writing a Literary Analysis Essay | 1.1 A1.3 A2.3 A–D3.2 A, B3.3 A, B | RL.9–10.1, 3W.9–10.2a, 2b, 2c, 2d, 2e, 5L.9–10.1, 2 |  |

[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

| **Pacing in****Periods** | **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** |
| --- | --- | --- | --- | --- | --- |
| 5 |  | Pre-AP Model Lessons 3.1, 3.2, 3.3, and 3.4* The Philosophy of Literary Form
* Conversation Circle with focused notes
* Two-to-three paragraph synthesis writing task
* Choral reading of The First Amendment
 | 1.1 A, C 1.2 A, B 1.4 A, B 2.1 A–C 2.2 A–C 3.1 A 3.2 A, B 3.3 A, B 5.1 A, B | RI.9–10.1, 2, 4, 5, 7W.9–10.1, 2, 4, 5, 6, 7, 8,SL.9–10.1, 2, 4 |  |
| 6 |  | Pre-AP Model Lessons 3.5, 3.6, 3.7, and Assess & Reflect* Close reading of excerpts from Tinker v. Des Moines
* Inferring meaning from context
* Using SOAPSTone to analyze majority and dissenting opinions
 | RI.9–10.1, 2, 5, 7W.9–10.1, 2, 4, 5, 6, 7, 8 |  |
| 8 |  | Pre-AP Model Lessons 3.8, 3.9, 3.10, 3.11, 3.12, and Assess & Reflect* Paragraph analysis of *The Cow-Pock or the Wonderful Effects of the New Inoculation!*
* “About Edward Jenner”
* *On Immunity*
* Infographic on herd immunity
* Relating an infographic to a written text
* Recognizing elements of argumentation in *Jacobson V. Massachusetts*
* Addressing counterarguments via “For the Herd’s Sake, Vaccinate”
* Two-paragraph synthesis response
 | 1.1 A–C 1.2 A, B 1.4 A, B 2.1 A–C 2.2 A–E 2.3 A–D 3.1 A, C 5.1 A, B | RI.9–10.1, 2, 5, 7W.9–10.1, 2, 4, 6, 7, 8 |  |
| 5 |  | Pre-AP Model Lessons 3.13, 3.14, and 3.15* Identifying claims in "Laws Are Not the Only Way to Boost Immunization"
* Graph reading protocol to analyze a graph of measles cases vs. vaccine coverage
* “Measles: A Dangerous Illness”
* “Mandatory Vaccination Is Not the Answer to Measles”
* Creating a written dialogue between texts
 | 1.1 A–C 1.2 A, B 1.4 A, B 2.1 A–D2.2 A–E 3.1 A, C 3.2 A, B 3.3 A–C5.1 A, B | RI.9–10.1, 2, 4, 5, 7W.9–10.1, 2, 4, 5, 6, 7, 8 |  |
| 6 |  | Pre-AP Model Lessons 3.16, 3.17, 3.18, and Assess & Reflect* Parlor Conversation
* Writing a Synthesis Argument
 | RI.9–10.1, 2, 4, 5, 7W.9–10.1, 2, 4, 5, 6, 7, 8,SL.9–10.1, 2, 4 |  |
| 1 |  | **Learning Checkpoint 1** |  |  |  |
| 2 |  | Individual Synthesis Lessons (students generate original research question and find sources to create their own set of sources; use previous synthesis lessons as a model for students)* Brainstorm topics, generate questions, refine questions
* Evaluating credibility of sources lesson
 | 2.1 B4.1 A, B5.1 A | W.9–10.7, 8, 9, 10SL.9–10.1, 2, 4 |  |
| 6 |  | Individual Synthesis Lessons* Research and collect sources
* Peer workshop
 | 1.1 A–C4.2 B5.1 A | RI.9–10.7, 8, 9, 10SL.9–10.1, 2, 4 |  |
| 2 |  | Individual Synthesis Lessons* Write a synthesis essay
* Reflection and goal-setting
 | 1.1 A, B1.2 A1.4 A, B2.1 A–C 2.2 A–E2.3 A–D3.2 A, B3.3 A–C4.2 A, B, C5.1 A, B | RI.9–10.2, 7, 9W.9–10.1, 2, 4, 5, 6, 7, 8 |  |
| 1 |  | **Performance Task**Writing a Synthesis Argument | 1.1 C1.4 B2.1 A, B2.2 A–E3.3 A | W.9–10.1, 1a, 1b, 1c, 1e, 8, 10 |  |

[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** |
| --- | --- | --- | --- | --- | --- |
| 8 |  | Pre-AP Model Lessons 4.1, 4.2, 4.3, 4.4, and Assess & Reflect* “Joyas Voladoras” by Brian Doyle
* One-paragraph analysis of author's shift
* Examining structure in “Ode to the Table" by Pablo Neruda
* Academic conversation
* “Digging” by Seamus Heaney
* Analytical writing of metaphor, shifts, and tone
 | 1.1 A–C1.3 A, B2.1 A–D2.3 A–D3.1 A, B3.2 A, B3.3 A–C5.1 A, B | RL.9–10.1, 2, 4RI.9–10.1, 2, 4, 5W.9–10.1, 7SL.9–10.1L.9–10.5 |  |
| 6 |  | Pre-AP Model Lessons 4.5, 4.6, 4.7, and Assess & Reflect* “Alabanza: In Praise of Local 100” by Martin Espada
* Analytical paragraph of symbol development
* “One Art” by Elizabeth Bishop
* Written paragraph analyzing shifts
* “On Turning Ten” by Billy Collins
* Analytical writing of speaker and figurative language
 | 1.1 A, C1.3 A, B1.4 A2.1 A–D2.3 A–D3.1 A, C3.2 A, B3.3 A–C4.1 A, B5.1 A, B5.2 D | RL.9–10.2, 4W.9–10.2SL.9–10.1L.9–10.5 |  |
| 5 |  | Pre-AP Model Lessons 4.8, 4.9, 4.10, and Assess & Reflect* Examining irony in “The War Works Hard” by Dunya Mikhail
* “The History Teacher” by Billy Collins
* Written analysis of satirical techniques
* “America” by Stephen Sondheim
* Written analysis of poetic elements to convey perspectives
 | 1.1 A–C1.3 A, B1.4 A2.1 A–D2.3 A–D3.1 A3.2 A, B3.3 A–C4.1 A–C5.1 A, B5.2 D | RL.9–10.2, 4, 6W.9–10.2L.9–10.5 |  |
| 1 |  | **Learning Checkpoint 1** | variable | variable |  |
| 5 |  | Poetry Extension Lessons* “My Mother Pieced Quilts” by Teresa Paloma Acosta
* “Ode to My Socks” by Pablo Neruda
* Analysis of imagery
 | 1.1 A, C1.3 A, B1.4 A2.1 A–D2.3 A–D3.1 A, C3.2 A, B3.3 A–C4.1 A, B5.1 A, B5.2 D | RL.9–10.2, 4W.9–10.2SL.9–10.1L.9–10.5 |  |
| 5 |  | Poetry Extension Lessons* “For Mohammed Zeid of Gaza, Age 15” by Naomi Shihab Nye
* “Blackberry-Picking” by Seamus Heaney
* Analysis of extended metaphors
 | 1.1 A, C1.3 A, B1.4 A2.1 A–D2.3 A–D3.1 A, C3.2 A, B3.3 A–C4.1 A, B5.1 A, B5.2 D | RL.9–10.2, 4W.9–10.2SL.9–10.1L.9–10.5 |  |
| 5 |  | Poetry Extension Lessons* “Because it Looked Hotter That Way” by Camille T. Dungy
* “To a Daughter Leaving Home” by Linda Pastan
* Analysis of tone
 | 1.1 A, C1.3 A, B1.4 A2.1 A–D2.3 A–D3.1 A, C3.2 A, B3.3 A–C4.1 A, B5.1 A, B5.2 D | RL.9–10.2, 4W.9–10.2SL.9–10.1L.9–10.5 |  |
| 1 |  | **Performance Task**Writing a Poetry Analysis Essay | 1.1 A1.3 A, B2.1 A–D2.3 A–D3.2 A, B3.3 A–C | RL.9–10.1, 2, 4W.9–10.2, 2a, 2b, 2c, 9 |  |

[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?