# Pre-AP English 2 Instructional Planning Guide With SpringBoard ELA Grade 10, California Edition

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 guide offers   
one approach of how your SpringBoard resources can be naturally integrated across each Pre-AP unit to create a plan for the full year.

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

* Consider using this tool to plan collaboratively with your peers.
* This document is flexible, allowing you to modify it as needed to best support your students in your context.   
  Feel free to incorporate other SpringBoard resources as time allows, such as:
  + English Language Development
  + Close Reading Workshops
  + Writing Workshops
  + SpringBoard digital assessments
  + Zinc and Revision Assistant
* 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** |
| --- | --- | --- | --- | --- | --- |
| 7 |  | Pre-AP Model Lessons 1.1. 1.2, 1.3   * Images of Abraham Lincoln * Collaborative writing: argument * *That’s Life* (cartoon) | 1.1 A–D  1.2 A, B  2.2 A–E  2.3 A–C  3.2 A  5.1 A, B | RI.9–10.1, 2, 4, 6  W.9–10.1, 4, 10  SL.9–10.1, 1c, 2, 6 |  |
| 8 |  | Pre-AP Model Lessons 1.4, 1.5, 1.6, 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, C  1.2 A, B  2.1 A–C  2.3 A–D  3.2 A, B  5.1 A, B | RI.9–10.2–6, 7  W.9–10.2, 2a, 2b,  2d, 2f, 4  SL.9–10.1c, 4  L.9–10.5b |  |
| 8 |  | 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–C  1.2 A, B  2.1 A–C  2.3 A–D  3.1 A, C  3.2 A  5.1 A, B | RI.9–10.2, 4, 6, 8  W.9–10.2  SL.9–10.2, 4, 6  L.9–10.5, 5b, 6 |  |
| 5 |  | Pre-AP Model Lessons 1.10, Assess & Reflect, 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–D  3.1 A  3.2 A  5.1 A, B  5.2 A, B, D | RI.9–10.4, 5, 6, 8  W.9–10.2, 2a, 2b, 4  SL.9–10.4, 5  L.9–10.5a, 5b |  |
| 1 |  | **Learning Checkpoint 1** |  |  |  |
| 6 |  | Pre-AP Model Lessons 1.12, 1.13, 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, 6  W.9–10.2, 2a, 2b, 4, 9b  SL.9–10.1a |  |
| 5 |  | Pre-AP Model Lessons 1.15, 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 2** |  |  |  |
| 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, 8  W.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, B  5.1 A, B  5.2 D | RL.9–10.3, 4, 6  W.9–10.2, 9a  SL.9–10.6  L.9–10.5, 5b |  |
| 6 |  | Pre-AP Model Lessons 2.3, 2.4, 2.5   * Reader's Theater of excerpt from “Marriage Is a Private Affair” * Persuasive Moves Graphic Organizer—Nene | 1.1 A, C  1.3 A, B  2.3 A, C  2.4 A–C  3.1 A  3.2 A  4.1 A  5.1 A, B  5.2 D | RL.9–10.1, 2, 3, 4  W.9–10.1, 3, 4, 7  SL.9–10.6 |  |
| 6 |  | Pre-AP Model Lessons 2.6, 2.7, 2.8, 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–D  3.2 A, B | W.9–10.2, 2a, 2b, 4, 5, 9a |  |
| 5 |  | Pre-AP Model Lessons 2.9, 2.10, 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, 4  W.9–10.2, 9a  SL.9–10.1a, 3, 6 |  |
| 1 |  | **Learning Checkpoint 1** | variable | variable |  |
| 5 |  | Pre-AP Model Lessons 2.12, 2.13, 2.14, 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, B  5.1 A, B  5.2 A–D | RL.9–10.3, 4  W.9–10.2, 2a, 4, 5, 9a  SL.9–10.6 |  |
| 1 |  | **Performance Task**  Writing a Literary Analysis Essay | 1.1 A, C  1.3 A, B  2.1 A–C  2.3 A–D  3.2 A, B  3.3 A, B | RL.9–10.2, 3  W.9–10.2, 2b, 9a |  |
| 5 |  | SpringBoard Activities 4.1, 4.2, 4.3, 4.4   * Excerpt from *Romeo and Juliet* * Excerpt from *White Teeth* * Writing a character sketch * Writing explanatory text | 1.1 A, C  1.3 A  2.3 B, C  5.2 D | RL.9–10.1, 3  W.9–10.2, 2a, 10  L.9–10.4c, 6  SL.9–10.6 |  |
| 6 |  | SpringBoard Activities 4.5, 4.6   * Excerpts from *The Tragedy of Julius Caesar* * Excerpts from *Les Misérables* * Excerpts from *Oedipus Rex* * Delivering and responding to oral interpretations   **SpringBoard Unit 4, Embedded Assessment 1**  Presenting an Oral Interpretation of Literature | 1.1 A  3.1 A  3.3 A  5.2 D | RL.9–10.1, 3, 6, 10  W.9–10.4, 5, 7, 10  SL.9–10.4, 4b, 6  L.9–10.2a, 2b, 4b |  |

[add or remove rows as needed]

***Considerations for Unit 2*** *The novel study activities in SpringBoard Unit 3 also align well to Pre-AP Unit 2. Depending on your pacing, you could use SpringBoard Unit 3 to finish out Pre-AP Unit 2 and use the drama activities from SpringBoard Unit 4 to fill out Pre-AP Unit 4.*

### 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** |
| --- | --- | --- | --- | --- | --- |
| 3 |  | Pre-AP Model Lessons 3.1, 3.2, 3.3 (3.4, optional)   * The Philosophy of Literary Form * Conversation Circle with focused notes * Two-to-three paragraph synthesis writing task | 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.9–10.1–6, 8  W.9–10.1a–1c, 4, 5  SL.9–10.1a–d, 4, 6 |  |
| 4 |  | Pre-AP Model Lessons (3.5 optional), 3.6, 3.7, Assess & Reflect   * Close reading of excerpts from Tinker v. Des Moines * Inferring meaning from context * Using SOAPSTone to analyze majority and dissenting opinions |  |
| 7 |  | Pre-AP Model Lessons (3.8 optional), 3.9, 3.10, 3.11, 3.12   * Paragraph analysis of *The Cow-Pock or the Wonderful Effects of the New Inoculation!* * “About Edward Jenner” * *On Immunity: An Innoculation* * 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” and “Vaccine Controversy Shows Why We Need Markets, Not Mandates” * Two-paragraph synthesis response | 1.1 A–C  1.2 A, B  1.4 A, B  2.1 A–D  2.2 A–E  2.3 A–D  3.1 A, C  5.1 A, B | RI.9–10.1–6, 7, 8  W.9–10.1a–1c, 4, 5  SL.9–10.1a–d, 4, 6 |  |
| 1 |  | **Learning Checkpoint 1** |  |  |  |
| 3 |  | Pre-AP Model Lessons (3.13 optional), 3.14, 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–D  2.2 A–E  3.1 A, C  3.2 A, B  3.3 A–C  5.1 A, B | RI.9–10.1–6, 8  W.9–10.1a–1c, 4, 5, 7, 8  SL.9–10.1a–d, 4, 6  L.9–10.4a, c, d |  |
| 5 |  | Pre-AP Model Lessons 3.16, 3.17, 3.18, Assess & Reflect   * Parlor Conversation (shorten to 1 day) * Writing a Synthesis Argument |  |
| 1 |  | **Performance Task**  Writing a Synthesis Argument | 1.1 A, B  1.2 A, B  1.4 A, B  2.1 A–D  2.2 A–E  3.2 A, B  3.3 A–C | W.9–10.1, 1a, 1b, 1c, 1d, |  |
| 5 |  | SpringBoard Activities 5.5, 5.6, 5.7   * *The 11th Hour (film)*, Chapters 1–11 * SMELL analysis * Explain how an argument persuades * Write a summary of information presented by a peer | 1.1 A–C  1.2 A, B  2.3 A, C | RI.9–10.2, 5, 6  W.9–10.2, 2b, 4  SL.9–10.1, 1a, 2, 3  L.9–10.4, 6 |  |
| 6 |  | SpringBoard Activities 5.8, 5.9, 5.10   * *The 11th Hour (film)*, Chapters 12–16 * Writing arguments * “DiCaprio Sheds Light on *11th Hour*” * From “Global Warming Alarmism Reaches a ‘Tipping Point’” * “Global Warming: No Urgent Danger; No Quick Fix” * “Jeremy Clarkson and Michael O’Leary Won’t Listen to Green Clichés and Complaints about Polar Bears” | 1.1 A–C  1.2 A, B  1.4 B  2.2 A–D | RI.9–10.1, 6, 7, 8  W.9–10.1, 1a, 1b, 1c, 1e, 2, 4, 9b, 10  SL.9–10.1a, 1b, 1c, 3  L.9–10.6 |  |
| 2 |  | SpringBoard Activity 5.11   * “A Roaring Battle Over Sea Lions” * Writing an Argument | 1.1 A–C  1.2 A, B  1.4 B  2.2 A–D | RI.9–10.1, 2  W.9–10.1d, 1e |  |

[add or remove rows as needed]

***Consideration for Unit 3*** *Instead of using SpringBoard Activities 5.5 through 5.11, you could use SpringBoard Activities 5.12 through Embedded Assessment 1 to focus on independent research and presentation that aligns to Learning Objectives 4.1A*–*C and 4.2A*–*D.*

### 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

| **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** |
| --- | --- | --- | --- | --- | --- |
| 8 |  | Pre-AP Model Lessons 4.1, 4.2, 4.3, 4.4, 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–C  1.3 A, B  2.1 A–D  2.3 A–D  3.1 A, B  3.2 A, B  3.3 A–C  5.1 A, B | RL.9–10.1, 2, 4  RI.9–10.1, 2, 4, 5  W.9–10.1, 7  SL.9–10.1  L.9–10.5 |  |
| 6 |  | Pre-AP Model Lessons 4.5, 4.6, 4.7, 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, C  1.3 A, B  1.4 A  2.1 A–D  2.3 A–D  3.1 A, C  3.2 A, B  3.3 A–C  4.1 A, B  5.1 A, B  5.2 D | RL.9–10.2, 4  W.9–10.2  SL.9–10.1  L.9–10.5 |  |
| 5 |  | Pre-AP Model Lessons 4.8, 4.9, 4.10, 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–C  1.3 A, B  1.4 A  2.1 A–D  2.3 A–D  3.1 A  3.2 A, B  3.3 A–C  4.1 A–C  5.1 A, B  5.2 D | RL.9–10.2, 4, 6  W.9–10.2  L.9–10.5 |  |
| 1 |  | **Learning Checkpoint 1** |  |  |  |
| 5 |  | SpringBoard Activity 3.1   * Unpack Embedded Assessment 2 from Activity 3.10 instead of Embedded Assessment 1   SpringBoard Activities 3.2, 3.3, 3.4   * Previewing the novel *Things Fall Apart* * Writing explanatory texts * Conducting internet research | 1.1 A, C  1.4 A, B  2.3 A, C, D  4.1 A–C  4.2 A–D | RL.9–10.1, 2, 4, 6  W.9–10.7, 8, 9a, 10  SL.9–10.4  L.9–10.4b, 4c, 6 |  |
| 5 |  | SpringBoard Activities 3.5, 3.6, 3.7, 3.8   * *Things Fall Apart*, Chapters 1–8 * Writing explanatory, argument, and narrative texts * Using a double-entry journal * Participating in a Socratic Seminar   SpringBoard Activity 3.9   * *Things Fall Apart*, Chapter 9 * Skip the instruction that leads to Embedded Assessment 1 | 1.1 A, C  1.3 A, B  2.2 A–C  2.3 A–D  2.4 A  3.2 B  3.3 A  5.1 A, B  5.2 C, D | RL.9–10.1, 3, 6, 10  W.9–10.2, 2a, 2b, 2e, 3a, 4, 7, 9, 9a, 10  SL.9–10.1b, 1c, 4, 5, 6  L.9–10.4a, 4b, 6 |  |
| 1 |  | **Performance Task**  Analyzing Pivotal Words and Phrases | 1.1 A  1.3 A, B  2.1 A–D  2.3 A–D  3.2 A, B  3.3 A–C | RL.9–10.4  W.9–10.2  L.9–10.5 |  |
| 5 |  | SpringBoard Activities 3.11, 3.12, 3.13, 3.14, 3.15   * *Things Fall Apart*, Chapters 10–15 * Writing explanatory texts | 1.1 A, C  1.3 A, B  1.4 A  2.3 A–D  3.3 A | RL.9–10.1, 2, 3, 5, 6  W.9–10.2, 2d, 3, 3a, 9, 9a  L.9–10.4b, 6 |  |
| 5 |  | SpringBoard Activities 3.16, 3.17, 3.18, 3.19, 3.20 (optional)   * *Things Fall Apart*, Chapters 16–25 * “Prayer to the Masks” and “The Second Coming” * Interview “An African Voice” (optional) * Writing explanatory texts | 1.1 A, C  1.4 A, B  2.2 A–C, E  3.2 B  5.1 A, B  5.2 D | RL.9–10.1, 2, 3, 4, 6  RI.9–10.1, 2, 4  W.9–10.2, 2a,  SL.9–10.1, 1a |  |
| 2 |  | **SpringBoard Unit 3, Embedded Assessment 2**  Writing a Literary Analysis Essay | 1.1 A, C  1.3 A, B  2.1 A, C, D  2.3 A–D  3.2 A, B  3.3 A–C | W.9–10.2a, 2b, 2c, 2d, 2e, 2f, 4, 5 |  |

[add or remove rows as needed]

***Considerations for reading* Things Fall Apart** *The novel study activities in SpringBoard Unit 3 also align well to Pre-AP Unit 2. Depending on your pacing, you could use SpringBoard Unit 3 to finish out Pre-AP Unit 2 and use the drama activities from SpringBoard Unit 4 to fill out Pre-AP Unit 4.*

### 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?