Pre-AP English 2 Planning Guide: Using SpringBoard

Using this Guide

The overall purpose of this guide is to provide guidance and suggestions for using SpringBoard as a companion to Pre-AP model lessons and assessments. Lesson Overviews highlight shared and/or alternate content between SpringBoard and Pre-AP, suggest which Pre-AP Learning Checkpoints to use, and provide suggestions as to which SpringBoard content to use beyond Learning Cycle 3 in each unit.

As indicated by the course map (pp. 18–19 of the teacher resources), Pre-AP units include a set of optional model lessons that address a portion of the total instructional time of the Pre-AP course. Course planning includes combining those model lessons with additional lessons designed by the teacher using available curricular resources. Schools that select SpringBoard as a primary curricular resource have access to lessons and corresponding student materials within the SpringBoard English 2 book that are in line with the Pre-AP unit sequence for the full year of instruction.

The first group of lessons in each SpringBoard unit are designed to provide a foundation of skills similar to those found in the Pre-AP model lessons, though the Pre-AP model lessons may contain different texts or content. These overlaps and differences are noted in this guide. The SpringBoard lessons suggested beyond the Pre-AP model lessons serve to continue and extend the learning, while maintaining the overall unit goals and preparing students for success on the Pre-AP performance task.

Unit and Lesson Overviews

Unit Overview: The unit overview outlines the big picture of the unit goals, learning objectives, assessment opportunities, and standards addressed. There is space for you to articulate any additional goals, essential questions, or key concepts and skills for the unit.

Lesson Overviews: The lesson overviews provide an instructional grid for each unit showing the instructional resources, assessments, and differentiation and practice options from both Pre-AP and SpringBoard. Since the Pre-AP lessons do not comprise a full day-by-day curriculum for the entire year, the overviews include Learning Cycles 1–3 and corresponding assessments from the Pre-AP model lessons along with suggestions for how the SpringBoard curriculum can be used along with them.

Pre-AP Unit 1: Moves in Argument: Appreciating Writers' Choices

Unit Overview:

Opening Lessons (Pre-AP Lessons 1.1–1.15 OR SpringBoard Activities 1.2–1.8)
During the first weeks of this unit, students are immersed in the study of argument. After writing their own brief arguments, they then analyze the variety of ways writers, cartoonists, and even poets assert and support their claims. Students' written work progresses from identifying and analyzing a single rhetorical move to analyzing an entire argument.

Continuing Suggested Lessons (SpringBoard Activities 1.9–1.15; Embedded Assessments 1 and 2)
Students continue and expand their study of argument through targeted SpringBoard activities. Students examine the structure and techniques of oral arguments and study a formal debate. Students then apply what they've learned throughout the unit by engaging in collaborative research as they prepare for and participate in a debate.

Key Concepts and Skills: • Critical reading of print and nonprint arguments • The writing process • Analytical and argumentative writing • Meanings of words in context	• Figurative language • Precise language • Academic conversations • Collaborative presentations • [Additional key concepts and skills as determined by the teacher]

Assessment Types	Suggested Assessments
Pre-AP Learning Checkpoints These short, multiple-choice formative assessments ask students to demonstrate their classroom learning with texts not previously encountered. They are automatically scored in Pre-AP Classroom with reporting to provide insight and inform instructional planning decisions.	At least one learning checkpoint is required as part of Pre-AP Course Audit. We have suggested **Learning Checkpoint 1** for this unit.
SpringBoard Embedded Assessments These performance-based assessments are scaffolded within the instruction of a SpringBoard unit. They often support the skills needed for the performance task or other elements of the Pre-AP Framework.	Unit 1 Embedded Assessment 1: Creating an Argument is suggested as practice for students before completing the Performance Task. Unit 1 Embedded Assessment 2: Participating in a Debate is suggested at the close of the unit.
Pre-AP Performance Tasks These performance-based assessments ask students to write an analysis of a text not explicitly taught in class. They can be administered on paper or in Pre-AP Classroom.	Unit 1 Performance Task: Analyzing an Argument. Suggested timing is the close of the unit.

Resources for Differentiation	Uses
Quill.org	Online practice in many areas of sentence writing, particularly sentence combining.
Vocabulary.com	Free online word-study practice.
SpringBoard Language Workshops	Any or all activities within Workshops 1A and 1B can be used to support language acquisition, knowledge building, and vocabulary building.
SpringBoard Writing Workshops	See the SpringBoard Planning the Unit section for specific workshop suggestions, pacing, and content information.

Unit 1 Pre-AP Learning Cycle 1 (15 days)

Lesson Goals	Pre-AP Model Lessons and texts	Differentiation Suggestions	Related SpringBoard Activities and texts
Students will: • observe and analyze visual texts • draft a brief argument incorporating evidence	Lesson 1.1 Arguing for an Image of Abe Two images of Abraham Lincoln		
Students will: • understand the concept of the rhetorical situation • identify rhetorical features and moves in an argument • write complex sentences describing writers' rhetorical moves	Lesson 1.2 What Makes a Compelling Argument?	SOAPSTone strategy Modeling Sentence Starters See Extension Opportunities in the teacher resources.	
Students will: • closely observe and analyze telling visual and textual details • analyze a rhetorical situation • write a brief analysis	Lesson 1.3 Analyzing the Elements of Argument in a Cartoon "Virtual Pigskin"	Write-Pair-Share Language Workshop 1A: Activities 1–6 as appropriate	Activity 1.2 Escape from Reality
Students will: • read a text and mine for evidence • identify claims, evidence, reasoning, and rhetorical moves in a written argument • work collaboratively	Lesson 1.4 Laying the Foundation for *Reality is Broken* excerpt from *Reality is Broken*	Language Workshop 1A: Activities 1–6 as appropriate Word-study practice at Vocabulary.com	"Virtual Pigskin" excerpt from *Reality is Broken*
Students will: • read closely and analyze an argument • understand how a narrative can strengthen an argument • identify how authors develop arguments through individual moves that work together to produce an intended outcome • collaborate to create and present analysis	Lesson 1.5 Tracing Rhetorical Moves in *Reality is Broken* excerpt from *Reality is Broken*	Word-study practice at Vocabulary.com See Extension Opportunities in the teacher resources. Language Workshop 1A: Activities 1–6 as appropriate	Activity 1.3 It's All Part of the Game: Countering Opposing Claims excerpt from *Reality is Broken*
Students will: • identify a rhetorical move and analyze its effect • write a well-constructed analytical paragraph	Lesson 1.6 Writing a Brief Analysis of a Rhetorical Move excerpt from *Reality is Broken*	Color-coded paragraph	
In this short formative assessment task, students identify and analyze a rhetorical move in an excerpt from an article.	Assess and Reflect on Learning Cycle 1	Use feedback suggestions from the teacher resources.	Activity 1.5 offers a similar assessment opportunity, using the text "The Flight from Conversation" found in Activity 1.4

Alignment to Pre-AP Learning Objectives

1.1 A, B, 1.2 A, B, 2.1 A, C, 2.3 A–D, 5.1 B

Alignment to Common Core State Standards

RI.9–10.1, 5, 6, 8, W.9–10.2, 2a, 2b, 2d, 2f, 4,5, 9b, L.9-10.2a, 2b

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Unit 1 Pre-AP Learning Cycle 2 (8–13 days)

Lesson Goals	Pre-AP model lessons and texts	Differentiation Suggestions	Related SpringBoard activities and texts
Students will: • distinguish between the figurative and literal or physical meanings of words • determine word meanings based on usage examples • work collaborative to plan and share a brief presentation	Lesson 1.7 Mastering Multiple-Meaning Words	Word-study practice at Vocabulary.com See Extension Opportunities in the teacher resources.	
Students will: • analyze the claims, reasoning, and evidence in a nuanced argument • use context clues to determine the meaning of multiple-meaning words • participate in an academic conversation, citing textual evidence to support a position	Lesson 1.8 Analyzing a More Nuanced Argument "Stop Expecting Games to Build Empathy"	Sentence-level practice with Quill.org Word-study practice at Vocabulary.com See Extension Opportunities in the teacher resources.	Activity 1.6 Joining the Conversation excerpt from *We Need to Talk: How to Have Conversations that Matter*
Students will: • read closely and analyze a short story • identify implicit meanings based on textual details	Lessons 1.9 Analyzing a Multimedia Argument "Japan Has an Aging Problem" "Bot to Watch Over Me" "Virtually Able"		Activity 1.9 Taking a Stand Against Hunger "Declaration of the Rights of the Child" Data and Statistics from the World Health Organization "The Summer Hunger Crisis"
Students will: • read closely and analyze a short story • analyze the effects of literary and stylistic elements	Lesson 1.10 The Power of Progression in Argument "Community is the 'Killer App' Missing from Virtual Reality"	Sentence-level practice with Quill.org Word-study practice at Vocabulary.com	Activity 1.10 Taking a Stand on Truth and Responsibility Nobel Lecture from *Hope, Despair, and Memory*
In this short formative assessment task, students analyze a section of Dmitri Williams's *Los Angeles Times* op-ed. Instead of analyzing a single rhetorical move, students will consider how Williams develops his argument through a series of moves.	Assess and Reflect Learning Cycle 2 "Community is the 'Killer App' Missing from Virtual Reality"	Use feedback suggestions from the teacher resources.	
Suggested Embedded Assessment	**SpringBoard Embedded Assessment 1: Creating an Argument**		Language Workshop 1A Collaborative Embedded Assessment: Creating an Argument

Alignment to Pre-AP Learning Objectives

1.1 A, B, C, 1.2 A, B, 2.1 A, B, 2.2 B, 2.3 A

Alignment to Common Core State Standards

RI.9–10.3, 5, 6, 7, 8, 9, W.9–10.1a, 1b, 1c, 2a, 2b,2c, 2e, 2f, 8, L.9–10.2a, 2b

Unit 1 Pre-AP Learning Cycle 3 (7–12 days)			
Lesson Goals	**Recommended Pre-AP Lessons and Texts**	**Differentiation Suggestions**	**Related SpringBoard Activities and Texts**
Students will: • analyze how an argument is presented through a spoken word poem • investigate word choice and analyze the effects of wordplay • write a brief analysis of the effects of a poet's word choices	Lessons 1.11 Analyzing Word Choice in a Spoken Word Poem "Touchscreen"	Word-study practice at Vocabulary.com	Activity 1.4 opens with an analysis of "Touchscreen."
Students will: • provide evidence-based responses to a claim by making text-to-text and text-to-world connections • analyze an argument and identify the range of perspectives the writer includes • identify the rhetorical structure of an argument by completing a descriptive outline	Lesson 1.12 Believing in and Doubting Virtual Empathy "There Will Never Be an Age of Artificial Intimacy"		
Students will: • unpack an essay prompt • gather textual evidence to support an analytical essay • brainstorm and evaluate options to narrow the writing focus	Lesson 1.13 Writing an Analysis of an Argument—Parsing the Essay Prompt and Gathering Ideas "There Will Never Be an Age of Artificial Intimacy"	To modify the essay prompt, see Meeting Learners' Needs in the teacher resources.	
Students will: • write a strong thesis statement with a precise central claim • plan for writing by selecting an organizational structure that supports the thesis • draft an introduction of an analytical essay	Lesson 1.14 Writing an Analysis of an Argument—Crafting an Introduction and Making a Plan "There Will Never Be an Age of Artificial Intimacy"		
Students will: • draft a rhetorical analysis essay • incorporate smooth transitions	Lesson 1.15 Writing an Analysis of an Argument—Drafting the Essay "There Will Never Be an Age of Artificial Intimacy"		Activity 1.11 Taking a Stand on Exploitation
As the last writing task, students critique and evaluate their own writing, provide feedback on a peer's writing, reflect on the writing process.	Assess and Reflect on Learning Cycle 3	Use feedback suggestions from the teacher resources.	
Suggested Learning Checkpoint	**Learning Checkpoint 1**	Visit Pre-AP Classroom to administer.	
	Pre-AP Performance Task: Analyzing an Argument	Visit Pre-AP Classroom to administer.	

Alignment to Pre-AP Learning Objectives

1.1 A, C, 1.3 A, B, 2.1 A–C, 2.3 A–D, 3.1 A, 3.3 A, B, 5.1 A, B

Alignment to Common Core State Standards

RL.9–10.1, 3, 4, 5, W.9–10.2, 2c, 2f, L.9–10.5b

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Unit 1 Teacher-Created Content		
Learning Targets	**Suggested SpringBoard Activities and Texts**	**Differentiation Suggestions**
Students will: • synthesize more than one argument from a variety of modes to gain greater understanding of a topic • analyze structural elements of informational texts to discover how they support a thesis • use evidence and examples from a text to support a position • integrate ideas from multiple texts to build knowledge and vocabulary about video games and brain development	Activity 1.12 Searching for Evidence "How video games affect the brain" "Video Games Are Good for the Brain" "Brain training apps don't seem to do much of anything"	Leveled Differentiated Instruction Scaffolding Text-Dependent Questions Language Workshop 1B: Activity 7
Students will: • learn how to structure an argument for debate that includes a clear thesis and valid evidence based on reliable sources • analyze and evaluate characteristics and structural elements of oral arguments • define the audience and purpose for oral arguments	Activity 1.13 Taking Sides	Teacher to Teacher Leveled Differentiated Instruction Language Workshop 1B: Activities 1–6 as appropriate
Students will: • work collaboratively to develop and revise a plan for research and presentation • research a topic by organizing information from a variety of relevant sources • cite and evaluate sources for validity, reliability, and proper reasoning	Activity 1.14 Team Research	Leveled Differentiated Instruction Scaffolding Text-Dependent Questions Adapt in Teacher Wrap
Students will: • organize information from research to plan oral responses, returning to a variety of sources to revise as needed • practice a formal oral presentation within a collaborative group, providing feedback on presentation skills	Activity 1.15 Preparing for a Debate	Teacher to Teacher Adapt in Teacher Wrap
Suggested Embedded Assessment	**SpringBoard Embedded Assessment 2: Participating in a Debate**	Language Workshop 1B: Collaborative Embedded Assessment: Participating in a Debate

Alignment to Pre-AP Learning Objectives

1.1 A-C, 1.2, A, B, 2.1 A-C, 2.3 A–D, 3.1 A, 3.2 A, B, 3.3 A, B, 4.1 A, B, 5.1 A, B, 5.2 A-D

Alignment to Common Core State Standards

RI.9–10.1,4, 5, 6, 8, W.9–10.2, 2b, 5, 7, 8, 9, L.9–10.4, SL.9-10.1b, 1c, 1d, 2, 3, 4, 6

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?

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Unit 2: Persuasion in Literature: Reading Fiction Through an Alternate Lens

Unit Overview:

Opening Lessons (Pre-AP Lessons 2.1–2.12)
During the first weeks of this unit, students expand their study of argument in Unit 1 by exploring how literary characters assert their persuasive powers. Students will closely read and deliver the dialogues among characters in four works of fiction and drama, noting how the characters' language demonstrates some of the same persuasive elements that they studied in Unit 1. Students will also discover how authors use rhetorical situations between or among characters to represent larger cultural influences or conflicts at work in the world.

Continuing Suggested Lessons (SpringBoard Activities 2.3–2.17; Embedded Assessment 1)
Students build on their exploration of fiction and the way that authors can use literature to illuminate cultural conflicts as they launch into reading novel *Things Fall Apart.* In the novel study, students will examine the interactions between characters, setting, and plot, and they'll be introduced to the archetype of the tragic hero. They'll also have the opportunity to research the historical and cultural context of the novel and read an interview with the author, Chinua Achebe before writing a literary analysis of the effects of the cultural conflicts on one character. If there is time remaining, we recommend Activities 2.18–2.20 to extend their learning around short narratives.

Key Concepts and Skills:	
- Critical reading of fiction and drama - Analysis of rhetorical moves of characters and authors - The writing process - Writing a literary analysis	- Precise language - Effects of word choice - Dramatic readings and interpretations - Academic conversations [Additional key concepts and skills as determined by the teacher]
Assessment Types	**Suggested Assessments**
Pre-AP Learning Checkpoints Short, multiple-choice formative assessments that ask students to demonstrate their classroom learning with texts not previously encountered. They are automatically scored in Pre-AP Classroom with reporting to provide insight and inform instructional planning decisions.	At least one learning checkpoint is required as part of Pre-AP Course Audit. We have suggested **Learning Checkpoint 1** for this unit.
SpringBoard Embedded Assessments Performance-based assessments scaffolded within the instruction of a SpringBoard unit. These assessments are aligned to state standards. They often support the skills needed for the performance task or other elements of the Pre-AP Framework.	Unit 2 Embedded Assessment 1: Writing a Literary Analysis Essay is suggested to assess additional key learning with the Pre-AP framework.
Pre-AP Performance Tasks Performance-based assessments that ask students to write an analysis of a text not explicitly taught in class. They can be administered on paper or in Pre-AP Classroom.	Unit 2 Performance Task: Writing a Literary Analysis Essay. Suggested timing is toward the latter half of the unit.
Resources for Differentiation	**Uses**
Quill.org	Online practice in many areas of sentence writing, particularly sentence combining.
Vocabulary.com	Free online word-study practice.
SpringBoard Language Workshops	Any or all activities within Workshops 2A and 2B can be used to support language acquisition, knowledge building, and vocabulary building.
SpringBoard Writing Workshops	See the SpringBoard Planning the Unit section for specific workshop suggestions, pacing, and content information.

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Unit 2 Pre-AP Learning Cycle 1 (5–7 days)

Lesson Goals	Recommended Pre-AP Lessons and texts	Differentiation Suggestions	Related SpringBoard Activities and texts
Students will: • Dramatically read a scene from a novel via reader's theater • Identify the elements of a rhetorical situation in a literary scene • Identify and analyze a literary character's persuasive strategies	Lesson 2.1 Persuasion in *The Adventures of Tom Sawyer* excerpt from *The Adventures of Tom Sawyer*	Sentence-level practice with Quill Additional/fewer sentence frames	
Students will: • research and define descriptive nouns to describe a character • write an analytical paragraph describing a character's persuasive move	Lesson 2.2 Unlocking Twain's Characterization of Tom *The Adventures of Tom Sawyer*	Sentence-writing practice with Quill Word-study practice at Vocabulary.com	
In this short formative assessment, students write a paragraph-long character analysis of Tom that describes another of his persuasive moves and how it relates to Twain's characterization of him.	Assess and Reflect Learning Cycle 1	Use feedback suggestions from the teacher resources.	

Alignment to Pre-AP Learning Objectives

1.1 A, C, 1.3 A, B, 1.4 B, 2.1 A–D, 2.3 A–D, 2.4 A, 3.1 A, 3.2 A, B, 3.3 A-C, 5.1 A, B

Alignment to Common Core State Standards

RL.9–10.4, 5, 7, 10, W.9–10.2, 2a, 2b, 2c, 2f, 3d, 9, L.9–10.2a, 3, 5

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Unit 2 Pre-AP Learning Cycle 2 (7–17 days)

Lesson Goals	Recommended Pre-AP Lessons and texts	Differentiation Suggestions	Related SpringBoard Activities and texts
Students will: • identify the elements of a rhetorical situation in a literary scene • dramatically read a scene from a short story via reader's theater • analyze a literary character's persuasive moves • make connections among persuasion, characterization, and theme	Lesson 2.3 Persuasion, Characterization, and Theme "Marriage Is a Private Affair"		
Students will: • analyze how specific words reveal aspects of characterization • dramatically read a scene from a short story via reader's theater • analyze how dialogue reveals the motivations of literary characters	Lesson 2.4 When Persuasive Strategies Backfire "Marriage Is a Private Affair"		
Students will: • analyze how characters may evolve throughout a work of literature • identify relevant textual evidence to support a claim analyze how literary elements interact to develop a central idea	Lesson 2.5 Is Marriage a Private Affair? "Marriage Is a Private Affair"		Activity 2.2 Love and Marriage "Marriage is a Private Affair"
Students will: • unpack a literary analysis prompt • generate and select ideas for a literary analysis • draft a thesis statement • identify relevant textual evidence	Lesson 2.6 Writing a Literary Analysis—Unpacking the Prompt and Writing a Thesis Statement "Marriage Is a Private Affair"		
Students will: • create an outline or plan for a literary analysis essay • identify and select relevant textual evidence • draft an introductory paragraph	Lesson 2.7 Writing Literary Analysis—Making a Plan "Marriage Is a Private Affair"		
Students will: • draft a well-written literary analysis essay • select and incorporate relevant textual evidence	Lesson 2.8 Writing Literary Analysis—Drafting the Essay "Marriage Is a Private Affair"		
In this formative assessment, students critique and evaluate their own writing, provide feedback on a peer's writing, and to reflect on the writing process.	Assess and Reflect Learning Cycle 2	Use feedback suggestions from the teacher resources.	
Suggested Learning Checkpoint	**Learning Checkpoint 1**	Visit Pre-AP Classroom to administer.	

Alignment to Pre-AP Learning Objectives

1.1 A, B, 1.2 B, 1.3 A, 2.3 C, 3.1 A

Alignment to Common Core State Standards

RL.9–10.1, 2, 3, 4, 10, RI.9-10.6

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Unit 2 Pre-AP Learning Cycle 3 (8–14 days)

Lesson Goals	Recommended Pre-AP Lessons and texts	Differentiation Suggestions	Related SpringBoard Activities and texts
Students will: • identify the rhetorical situation in a dramatic scene • analyze how a character's persuasive language and actions reveal characterization	Lesson 2.9 Persuasion in *A Raisin in the Sun*		
Students will: • gain an introduction to the background and language of *Macbeth* • analyze a shift in a dramatic character's emotional state through language and performance	Lesson 2.10 To Kill or Not to Kill: *That* is the Question excerpt from *Macbeth*		
Students will: • paraphrase and interpret a Shakespearean dialogue • perform a choral reading and physical interpretation of a Shakespearean dialogue	Lesson 2.11 Embodying Shakespeare Through Voice and Movement excerpt from *Macbeth*		
Students will: • identify the rhetorical situation in a dramatic scene • analyze a character's persuasive language • analyze how relationships between characters are revealed through language and actions	Lesson 2.12 Analyzing Lady Macbeth's Persuasive Power excerpt from *Macbeth*		
Students will: • understand the role of a dramatic director • Plan, perform, and reflect on a dramatic performance of a Shakespearean dialogue	Lesson 2.13 Persuasion in Action excerpt from *Macbeth*		
Students will: • unpack an essay prompt to identify its overall intent and requirements • craft thesis statements for literary analysis	Lesson 2.14 Jumpstarting the Literary Analysis excerpt from *Macbeth*		
In this short formative assessment, students critique and evaluate their own writing, provide feedback on a peer's writing and reflect on the writing process.	Assess and Reflect Learning Cycle 3	Use feedback suggestions from the teacher resources.	
	Pre-AP Performance Task: Writing a Literary Analysis	Visit Pre-AP Classroom to administer.	

Alignment to Pre-AP Learning Objectives	Alignment to Common Core State Standards
1.1 A, C, 1.3 A, B, 1.4 B, 2.1 A–C, 2.3 A–D, 3.1 A, 3.2 A, B, 3.3 A-C, 5.1 A, B	RL.9–10.4, W.9–10.1, 1a, 2, L.9–10.4d

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Unit 2 Teacher-Created Content		
Learning Targets	**Suggested SpringBoard Activities and Texts**	**Differentiation Suggestions**
Students will: • analyze and make personal connections to proverbs and folktales • examine how an author's use of proverbs and folktales influences the characterization of a people	Activity 2.3 Proverbs and Folktales	Adapt in the Teacher Wrap
Students will: • analyze compare and contrast two characters from the novel • analyze specific chapters and their contributions to the plot.	Activity 2.4 Father and Son	Leveled Differentiated Instruction Teacher to Teacher
Students will: • develop a visual representation that supports mental images and deepens understanding of a text • analyze how the author develops complex yet believable characters	Activity 2.5 Visualizing a Character in Conflict	Adapt in the Teacher Wrap
Students will: • analyze how themes are developed through characterization • write a literary analysis using genre characteristics about a character in the story.	Activity 2.6 Family Ties	Leveled Differentiated Instruction Teacher to Teacher
Students will: • engage in a meaningful discourse by participating actively in a Socratic Seminar • analyze the use of foreshadowing in a novel	Activity 2.7 Sacrificial Son	Leveled Differentiated Instruction Teacher to Teacher
Students will: • analyze how the introduction of a new character affects themes and development of the plot • create a tableau of characters from the novel to illustrate your understanding of characterization	Activity 2.8 Creating a Character Tableau	Leveled Differentiated Instruction
Students will: • develop research questions and conduct research about various aspects of a culture • write an informational paragraph explaining the values and norms of the Ibo culture	Activity 2.9 Ibo Norms and Values	Teacher to Teacher Adapt in the Teacher Wrap
Students will: • analyze isolated scenes and make inferences about events in the plot • write a narrative using genre characteristics to explore a character's voice	Activity 2.10 RAFTing with Chielo	Adapt in the Teacher Wrap
Students will: • analyze how the two themes of violence and gender are developed throughout the novel • discuss how historical and cultural settings influence cultural views on gender	Activity 2.11 Tracing Two Themes	Leveled Differentiated Instruction Adapt in Teacher Wrap
Students will: • analyze how authors develop archetypes such as the tragic hero • understand and apply the concept of tragic hero to Okonkwo • write a literary analysis using genre characteristics to explain how Okonkwo fits Aristotle's definition of a tragic hero	Activity 2.12 A Tragic Hero?	Teacher to Teacher Adapt in Teacher Wrap
Students will: • analyze how key plot events develop a theme related to cultural conflict • generate questions about key plot events in the text	Activity 2.13 Colliding Cultures	Leveled Differentiated Instruction
Students will: • discuss how historical and cultural settings contribute to cultural misunderstandings between characters • analyze personal connections or experiences with other cultures	Activity 2.14 Cultural Misunderstandings	
Students will: • make connections between *Things Fall Apart* and the ideas in poetry • examine how the author's use of language in a poem helps inform and shape the perceptions of readers	Activity 2.15 Poetic Connections	Leveled Differentiated Instruction Teacher to Teacher

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• integrate ideas from multiple texts to build knowledge and vocabulary about cultural conflicts		
Students will: • analyze the use of irony in the novel and its purpose • write about cultural misunderstanding	Activity 2.16 A Letter to the District Commissioner	Leveled Differentiated Instruction Teacher to Teacher
Students will: • evaluate details in the text to determine Achebe's purpose for writing *Things Fall Apart* • Synthesize information from Achebe's interview and his novel	Activity 2.17 The Author's Perspective	Scaffolding Text-Dependent Questions
Suggested Embedded Assessment	**SpringBoard Embedded Assessment 1: Writing a Literary Analysis**	Language Workshop 2A: Collaborative Embedded Assessment: Writing a Literary Analysis

Alignment to Pre-AP Learning Objectives

1.1 A–C, 1.2 A, 1.3 A, B, 1.4 A, 2.1 A–C, 2.2 C, 2.3 A–D, 3.1 A, 3.2 A, B, 3.3 A, B, 5.1 A, B

Alignment to Common Core State Standards

RL.9–10.2- 6, W.9–10.2, 2b, 3, 3a–3e, 4, 5, 6, 7, 9a

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

Unit Overview:

Opening Lessons (Pre-AP Lessons 3.1–3.18 OR SpringBoard Activities 3.1–3.8)
In the first three weeks of this unit, students' work focuses on strengthening their analytical reading and writing skills so that they can develop and assert their evidence-based opinions with greater confidence and clarity. Students read and evaluate a variety of print and nonprint texts on related topics. They examine how multiple sources speak to one another, then learn to synthesize those sources to develop their own original arguments.

Continuing Suggested Lessons (SpringBoard Activities 3.9–3.19, Embedded Assessment 2)
Students continue their study of synthesis as they embark on a research project, moving through all stages of the research process as they investigate an environmental topic of their choice. They'll complete a position paper, and, finally, they'll work collaboratively with a group to deliver a multimedia presentation of a proposed solution to an environmental problem.

Key Concepts and Skills:	
• Critical reading and analysis of nonfiction print and nonprint texts • Analysis of how different texts present the same topic • Examining the influence of historical contexts • The writing process • Analytical writing • Writing a synthesis argument	• Determining word meanings through context and outside resources • Academic vocabulary in complex texts • Conventions of standard English • Structured academic conversations • [Additional key concepts and skills as determined by the teacher]

Assessment Types	Suggested Assessments
Pre-AP Learning Checkpoints Short, multiple-choice formative assessments that ask students to demonstrate their classroom learning with texts not previously encountered. They are automatically scored in Pre-AP Classroom with reporting to provide insight and inform instructional planning decisions.	At least one learning checkpoint is required as part of Pre-AP Course Audit. We have suggested **Learning Checkpoint 1** at the end of this unit.
SpringBoard Embedded Assessments Performance-based assessments scaffolded within the instruction of a SpringBoard unit. These assessments are aligned to state standards. They often support the skills needed for the performance task or other elements of the Pre-AP Framework.	Unit 3 Embedded Assessment 2: Presenting a Solution to an Environmental Conflict is suggested after the performance task is given.
Pre-AP Performance Tasks Performance-based assessments that ask students to write an analysis of a text not explicitly taught in class. They can be administered on paper or in Pre-AP Classroom.	**Unit 3 Performance Task: Writing a Synthesis Argument**. Suggested timing is prior to the SpringBoard Embedded Assessment.

Resources for Differentiation	Uses
Quill.org	Online practice in many areas of sentence writing, particularly sentence combining.
Vocabulary.com	Free online word-study practice.
SpringBoard Language Workshops	Any or all activities within Workshops 3A and 3B can be used to support language acquisition, knowledge building, and vocabulary building.
SpringBoard Writing Workshops	See the SpringBoard Planning the Unit section for specific workshop suggestions, pacing, and content information.

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	Unit 3 Pre-AP Learning Cycle 1 (10–15 days)		
Lesson Goals	**Recommended Pre-AP Lessons and texts**	**Differentiation Suggestions**	**Parallel SpringBoard Activities and texts**
Students will: • explain why academic dialogue about a topic can be viewed as an unending conversation • extend the conversation around a topic by listening carefully and adding new ideas	Lesson 3.1 Entering the Conversation Excerpt from *The Philosophy of Literary Form*	Word-study practice at Vocabulary.com Language Workshop 3A: Activities 1 and 2	
Students will: • draft a written response that states and supports a claim • collect evidence from peers' written opinions	Lesson 3.2 Generating a Conversation on Paper, I	See Meeting Learners' Needs in the teacher resources. Word-study practice at Vocabulary.com	Activity 3.1 Previewing the Unit Activity 3.2 Putting in Your Oar
Students will: • write a brief synthesis argument with cited evidence • revise and edit writing based on peer and self-reviews	Lesson 3.3 Generating a Conversation on Paper, II	Sentence-writing practice with Quill	
Students will: • analyze the structure and meaning of a long, complex sentence • practice sentence combining • identify the rights granted by the First Amendment	Lesson 3.4 Understanding the First Amendment Amendment I	See Meeting Learners' Needs in the teacher resources. Word-study practice at Vocabulary.com	
Students will: • use context clues to infer the meaning of multiple-meaning words • understand how Supreme Court rulings make use of specific words	Lesson 3.5 Inferring Word Meaning from Context	See Meeting Learners' Needs in the teacher resources. Word-study practice at Vocabulary.com	
Students will: • read closely and analyze excerpts from a Supreme Court opinion • use context clues to determine word meanings • understand how a Supreme Court opinion is an example of synthesis	Lesson 3.6 Reading a Supreme Court Decision as an Act of Synthesis excerpts from *Tinker v. Des Moines*	See Meeting Learners' Needs in the teacher resources. Word-study practice at Vocabulary.com	Activity 3.3 Reading a Court Case on Freedom of Speech Activity 3.4 Analyzing Rhetoric in a Supreme Court Case
Students will: • read closely and analyze complex text from Supreme Court opinions • analyze the use of rhetorical strategies • compare and contrast majority and dissenting opinions	Lesson 3.7 Comparing and Contrasting Excerpts from the Majority and Dissenting Opinions excerpts from *Tinker v. Des Moines*		
In this short formative assessment, students revisit and revise arguments they wrote, incorporating textual evidence from one or more of the excerpts from *Tinker v. Des Moines*.	Assess and Reflect Learning Cycle 1	Use feedback suggestions from the teacher resources.	

Alignment to Pre-AP Learning Objectives

1.1 A, 1.2, 1.4, 2.1 A, 2.2 A, 3.1, 4.1 B, C

Alignment to Common Core State Standards

RL.9–10.10, RI.9–10.2, 4, 6, 10, W.9–10.1a, 1b, 1c, 1d, 1e, 4, 8

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Unit 3 Pre-AP Learning Cycle 2 (8–9 days)			
Lesson Goals	**Recommended Pre-AP Lessons and texts**	**Differentiation Suggestions**	**Parallel SpringBoard Activities and texts**
Students will: • collaborate to create a working definition • gain content knowledge from an informational video	Lesson 3.8 Understanding How Vaccinations Work "Immunity and Vaccines Explained" (PBS): 2:11 minutes "How Do Vaccines Work?" (TED-Ed): 4:35 minutes or video of teacher's choice		3.5 Exploring Opinions About Vaccines T.E.D.-Ed Video: "How do vaccines work?" Activity 3.6 Understanding Herd Immunity
Students will: • read closely and analyze a satirical cartoon • explain the relationship between a text and its historical context • identify rhetorical strategies in a cartoon	Lesson 3.9 A Part-to-Whole Analysis of a Satirical Cartoon *The Cow-Pock or the Wonderful Effects of the New Inoculation* (cartoon) Excerpt from "About Edward Jenner" (nonfiction_	Word-study practice at Vocabulary.com Sentence frame to scaffold writing	
Students will: • analyze and draw connections between a print and nonprint text • explain the meaning of an extended metaphor • identify rhetorical strategies in an infographic	Lesson 3.10 Analyzing Textual and Visual Representations of Herd Immunity Excerpt from *On Immunity: An Inoculation* Info graphic on herd immunity	Word-study practice at Vocabulary.com Language Workshop 3A: Activities 3–6	
Students will: • read and closely analyze complex texts from Supreme Court opinions • analyze rhetorical strategies in Supreme Court opinions	Lesson 3.11 The Supreme Court excerpts from *Jacobson v. Massachusetts*	Word-study practice at Vocabulary.com	
Students will: • read and analyze an argument • identify and explain counterarguments • explain authors present different perspectives on a common theme	Lesson 3.12 Addressing a Counterargument "For Herd's Sake, Vaccinate" "Vaccine Controversy Shows Why We Need Markets, Not Mandates"	Word-study practice at Vocabulary.com	
This short writing task is an expansion of the dialogue from the previous lesson. The scope is limited to two sources with a focus on effectively addressing the counterclaim.	Assess and Reflect Learning Cycle 2	Use feedback suggestions from the teacher resources.	

Alignment to Pre-AP Learning Objectives

1.1 A, 1.2 B, 1.4 B, 2.1 A, 5.2 B

Alignment to Common Core State Standards

RI.9–10.6, 7, W.9–10.4, SL.9–10.2

Unit 3 Pre-AP Learning Cycle 3 (10 days)

Lesson Goals	Recommended Pre-AP Lessons and texts	Differentiation Suggestions	Parallel SpringBoard Activities and texts
Students will: • research word meanings by consulting sources • read closely and analyze a complex argument • explain how the rhetorical features contribute to an argument	Lesson 3.13 Analyzing an Editorial "Laws Are Not the Only Way to Boost Immunization"	Sentence-writing practice with Quill Word-study practice at Vocabulary.com	
Students will: • read closely and analyze quantitative data in a graph • incorporate evidence to support a claim orally and in writing • evaluate evidence in an academic conversation	Lesson 3.14 Analyzing a Graph Graph of measles cases vs. vaccine coverage		
Students will: • analyze the development of two arguments • explain how two authors convey different perspectives • cite textual evidence to support a claim	Lesson 3.15 Creating a Dialogue Between Texts "Measles: A Dangerous Illness" "Mandatory Vaccination Is Not the Answer to Measles"	Word-study practice at Vocabulary.com	
Students will: • plan support a claim with relevant and convincing evidence • extend an academic conversation with relevant evidence • synthesize ideas from multiple texts	Lesson 3.16 Hosting a Parlor Conversation	Word-study practice at Vocabulary.com Language Workshop 3A: Activity 7	3.7 Two Opinions on Measles Vaccines "Measles: A Dangerous Illness" "Mandatory Vaccination Is Not the Answer to Measles" Activity 3.8 Composing a Synthesis Argument
Students will: • craft a thesis statement with a precise claim • select relevant and convincing evidence • synthesize ideas from multiple texts	Lesson 3.17: Writing a Synthesis Argument, I		
Students will: • synthesize ideas from multiple texts • write a well-developed synthesis argument	Lesson 3.18: Writing a Synthesis Argument, II	Use G-S-T strategy to support paragraph building	
In this short formative assessment task, students will submit their writing to the "bare bones" test: read their argument to a partner and with the partner summarize what they heard, paragraph by paragraph	Assess and Reflect Learning Cycle 3	Use feedback suggestions from the teacher resources.	
Suggested Learning Checkpoint	**Learning Checkpoint 1**	Visit Pre-AP Classroom to administer.	
	Pre-AP Performance Task: Writing a Synthesis Argument	Visit Pre-AP Classroom to administer.	

Alignment to Pre-AP Learning Objectives

1.1 A–C, 1.2 A, B, 1.4 B, 2.1 A–D, 2.2 A–D, 2.3 A–D, 3.1 A, 3.2 A, B, 5.1 A, B, 5.2 A, B, D

Alignment to Common Core State Standards

RI.9–10.1, 3, 5, 8, W.9–10.2, 5, 9b

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Unit 3 Teacher-Created Content (19+ days)

Learning Targets	Suggested SpringBoard Activities and Texts	Differentiation Suggestions
Students will: • examine how to develop a research report *Note: we recommend EA 2, so for the unpacking exercise refer to Activity 3.14	Activity 3.9 Digging into the Research Process	Leveled Differentiated Instruction Teacher-to-Teacher
Students will: • examine environmental topics to research as a group • generate a question about an environmental issue to research further	Activity 3.10 Forming Questions	Leveled Differentiated Instruction
Students will: • use different print and digital sources • examine how to determine reliability and credibility of sources • examine sources for fallacies • follow rules for avoiding plagiarism and using citations	Activity 3.11 Sifting Through Sources	Leveled Differentiated Instruction
Students will: • write an objective summary • receive peer feedback on a sample citation	Activity 3.12 Evaluating Sources for Credibility	Leveled Differentiated Instruction
Students will: • preview the second EA • explore how research can be presented visually in film and infographics • develop a preliminary presentation plan	Activity 3.14 Presenting Research	Leveled Differentiated Instruction Language Workshop 3B: Activities 1 and 2
Students will: • examine the genre characteristics of a report • plan and draft a report • revisit research to modify a research plan	Activity 3.15 From Research to Report: Drafting the Conflict	Leveled Differentiated Instruction Language Workshop 3B: Activities 3–6
Students will: • evaluate how an author addresses counterclaims and proposes solutions in a report • conduct additional research to identify and respond to opposition and propose solutions • integrate ideas from multiple texts to build knowledge and vocabulary about how people and businesses are persuaded to participate in an activist movement	Activity 3.17 Recursive Research (optional based on student need)	
Students will: • use a variety of source integration strategies to maintain the flow of ideas in your writing • avoid plagiarism and maintain accuracy by properly citing research in writing and speech • integrate ideas from multiple texts about how people and businesses are persuaded to participate in activist movements	Activity 3.18 The Problem with Palm Oil	Scaffolding Text-Dependent Questions Leveled Differentiated Instruction Teacher-to-Teacher
Students will: • publish and present a report to peers • revise and formalize a group presentation plan	Activity 3.19 Peer Presenting	
Suggested Embedded Assessment	**SpringBoard Embedded Assessment 2: Presenting a Solution to an Environmental Conflict**	Language Workshop 3A: Collaborative Embedded Assessment: Presenting a Solution to an Environmental Conflict

Alignment to Pre-AP Learning Objectives

1.1B, 1.2 B, 2.1 B, C, 3.2 A, B, 3.3 A, B, 4.1 A–C, 4.2 A–D, 5.2 B

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?

Alignment to Common Core State Standards

RI.9–10.5, 7, W.9–10.5, 7, 8, SL.9–10.5

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Unit 4: Purpose in Poetry and Prose: Analyzing Works that Praise, Mourn, or Mock

Unit Overview:

Opening Lessons (Pre-AP Lessons 4.1–4.10)
In the first weeks of this final unit, students explore poetry through the lens of how poets' purpose and tone affect the way they craft poems to ng achieve their intended effect. By studying a collection of poetic works that praise, that mourn, and that mock, students discover the power of poetic language and the ways in which language can often serve multiple functions and convey multiple meanings. As students analyze poetic works and language, they will also learn to present their analyses in the writing of analytical paragraphs and an essay of poetry analysis.

Continuing Suggested Lessons (SpringBoard Activities 4.12–4.19; Embedded Assessment 2)
Students continue their study of texts that praise, mock, and mourn through reading a graphic novel excerpt and a short story before crafting and reflecting on their own piece of creative writing. They'll end the unit by studying and performing a scene from *Antigone*. As they study *Antigone*, students will have the opportunity to draw connections between the play, other texts they've read this year, and the world.

Key Concepts and Skills:	
• Critical reading and analysis of a collection of poems • Analysis of how poets convey a speaker's purpose and tone • The writing process • Analytical writing • Effects of word choice in poetry • Precise language	• Conventions of standard English • Collaborative research summaries and presentations • Choral reading • Structured academic conversations • [Additional key concepts and skills as determined by the teacher]

Assessment Types	Suggested Assessments
Pre-AP Learning Checkpoints Short, multiple-choice formative assessments that ask students to demonstrate their classroom learning with texts not previously encountered. They are automatically scored in Pre-AP Classroom with reporting to provide insight and inform instructional planning decisions.	At least one learning checkpoint is required as part of Pre-AP Course Audit. We have suggested **Learning Checkpoint 1 and 2.**
SpringBoard Embedded Assessments Performance-based assessments scaffolded within the instruction of a SpringBoard unit. These assessments are aligned to state standards. They often support the skills needed for the performance task or other elements of the Pre-AP Framework.	Embedded Assessment 2: Performing a scene from *Antigone*
Pre-AP Performance Tasks Performance-based assessments that ask students to write an analysis of a text not explicitly taught in class. They can be administered on paper or in Pre-AP Classroom.	**Unit 4 Performance Task: Analyzing Pivotal Words and Phrases**. Suggested timing is the before starting SpringBoard activities.

Resources for Differentiation	Uses
Quill.org	Online practice in many areas of sentence writing, particularly sentence combining.
Vocabulary.com	Free online word-study practice.
SpringBoard Language Workshops	Any or all activities within Workshops 4A and 4B can be used to support language acquisition, knowledge building, and vocabulary building.

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SpringBoard Writing Workshops

See the SpringBoard Planning the Unit section for specific workshop suggestions, pacing, and content information.

Unit 4 Pre-AP Learning Cycle 1 (6–10 days)

Lesson Goals	Recommended Pre-AP Lessons and texts	Differentiation Suggestions	Parallel SpringBoard Activities and texts
Students will: • analyze the meaning and structure of a complex essay • analyze how stylistic elements contribute to the effects and meaning of a work • draft a part-to-whole analysis	Lesson 4.1 "Joyas Voladoras" – Paragraph by Paragraph "Joyas Voladoras"	Sentence-level practice with Quill Additional/fewer sentence frames	
Students will: • analyze how an author's stylistic choices contribute to the effects of a work • explain the relationship between poetry and prose • incorporate specific language to achieve an intended tone	Lesson 4.2 Introducing Poems that Praise "Joyas Voladoras"	Sentence-writing practice with Quill Word-study practice at Vocabulary.com	
Students will: • read closely and analyze the meaning and structure of a poem • analyze literal and figurative meanings represented in a poem • identify and explain the central metaphor of a poem	Lesson 4.3 "Ode to the Table" – One Stanza at a Time "Ode to the Table"	Sentence-writing practice with Quill	
Students will: • read closely and analyze the meaning and structure of a poem • identify and explain the effects of imagery, shifts, and metaphor • cite textual evidence that conveys the speaker's tone	Lesson 4.4 "Digging" into Analysis of Metaphor and Tone "Digging"		
In this short formative task, students apply skills in poetry analysis in a single paragraph response focused on speaker and tone.	Assess and Reflect Learning Cycle 1	Use feedback suggestions from the teacher resources.	

Alignment to Pre-AP Learning Objectives

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

Alignment to Common Core State Standards

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

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Unit 4 Pre-AP Learning Cycle 2 (5–7 days)

Lesson Goals	Recommended Pre-AP Lessons and texts	Differentiation Suggestions	Parallel SpringBoard Activities and texts
Students will: • read closely and identify variations in the meaning, purpose, and tone of a poem • explain the dominant shift and allusions in a poem • write an analysis of a poem	Lesson 4.5 "Alabanza: In Praise of Local 100" – A Poem of Praise and Mourning "Alabanza: In Praise of Local 100"	Word-study practice at Vocabulary.com	
Students will: • compare multiple revisions of a poem, identifying elements of content and structure • analyze the structure and tone of a poem • write an analysis of a poem	Lesson 4.6 "One Art" – Practicing the Art of Losing "One Art"	Word-study practice at Vocabulary.com	
Students will: • analyze how a poem idealizes a subject through detail and imagery • analyze figurative language meant to characterize a speaker's perspective • identify contrasting perspectives in a work of poetry	Lesson 4.7 "On Turning Ten" – A Study in Contrast "On Turning Ten"	Word-study practice at Vocabulary.com	
In this short formative assessment task, students work with "On Turning Ten" to write poetry analysis focused on speaker and figurative language.	Assess and Reflect Learning Cycle 2	Use feedback suggestions from the teacher resources.	

Alignment to Pre-AP Learning Objectives

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

Alignment to Common Core State Standards

RL.9–10.2, 4, W.9–10.2, SL.9–10.1, L.9–10.5

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Unit 4 Pre-AP Learning Cycle 3 (4–5 days)

Lesson Goals	Recommended Pre-AP Lessons and texts	Differentiation Suggestions	Parallel SpringBoard Activities and texts
Students will: • analyze the effects of word choice in a poem • explain the differences between a poem's literal meaning and intended message • apply an understanding of the rhetorical situation to the interpretation of an ironic work	Lesson 4.8 "The War Works Hard" – Approaching Irony Through Word Choice "The War Works Hard"	Word-study practice at Vocabulary.com	
Students will: • conduct on-the-spot research of historical references in a poem • understand how exaggeration can be used to express a satirical tone in a poem • analyze the differences between a poem's literal meaning and intended message	Lesson 4.9 "The History Teacher" – Playing with the Satirical Technique of Exaggeration "The History Teacher"	Word-study practice at Vocabulary.com	
Students will: • identify significant patterns and shifts in a set of lyrics • analyze how word choice reveals contrasting perspectives in a set of lyrics • analyze differences between the literal meaning and intended messages of a set of lyrics	Lesson 4.10 What Is "America" Saying About America? "America"	Word-study practice at Vocabulary.com	
In this short formative assessment task, students apply what they have learned about poetry analysis in a written response focused on "America."	Assess and Reflect Learning Cycle 3	Use feedback suggestions from the teacher resources.	
Suggested Learning Checkpoint	**Learning Checkpoint 1**	Visit Pre-AP Classroom to administer.	
	Performance Task: Analyzing Pivotal Words and Phrases	Visit Pre-AP Classroom to administer.	

Alignment to Pre-AP Learning Objectives

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

Alignment to Common Core State Standards

RL.9–10.2, 4, 6, W.9–10.2, L.9–10.5

Unit 4 Teacher-Created Content

Learning Targets	Suggested SpringBoard Activities and Texts	Differentiation Suggestions
Students will: • identify the knowledge and skills necessary to complete the Embedded Assessment • reflect on understanding of vocabulary, essential questions, and character relationships • preview a play by learning background information about tragedy and Sophocles' Theban plays	Activity 4.12 Introducing Greek Drama *Antigone*	Leveled Differentiated Instruction Language Workshop 4B: Activities 1 and 2
Students will: • examine the use of stage directions and the Greek Chorus • analyze the characters of Antigone and Ismene, as well as their motivations and conflicts	Activity 4.13 Soul Sisters *Antigone*	Language Workshop 4A: Activities 3–6 Leveled Differentiated Instruction
Students will: • analyze the structure of a traditional ode • determine how language contributes to tone, voice, and mood • integrate ideas from multiple texts to build knowledge and vocabulary about the role of the Greek Chorus in a traditional Greek play	Activity 4.14 Chorus Lines *Antigone*	Leveled Differentiated Instruction Scaffolding Text-Dependent Questions
Students will: • analyze the difference between dynamic and static characters • examine the character of Creon, including his attitude, actions, and emotions	Activity 4.15 Enter the King *Antigone*	Teacher-to-Teacher Scaffolding Text-Dependent Questions Leveled Differentiated Instruction
Students will: • examine character motivations and beliefs • make predictions about how character interactions will advance the plot	Activity 4.16 Conflicting Motivations *Antigone*	Teacher-to-Teacher Scaffolding Text-Dependent Questions Leveled Differentiated Instruction
Students will: • discuss the use of foil characters and their interactions with other characters • examine the staging in a play and practice incorporating staging in a performance	Activity 4.17 An Epic Foil *Antigone*	Scaffolding Text-Dependent Questions Leveled Differentiated Instruction
Students will: • analyze choral odes for author's purpose, literary elements, and theme • present well-reasoned ideas supported with textual evidence in discussion groups	Activity 4.18 Odes to Love and Death *Antigone*	Teacher-to-Teacher Scaffolding Text-Dependent Questions Leveled Differentiated Instruction
Students will: • analyze the development of a tragic hero over the course of a play • plan for performance of a scene from *Antigone*	Activity 4.19 *Antigone*	Scaffolding Text-Dependent Questions Leveled Differentiated Instruction
Suggested Learning Checkpoint	**Learning Checkpoint 2**	Visit Pre-AP Classroom to administer.
Suggested Embedded Assessment	**SpringBoard Embedded Assessment 2: Performing a Scene from *Antigone***	Language Workshop 4B: Collaborative Embedded Assessment: Performing a Scene from *Antigone*

Alignment to Pre-AP Learning Objectives

1.1A, B, 1.3A, B, 5.1 A, B, 5.2 A, D

Alignment to Common Core State Standards

RL.9–10.1, 2, 3, 4, 5, SL.9–10.1a, 1d, 6

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?

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