

Scope and Sequence
Pre-AP II English

Course Title	Pre-AP II English
Course Overview	English 2 builds on the foundation of the English 1 course, with an emphasis on the recursive moves that matter in preparing students for the challenges of college-level reading, writing, and discussion. While English 1 introduces the fundamental routines of close observation, critical analysis, and appreciation of author's craft, English 2 requires students to apply those same practices to a new host of nonfiction and literary texts. As readers, students develop a vigilant awareness of how the poet, playwright, novelist, and writer of nonfiction alike can masterfully manipulate language to serve their unique purposes. As writers, students compose more nuanced analytical essays without losing sight of the importance of well-crafted sentences and a sense of cohesion. Each unit of English 2 culminates in a writing task that reflects the rigor of similar tasks they will eventually encounter on standardized writing exams, in AP English courses, and in college classes.
Course Essential Questions	How do authors sway their audience with the power of words? What is the value of the virtual?

	September - November	December-February
Unit Title and Core Text	<u>MOVES IN ARGUMENT</u> 30 Days "Virtual Pigskin" by Mike Twohy - Excerpt from <i>Reality is Broken</i> by Jane McGonigal "Stop Expecting Games to Build Empathy" by Julie Muncy - Shiho Fukada: "Japan Has an Aging Problem," "Bot to Watch Over Me," and "Virtually Able" "Community is the 'Killer App' Missing from Virtual Reality" by Dmitri Williams	<u>PURPOSE IN POETRY & PROSE</u> Note: Unit 4 in AP Classroom 40 Days Selected excerpts and poems: <i>There Eyes Were Watching God</i> by Zora Neale Hurston "On the Subway" by Sharon Olds <i>To Kill a Mockingbird</i> by Harper Lee <i>Joyas Voladoras</i> by Brian Doyle <i>The Street</i> by Ann Petry "Digging" by Seamus Heaney <i>Johnny Got His Gun</i> by Dalton Trumbo "On Turning Ten" and "The History Teacher" by Billy Collins "One Art" by Elizabeth Bishop <i>Seraph on the Suwanee</i> by Zora Neale Hurston "What America is Saying about America" -<i>West Side Story</i>
#Days	30 days	40 days
Unit Purpose	In this unit, students develop this more nuanced appreciation of argument, first by immersing students in writing a brief argument and later by having them analyze the variety of ways writers, cartoonists, and even poets creatively assert and support their claims.	In this unit, students explore poetry through this lens by prioritizing the speaker's purpose and tone and also by appreciating how the various devices work together to achieve those purposes. In the model lessons, texts have been categorized into three neat boxes: poetic works that praise, poetic works that mourn, and poetic works that mock. Despite this system of categorization, students will discover that the rich poetic

		language they encounter in the student reader sometimes serves multiple functions.
Unit EQ or Big Idea	How do authors sway their audience with the power of words? What is the value of the virtual?	What lies between what is stated and implied? How do author's use words to express praise, mourning, or mocking?
Formative Assessments	AP Classroom Learning Checkpoint #1 & #2	AP Classroom Learning Checkpoint #1 & #2
Unit Summative Assessment	- Analyzing an Argument: “DOES ANYONE COLLECT OLD EMAILS?” by Peter Funt - A1 Benchmark (Argument) - Argument Writer's Workshop (2-3 days)	- Writing a Poetry Analysis: “Ode to Dirt” by Sharon Olds - A2 Benchmark (Expository) (2 days) - Expository Writer's Workshop (2-3 days)
Unit Priority Standards	RI 9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. RI 9-10.3 Analyze how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the presence or absence of connections between them. RI 9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. RI 9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements or incomplete truths and fallacious reasoning. W 9-10.1 Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). W.9.2: Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.

		SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
Key Resources	• Pre-AP 2: Units 1 & 2 Teacher Resources • Pre-AP 2 Instructional Planning Guide • Literary and Nonfiction Techniques	• Pre-AP 2: Unit 3 & 4 -Pivotal Words and Phrases Teacher's Resources • Pre-AP 2 Instructional Planning Guide • Literary and Nonfiction Techniques

	February - April	April - June
Unit Title and Core Text	PERSUASION IN LITERATURE 40 Days • <i>The Great Gatsby</i> by F. Scott Fitzgerald • “To A Friend Whose Work Has Come to Triumph” by Anne Sexton • “Musée des Beaux Arts” by W.H. Auden • Excerpts from: ○ A Raisin in the Sun by Lorraine Hansberry ○ Macbeth by William Shakespeare	VOICES IN SYNTHESIS 30 Days • Excerpt from <i>The Philosophy of Literary Form</i> (nonfiction) • The First Amendment • Excerpts from <i>Tinker v. Des Moines</i> • The Cow-Pock or the Wonderful Effects of the New Inoculation! (cartoon) • Excerpt from “About Edward Jenner” • Excerpt from <i>On Immunity: An Inoculation</i> (nonfiction) Infographic on herd immunity • Excerpts from <i>Jacobson v. Massachusetts</i> • “For the Herd’s Sake, Vaccinate” (argument) • “Vaccine Controversy Shows Why We Need Markets, Not Mandates” (argument) • “Laws Are Not the Only Way to Boost Immunization” (argument) • Graph of measles cases vs. vaccine coverage • “Measles: A Dangerous Illness”(argument) • “Mandatory Vaccination Is Not the Answer to Measles” (argument)
#Days	40 days	35 days

Unit Purpose	In Unit 3, students explore how literary characters assert their persuasive powers on one another. Unlike reading persuasive works of nonfiction, observing the dynamic between speaker and audience in literary works requires students to appreciate how the speaker must pivot and react to an opposing perspective.	The overarching goal of this unit is to build students' analytical reading and writing skills so that they can develop and assert their evidence-based opinions with greater confidence and clarity. We are not only inviting them into the conversation; we are preparing them to take part.
Unit EQ or Big Idea	What is the price of ambition? What goal (or purpose) does the writer or speaker have in mind? How do fiction and nonfiction techniques develop character and purpose?	How do you enter and contribute to an ending conversation? How do authors present different perspectives on a common theme?
Formative Assessments	1. AP Classroom Learning Checkpoint #1 & #2 2. The Great Gatsby: Chapter 6 Socratic Seminar 3. The Great Gatsby: Chapter 7 Socratic Seminar 4. Macbeth Literary Analysis 5. The Great Gatsby: Socratic Seminar for Chapters 8 & 9	1. AP Classroom Learning Checkpoint #1 & #2 2. Synthesis Argument
Unit Summative Assessment	• Performance Task: Writing a Literary Analysis Essay for Alice Walker's "Everyday Use" • A3 Benchmark (Narrative) ○ Writer's Workshop	Performance Task: Writing a Synthesis Argument
Unit Priority Standards	RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). RI.9-10.5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences,	W 9-10.1: Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text. W 9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of a text. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). W 9-10.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements or incomplete truths and fallacious reasoning. W 9-10.9: Analyze seminal documents of historical and literary significance (e.g., Washington's Farewell Address,

	paragraphs, or larger portions of a text (e.g., a section or chapter). W.9.2: Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	Lincoln's Second Inaugural and Gettysburg Addresses, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts. W 9-10.1 Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
Key Resources	• Pre-AP 2: Units 1 & 2 Teacher Resources • Pre-AP 2 Instructional Planning Guide • Literary and Nonfiction Techniques	• Pre-AP 2: Units 3 & 4 Teacher Resources • Pre-AP 2 Instructional Planning Guide • Literary and Nonfiction Techniques • Purposes in Writing

