



Unit-Based Pacing Guide for the 2019 AP[®] Course Framework Shea, *The Language of Composition*, 1st Edition

Unit 1				
Reading / Writing Strands	AP [®] Skill	Instructional Purpose	The Language of Composition 1e Instruction / Practice	Pacing: 15 Days
Reading	Skill 1A: Identify and describe the components of the rhetorical situation: the exigence, audience, purpose, context, and message	Introduce basics of the rhetorical situation	Read Chapter 1: pages 1-4	1 day
		Practice finding elements of rhetorical situation	Discuss Lou Gherig's speech (pp. 1-2); explain and discuss rhetorical triangle (p. 4) Introducing students to the SOAPS technique for close reading is a helpful strategy.	
		Deepen practice	When reading chosen essays, discuss the rhetorical situation in each. Recommended texts and questions by thematic chapter: Chapter 4: Sherman Alexie: "Superman and Me." Exploring the Text, 112: Q2, Q8. Chapter 5: Booker T. Washington: "The Atlanta Exposition Address." Questions on Rhetoric and Style, 195: Q3, Q10. Chapter 6: Anna Quindlen: "Commencement Speech at Mount Holyoke College." Exploring the Text, 299-300: Q1, Q5, Q7. Chapter 7: Judith Ortiz Cofer: "The Myth of the Latin Woman." Exploring the Text, 375: Q1, Q5, Q7. Chapter 8: John McMurtry: "Kill 'Em! Crush 'Em! Eat 'Em Raw!" Exploring the Text, 458: Q1, Q7. Chapter 9: Amy Tan: "Mother Tongue." Exploring the Text, 546: Q6, Q7, Q8. Chapter 10: Loren Eiseley: "The Bird and the Machine." Questions for	5 days: read selection(s); discuss overall content in relation to rhetorical situation and answer questions

			<p>Discussion, 607: Q6; Questions on Rhetoric and Style, 608: Q4.</p> <p>Chapter 11: David Denby: “High School Confidential: Notes on Teen Movies.” Questions for Discussion, 714: Q1, Q2, Q3, Q4; Questions on Rhetoric and Style, 715: Q7, Q12.</p> <p>Chapter 12: Chief Seattle: “Message to President Franklin Pierce.” Exploring the Text, 824: Q3, Q5.</p> <p>Chapter 13: Virginia Woolf: “Thoughts on Peace in an Air Raid.” Exploring the Text, 939: Q2, Q4, Q8, Q9, Q10.</p>	
Skill 3.A: Identify and explain claims and evidence within an argument	Introduce claims and evidence	Read Chapter 3: pp. 61-72, 82-85.	1 day	
	Practice finding claim / evidence	Choose from activities: pp. 66-68, 72.		
		<p>Recommended texts and questions by thematic chapter:</p> <p>Chapter 4: Leon Botstein: “Let Teenagers Try Adulthood.” Questions, 155: Q1, Q2.</p> <p>Chapter 5: Ellen Goodman: “In Praise of a Snail’s Pace.” Exploring the Text, 223: Q1, Q3, Q4, Q7.</p> <p>Chapter 6: Lori Arviso Alvord: “Walking the Path between Worlds.” Exploring the Text, 306: Q1,Q3,Q4, Q5, Q8.</p> <p>Chapter 7: Paul Theroux: “Being a Man.” Exploring the Text, 381: Q1,Q2, Q3, Q4.</p> <p>Chapter 8: Theodore Roosevelt: “The Proper Place for Sports.” Questions for Discussion, 451: Q1, Q2, Q6; Questions on Rhetoric and Style, 451: Q1,Q5, Q6, Q8, Q10.</p> <p>Chapter 9: Geoffrey Nunberg: “How Much Wallop Can a Simple Word Pack?” Questions, 581: Q1, Q2, Q3, Q4, Q5.</p> <p>Chapter 10: Elizabeth Royte: “Transsexual Frogs.” Exploring the Text, 662: Q1, Q2, Q3, Q7, Q8.</p> <p>Chapter 11: Steven Johnson: “Watching TV Makes You Smarter.” Questions, 776: Q1, Q2, Q3, Q4, Q5.</p>	5 days: read selection(s); discuss overall content in relation to rhetorical situation and answer questions	

			<p>Chapter 12: Rachel Carson: from “Silent Spring.” Questions for Discussion, 805: Q1, Q3, Q4; Questions on Rhetoric and Style, 805: Q1, Q4, Q5, Q6, Q8.</p> <p>Chapter 13: George Orwell: “Shooting an Elephant.” Questions, 985: Q1, Q2, Q3, Q4.</p>	
Writing	Skill 4.A: Develop paragraphs comprised of a claim and evidence that supports the claim	Write claims and use evidence	Review Ch. 1, pp. 1-4; Ch. 3, pp. 61-62, 82-83	1 day
		Practice writing with claim and evidence	<p>We would like to recommend two different paths to writing an argument paragraph or full length argument here, depending on the ability of your class this early in the year. Choose one of the thematic conversations to engage the interests of your students and try one of the following approaches:</p> <p>Option 1: Choose one text from a thematic conversation, and have students write a paragraph in which they defend, challenge, or qualify the author’s argument.</p> <p>Option 2: Read all of the texts in one of the thematic conversations. Choose a recommended writing prompt from the corresponding list below. Modify the evidence requirement to using evidence from just one or two sources.</p> <p>Recommended Writing Prompts:</p> <p>Chapter 4: Entering the Conversation, p. 163, Q1, Q2, Q4; Suggestions for Writing, p. 173: Q1, Q2, Q3.</p> <p>Chapter 5: Entering the Conversation, p. 248: Q2, Q5; Suggestions for Writing, p. 256: Q6, Q7.</p> <p>Chapter 6: Entering the Conversation, p. 335: Q1; Suggestions for Writing, p. 345: Q7.</p> <p>Chapter 7: Entering the Conversation, p. 417: Q2; Suggestions for Writing, p. 426: Q1, Q3.</p> <p>Chapter 8: Entering the Conversation, p. 492: Q1; Suggestions for Writing, p. 503: Q5.</p> <p>Chapter 9: Suggestions for Writing, p. 595: Q7.</p> <p>Chapter 10: Suggestions for Writing, p. 705: Q8.</p>	2 days; 1 to write; 1 day to discuss

			<p>Chapter 11: Entering the Conversation, p. 787: Q1; Suggestions for Writing, p. 796: Q7.</p> <p>Chapter 12: Entering the Conversation, p. 888: Q2, Q4; Suggestions for Writing, p. 900: Q2, Q4.</p> <p>Chapter 13: Entering the Conversation, p. 995: Q3; Suggestions for Writing, p. 1005: Q7.</p>	
--	--	--	--	--

Unit 2				
Reading / Writing Strand	AP® Skill	Instructional Purpose	The Language of Composition 1e Instruction / Practice	Pacing: 15 days
Reading	Skill 1.B: Explain how an argument demonstrates understanding of an audience’s beliefs, values, or needs	Analyze rhetorical appeals	Read Chapter 1, p. 4-10	1 day: read and discuss
		Practice recognition of appeals	Complete Activity on p. 9; discuss pp. 4-10.	
		Deepen practice of recognizing appeals	<p>Recommended texts and questions by thematic chapter:</p> <p>Chapter 4: Francine Prose: “I Know Why the Caged Bird Cannot Read.” Questions for Discussion, 99: Q5; Questions on Rhetoric and Style, 100: Q1, Q3, Q4, Q5, Q8, Q9.</p> <p>Chapter 5: Barbara Ehrenreich: “Serving in Florida.” Questions for Discussion, 186: Q2, Q5; Questions on Rhetoric and Style, 187: Q1, Q2, Q3, Q5, Q6, Q7, Q11, Q12.</p> <p>Chapter 6: Peter Singer: “The Singer Solution to World Poverty.” Questions, 323: Q4, Q5.</p> <p>Chapter 7: Stephen Lewis: “AIDS Has a Woman’s Face.” Exploring the Text, 387: Q2, Q6, Q9.</p> <p>Chapter 8: Rick Reilly: “The Real New York Giants.” Exploring the Text, 472: Q1, Q6, Q7.</p> <p>Chapter 9: S.I. Hayakawa: “Bilingualism in America: English Should Be the Official Language.” Exploring the Text, 567: Q1, Q4.</p> <p>Chapter 10: Loren Eiseley: “The Bird and the Machine.” Questions for Discussion, 607: Q3; Questions on Rhetoric and Style, 608: Q9.</p> <p>Chapter 11: Scott McCloud: From <i>Show and Tell</i>. Exploring the Text, 737: Q1, Q5, Q6.</p> <p>Chapter 12: Wangari Muta Maathai: “2004 Nobel Peace Prize Speech.”</p>	1 day: read selection; discuss overall content, answer questions

			Exploring the Text, 840: Q1,Q6,Q8. Chapter 13: Picasso: <i>The New Yorker, Harper's Magazine</i> : "Guernica" and Depictions of "Guernica" - Covers. Exploring the Text, 975: Q1, Q5, Q6.	
Writing	Skill 2.B: Demonstrate an understanding of an audience's beliefs, values, or needs	Practice writing about audience's beliefs, values, or needs	Chapter 3: read pp. 69-72, Relationship of Sources to Audience; complete activity on p. 72	2 days: 1 to read or review text; 1 day to practice writing
		Deepen practice writing about appeals	Recommended writing prompt to examine how appeals work: Chapter 4: Francine Prose: "I Know Why the Caged Bird Cannot Read." Questions on Rhetoric and Style, 100: Q1, Q4. Chapter 5: Barbara Ehrenreich: "Serving in Florida." Questions on Rhetoric and Style, 187: Q11, Q12. Chapter 6: Martin Luther King: "Letter from Birmingham Jail." Questions for Discussion, 274: Q3; Questions on Rhetoric and Style, Q3. Chapter 7: John and Abigail Adams: "Letters." Exploring the Text, 366: Q1, Q3, Q5,Q6. Chapter 8: Donna Britt: "A Unique Take on Beauty." Questions, 484: Q1. Chapter 9: Ngugi Wa Thiong'o: From "Decolonising the Mind." Exploring the Text, 555: Q5, Q10. Chapter 10: Gahan Wilson: "Food Fight" (cartoon). Exploring the Text, 675: Q1, Q2, Q3. Chapter 11: Mark Tansey: "The Innocent Eye Test" (painting). Exploring the Text, 764: Q3. Chapter 12: Suggestions for Writing, 901: Q5. Chapter 13: Picasso: <i>The New Yorker, Harper's Magazine</i> : "Guernica" and Depictions of "Guernica" - Covers. Depictions of "Guernica." Exploring the Text, 976: Q5./	
Reading	Skill 3A: Identify and explain claims and evidence within an argument	Analyze the effects of evidence; Practice analyzing effects of evidence	Read Chapter 1, pp. 13–14; Chapter 3, pp. 61-85.	1 day, read and discuss
		Deepen practice with claims and	Recommended texts and questions by thematic chapter: Chapter 4: Francine Prose: "I Know Why the Caged Bird Cannot Read."	2 days: 1 day to read, 1 day to practice

		evidence	<p>Questions for Discussion, 99: Q4; Questions on Rhetoric and Style, 100: Q3, Q5, Q7, Q8, Q9, Q10.</p> <p>Chapter 5: Barbara Ehrenreich: "Serving in Florida." Questions on Rhetoric and Style, 187: Q7, Q8. Suggestions for Writing, 188: Q4.</p> <p>Chapter 6: Henry David Thoreau: "Where I Lived and What I Lived For." Questions for Discussion, p. 281: Q1. Questions on Rhetoric and Style, p 281: Q1, Q4, Q5, Q10, Q12.</p> <p>Chapter 7: Stephen Lewis: "AIDS Has a Woman's Face." Exploring the Text, 387: Q3, Q7.</p> <p>Chapter 8: Donna Britt: "A Unique Take on Beauty." Questions, 484: Q2, Q3, Q6.</p> <p>Chapter 9: Marjorie Agosin: "Always Living in Spanish." Exploring the Text, 559: Q1, Q2, Q5, Q6.</p> <p>Chapter 10: T.H. Huxley: "The Method of Scientific Investigation." Questions on Rhetoric and Style, 614: Q1, Q3, Q4, Q10.</p> <p>Chapter 11: Teresa Wiltz: "Popular Culture in the Aftermath of September 11 is a Chorus without a Hook, A Movie without an Ending." Exploring the Text, 758: Q2, Q4, Q5, Q6, Q7.</p> <p>Chapter 12: Ralph Waldo Emerson: "Nature." Questions for Discussion, 814: Q1; Questions on Rhetoric and Style, 815: Q1, Q2, Q3, Q4, Q5, Q6, Q7.</p> <p>Chapter 13: Chris Hedges: "The Destruction of Culture." Exploring the Text, 928: Q3, Q4, Q5, Q7, Q8, Q9.</p>	
Writing	Skill 4.A: Develop paragraphs comprised of a claim and evidence that supports the claim	Write paragraphs using claim and evidence	Review Chapter 3, pp. 82-85, "Formulating Your Position" and "Integrating Sources"	1 day: discuss
		Deepen practice of writing that uses claim, evidence	<p>Recommended texts and questions by thematic chapter are listed below. Write a paragraph using claim and evidence.</p> <p>Chapter 4: Francine Prose: "I Know Why the Caged Bird Cannot Read." Suggestions for Writing, 100: Q4</p> <p>Chapter 5: Barbara Ehrenreich: "Serving in Florida." Suggestions for Writing, 188: Q5.</p> <p>Chapter 6: Henry David Thoreau: "Where I Lived and What I Lived For." Suggestions for Writing, 100: Q4.</p> <p>Chapter 7: Stephen Lewis: "AIDS Has a Woman's Face." Exploring the Text, 387: Q10.</p> <p>Chapter 8: Donna Britt: "A Unique Take on Beauty." Questions, 484: Q6.</p> <p>Chapter 9: Marjorie Agosin: "Always Living in Spanish." Exploring the Text,</p>	2 days: 1 day to review; 1 day to practice writing

			<p>559: Q10.</p> <p>Chapter 10: T.H. Huxley: “The Method of Scientific Investigation.” Suggestions for Writing, 615: Q4.</p> <p>Chapter 11: Teresa Wiltz: “Popular Culture in the Aftermath of September 11 is a Chorus without a Hook, A Movie without an Ending.” Exploring the Text, 758: Q8.</p> <p>Chapter 12: Ralph Waldo Emerson: “Nature.” Suggestions for Writing, 815: Q4.</p> <p>Chapter 13: Chris Hedges: “The Destruction of Culture.” Exploring the Text, 928: Q10.</p>	
Reading	Skill 3.B: Identify and describe the overarching thesis of an argument and any indication it provides of the argument's structure	Analyze thesis and structure	Read Chapter 4: p. 164-166, Student Writing, Using Personal Experience as Evidence; analyze thesis structure.	2 days: 1 day to read, 1 day to identify thesis / argument
		Practice analysis, thesis and structure	Questions, p. 166, Q2.	
		Practice analyzing thesis and structure	<p>Recommended texts and questions to prompt the writing of thesis/claims by thematic chapter are listed below. For each of the texts you read with your students, analyze thesis and how it previews the structure of the argument.</p> <p>Chapter 4: Francine Prose: “I Know Why the Caged Bird Cannot Read.” Suggestions for Writing, 100: Q4</p> <p>Chapter 5: Barbara Ehrenreich: “Serving in Florida.” Suggestions for Writing, 188: Q5.</p> <p>Chapter 6: Henry David Thoreau: “Where I Lived and What I Lived For.” Suggestions for Writing, 100: Q4.</p> <p>Chapter 7: Stephen Lewis, “AIDS Has a Woman’s Face.” Exploring the Text, 387: Q10.</p> <p>Chapter 8: Donna Britt, “A Unique Take on Beauty.” Questions, 484: Q6.</p> <p>Chapter 9: Marjorie Agosin: “Always Living in Spanish.” Exploring the Text, 559: Q10.</p> <p>Chapter 10: T.H. Huxley, “The Method of Scientific Investigation.” Suggestions for Writing, 615: Q4.</p> <p>Chapter 11: Teresa Wiltz, “Popular Culture in the Aftermath of September 11 is a Chorus without a Hook, A Movie without an Ending.” Exploring the Text, 758: Q8.</p> <p>Chapter 12: Ralph Waldo Emerson, “Nature.” Suggestions for Writing, 815: Q4.</p> <p>Chapter 13: Chris Hedges: “The Destruction of Culture.” Exploring the Text,</p>	

			928: Q10.	
Writing	Skill 4.B: Write a thesis statement that requires proof or defense and that may preview the structure of the argument	Write a thesis requiring proof or defense – may preview argument’s structure	Read and discuss Chapter 7: p 418 – 420, Student Writing “Argument: Supporting an Assertion.”	3 days: read, write, revise and discuss.
		Practice writing thesis requiring proof / defense / preview of argument’s structure	Examine the thesis; practice writing a thesis on one of the readings / writing prompts listed above for Skill 3B. Practice outlining arguments to support and defend thesis and begin to recognize how to structure an argument.	

Unit 3				
Reading / Writing Strand	AP® Skill	Instructional Purpose	The Language of Composition 1e Instruction / Practice	Pacing: 15 days
Reading	Skill 3.A: Identify and explain claims and evidence within an argument (examine logical relationship between evidence and claim, integrate source material, create a new argument and acknowledge sources)	Introduce synthesis argument	Read Chapter 3: “Synthesizing Sources: Entering the Conversation,” pp. 61-74	1 day
		Identifying sources and purpose	Chapter 3: Activities, p. 66-68, 72	
		Synthesis argument – sources and student sample	Read Chapter 3: “Conversation – Focus on Community Service,” pp. 74-81	1 day
		Practice working with sources	Chapter 3: Read “Identifying the Issues: Recognizing Complexity,” pp. 81-82	
Writing	Skill 4.A: Develop paragraphs composed of a	Write paragraphs with claim and evidence	Read Chapter 3: “Formulating Your Position,” pp. 82-83; “Incorporating Sources: Inform Rather than Overwhelm,” pp. 84-85	2 days (writing day, revising day)

	claim and evidence that supports the claim	Practice writing a synthesis argument using claim and evidence	Using the readings from “Conversation: Focus on Community Service,” pp. 74-81 (a) have students write a prompt in the style of question 1 Synthesis Argument (b) write the opening paragraph for a synthesis argument (thesis /claim/ introduce evidence)	
Reading	Skill 5.A: Describe the line of reasoning and explain whether it supports the argument’s overarching thesis	Identify line of reasoning: (Classical Oration structure; induction/ deduction; Toulmin model)	Chapter 1: Arrangement, pp. 13-17	1 day
		Practice each method of establishing line of reasoning	Discuss parts of the classical argument; examine selection closely in groups, pp. 13-17	
		Reading closely and deepening practice in identification of methods of logical reasoning	A teacher may want to pair a work from the list below with the particular method for shaping argument for Skill 5A (classical model / Toulmin model) by focusing each day on one way of looking at argument and doing a close reading of a text to identify features of each particular way of organizing argument. Selections and particular questions by skill are listed below. Chapter 4: James Baldwin: “A Talk to Teachers.” Exploring the Text, 129: Q2, Q4, Q6. Chapter 5: Marilyn Gardner, “More Working Parents Play ‘Beat the Clock.’” Questions, 238: Q1. Chapter 6: Bertrand Russell: “The Happy Life.” Questions, 318: Q1, Q3, Q4. Chapter 7: Deborah Tannen, “There is No Unmarked Woman.” Exploring the Text, 393: Q1, Q2, Q3, Q4, Q5, Q6. Chapter 8: Kris Vervaecke, “A Spectator’s Notebook.” Exploring the Text, 470: Q2, Q3, Q5, Q6, Q7, Q8. Chapter 9: George Orwell: “Politics and the English Language.” Questions on Rhetoric and Style, 540: Q1, Q2, Q3, Q4, Q5, Q7. Chapter 10: Steven Pinker, “The Blank Slate.” Exploring the Text, 639: Q1, Q3, Q4, Q5, Q6, Q9, Q10, Q11. Chapter 11: Mark Twain, “Corn-Pone Opinions.” Questions on Rhetoric and Style, 721: Q1, Q2, Q3, Q4, Q5, Q6, Q7.	5 days

			<p>Chapter 12: Joyce Carol Oates, "Against Nature." Exploring the Text, 847: Q1, Q3, Q5, Q6, Q8, Q9.</p> <p>Chapter 13: Henry David Thoreau: "On the Duty of Civil Disobedience." Exploring the Text, 956: Q1, Q4, Q5, Q6, Q7, Q8, Q10.</p>	
Writing	Skill 6.A: Develop a line of reasoning and commentary that explains it throughout an argument	Write paragraph with line of reasoning and commentary	Choose a selection above with a focus on skill 6A to practice paragraph writing with reasoning and commentary.	1 day
Reading	Skill 5.C: Recognize and explain the use of methods of development to accomplish a purpose	Practice identifying methods of development	<p>Read Chapter 1, "Patterns of Development," pp. 17-26; Activity p. 26</p> <p>Readings and questions by thematic chapter; read and discuss ways writers develop arguments through different patterns or methods of development. As students read, they should practice looking within these texts to identify the common methods, patterns, or modes of development (narration, description, exemplification, cause/effect, compare/contrast, classification/division, definition). Writers often use more than one pattern in a text.</p> <p>Chapter 4: Margaret Talbot: "Best in Class." Exploring the Text, 122: Q1, Q2, Q3, Q4, Q5, Q6.</p> <p>Chapter 5: Richard Selzer, "The Surgeon as Priest." Exploring the Text, 204: Q2, Q4, Q5, Q7, Q8, Q9.</p> <p>Chapter 6: Jane Howard: "In Search of the Good Family." Exploring the Text, 288: Q1, Q3, Q5, Q6.</p> <p>Chapter 7: Stephen Jay Gould, "Women's Brains." Questions on Rhetoric and Style, 354: Q1, Q2, Q3, Q4, Q5, Q6, Q7, Q8, Q9, Q11.</p> <p>Chapter 8: Frances Willard, from "How I Learned to Ride the Bicycle." Exploring the Text, 460: Q5, Q6, Q7.</p> <p>Chapter 9: Marjorie Agosin: "Always Living in Spanish." Exploring the Text, 559: Q1, Q3, Q5, Q6.</p> <p>Chapter 10: Jacob Bronowski, "The Reach of Imagination." Exploring the Text, 622: Q1, Q3, Q4, Q5, Q7, Q8.</p> <p>Chapter 11: Danyel Smith, "Dreaming America." Exploring the Text, 736: Q2, Q5, Q6, Q7.</p> <p>Chapter 12: Terry Tempest Williams, "The Clan of One-Breasted Women." Exploring the Text, 822: Q1, Q5, Q7, Q8, Q11.</p> <p>Chapter 13: Jamaica Kincaid: "On Seeing England for the First Time."</p>	2 days

			Questions on Rhetoric and Style, 912: Q3, Q4, Q5, Q6, Q9, Q10, Q11.	
Writing	Skill 6.C: Use appropriate methods of development to advance argument	Write paragraphs with appropriate method of development	<p>Review student writing, “The Synthesis Essay” p. 72-74.</p> <p>Read and discuss Chapter 6: p 335 – 338, Student Writing “Synthesis: Incorporating Sources into a Revision.”</p> <p>Practice writing a full length synthesis argument using one of the conversations in a thematic chapter. Questions located at the end of each conversation in the Entering the Conversation section or in the Suggestions for Writing section at the end of each chapter are excellent prompts for writing a synthesis argument. Students will draw support from the sources in the chosen conversation.</p>	2 days: 1 writing 1 rewriting

Unit 4				
Reading / Writing Strand	AP® Skill	Instructional Purpose	The Language of Composition 1e Instruction / Practice	Pacing: 15 days
Reading	Skill 1.A: Identify and describe components of the rhetorical situation	Identify rhetorical situation; focus on introduction and conclusion appropriate to purpose and context of rhetorical situation	<p>Review Chapter 1, pp. 1-12</p> <p>Read Chapter 2 (Close Reading: The Art and Craft of Analysis) pp. 38-49</p>	1 day
		Practice reading closely	Activities, p. 12, 48	
		Deepen Practice	<p>Recommended texts and questions in each thematic chapter for deepening analytical skills (the questions listed engage skills 1.A and 3.B):</p> <p>Chapter 4: Ralph Waldo Emerson: from “Education.” Questions for Discussion, 108: Q1, Q4, Q5; Questions on Rhetoric and Style, 108: Q3, Q6, Q7.</p> <p>Chapter 5: Thomas Carlyle: From “Labour.” Exploring the Text, 211: Q1, Q2, Q3, Q4, Q5, Q9.</p> <p>Chapter 6: Amitai Etzioni: “The New Community.” Exploring the Text, 295: Q1, Q2, Q3, Q6, Q7, Q8, Q11.</p> <p>Chapter 7: Mark Bauerlein and Sandra Stotsky: “Why Johnny Won’t Read.” Questions, 410: Q1, Q2, Q3.</p>	4 days

			<p>Chapter 8: Natalie Angier: “Drugs, Sports, Body Image and GI Joe.” Questions, 488: Q1, Q2, Q3, Q4, Q5.</p> <p>Chapter 9: Mike Twohy: “Rumours, Lies, Innuendo.” (cartoon) Exploring the Text, 576: Q1, Q2, Q3, Q4, Q5, Q6.</p> <p>Chapter 10: Mihaly Csikszentmihalyi: “The Future of Happiness.” Exploring the Text, 629: Q2, Q3, Q4, Q5, Q8.</p> <p>Chapter 11: Brent Staples: “Godzilla vs. the Giant Scissors.” Exploring the Text, 736: Q1, Q2, Q5.</p> <p>Chapter 12: Richard Conniff: From “Counting Carbons.” Questions, 872: Q1, Q2, Q4, Q5.</p> <p>Chapter 13: Wole Soyinka: “Every Dictator’s Nightmare.” Exploring the Text, 961: Q1, Q3, Q4, Q5, Q8.</p>	
Writing	Skill 2.A: Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation	Introducing the rhetorical analysis essay	Read Chapter 2, Writing about Close Reading, pp. 51-57	1 day
	Skill 4.B: Write a thesis statement that requires proof or defense and that may preview the structure of the argument	Preparing to write a rhetorical analysis	Activity p. 55	
		Writing a rhetorical analysis essay	<p>Choose one of the selections above or elsewhere in a thematic chapter and have students write a practice rhetorical analysis free response in class. Take a day to score together, and another day to revise. A helpful template for the opening paragraph such as the one below will move them in the right direction:</p> <p>Intro Paragraph: State author/subject/purpose/set context</p> <p>_____ (Author) _____ in (mention the literary work / the selection) from _____ wants the reader to (choose: think/believe/do)</p>	3 days: 1 day to write 1 day to score 1 day to revise

			<p align="center"><u>(describe purpose - why the writer wrote this...)</u></p> <p>about _____ (subject) _____. He builds this impression by _____ (describe generally <u>how</u> the piece is written to focus the reader on noticing or thinking something specific -- for example -- does the writer emphasize something? compare or contrast something? describe something? etc. -- if you are a little more broad here about the overall "how" then you can pick a few of the rhetorical strategies or modes of development to explain in order to build the body paragraphs around this bigger intention).</p>	
Reading	<p>Skill 3.B: Identify and describe the overarching thesis of an argument, and any indication it provides of the argument's structure</p>	<p>Identify thesis and argument's structure; note how writers guide the reader's understanding of argument through organization and integration of evidence</p>	<p>Unit 4 deepens the examination of the development of argument, focuses on introductions and conclusions, identifying how a writer exposes a thesis whether explicitly or implicitly, and how a writer uses various modes of development to build a line of reasoning.</p> <p>The selections and questions listed above engage Skill 3.B as well as Skill 1.A.</p> <p>The Conversations at the end of each thematic chapter offer an opportunity to examine several arguments on one theme. Students should choose one of these arguments, read the selections, and work on skill 3.B by examining each argument for overarching thesis and structure.</p> <p>Review Classical Argument structure (p. 13) and outline the structure of any of the arguments listed above or within the conversation students have chosen.</p>	4 days
	<p>Skill 5.C: Recognize and explain the use of methods of development to accomplish a purpose</p>	<p>Recognize methods of development</p>	<p>Reread Patterns of Development, pp. 17-26. Activity, p. 26.</p> <p>As students read the selections in your chosen conversation, they might practice looking within these texts to identify the common methods, patterns, or modes of development (narration, description, exemplification, cause/effect, compare/contrast, classification/division, definition). Writers often use more than one pattern in a text.</p>	
Writing	<p>Skill 6.C: Use appropriate methods of development to advance argument</p>	<p>Practice writing skills involving relationship of ideas, emphasizing contrasts, suggesting cause and effect</p>	<p>Read and discuss Chapter 8, "Student Writing: Rhetorical Analysis: Comparing Strategies in Paired Passages," pp. 493-498; Questions 498.</p>	2 days

		Write paragraphs with appropriate method of development	Students practice writing paragraphs with a chosen mode (or modes) of development appropriate to supporting an argument they are working on; or students may write paragraphs in which they analyze and explain how a writer has effectively used a particular mode of development for his or her argument.	
--	--	---	---	--

Unit 5				
Reading / Writing Strand	AP® Skill	Instructional Purpose	The Language of Composition 1e Instruction / Practice	Pacing: 15 days
Reading	<p>Skill 5.A: Describe the line of reasoning and explain whether it supports an argument's overarching thesis</p> <p>Skill 5.B: Explain how the organization of a text creates unity and coherence and reflects a line of reasoning</p>	Trace reasoning and how it supports the thesis	<p>Review Chapter 1: Arrangement – The Classical Model & Patterns of Development, pp. 13-25.</p> <p>Examine the following texts and questions to focus on reasoning and organization with relation to the overarching thesis and coherence of an argument:</p> <p>Chapter 4: Kyoko Mori: "School." Exploring the Text, 140: Q1, Q2, Q4, Q5, Q6, Q7.</p> <p>Chapter 5: Claudia O'Keefe: "The Traveling Bra Salesman's Lesson." Exploring the Text, 208: Q1, Q2, Q3, Q6, Q8./</p> <p>Chapter 6: Lori Arviso Alvord: "Walking the Path between Worlds." Exploring the Text, 306: Q2,Q3,Q4, Q5, Q7, Q8.</p> <p>Chapter 7: Virginia Woolf: "Professions for Women." Questions for Discussion, 360: Q1, Q2, Q3; Questions on Rhetoric and Style, 361: Q1, Q3, Q7, Q8, Q9, Q11.</p> <p>Chapter 8: Samuel G. Freedman: "For Fasting and Football, a Dedicated Game Plan." Exploring the Text, 475: Q1, Q2, Q3, Q6, Q7.</p> <p>Chapter 9: Richard Rodriguez: "Aria: A Memoir of a Bilingual Childhood." Questions for Discussion, 526: Q1, Q2, Q3; Questions on Rhetoric and Style, 527: Q1, Q2, Q5, Q6, Q7, Q8, Q11.</p> <p>Chapter 10: Philip M. Boffey, "Fearing the Worst Should Anyone Produce a Cloned Baby." Questions, 683: Q2, Q3, Q4, Q5.</p> <p>Chapter 11: Vine Deloria Jr., From "We Talk, You Listen." Exploring the Text, 733: Q1,Q4, Q7.</p> <p>Chapter 12: Wendell Berry, "An Entrance to the Woods." Exploring the Text, 833: Q1, Q3, Q5.</p> <p>Chapter 13: Oliver Goldsmith: "National Prejudices." Exploring the Text, 935:</p>	5 days

			Q3, Q8.	
Writing	<p>Skill 6.A: Develop a line of reasoning and commentary that explains it through an argument</p> <p>Skill 6.B: Use transitional elements to guide the reader through the line of reasoning of an argument</p>	<p>Develop a line of reasoning</p> <p>Deepen Practice</p>	<p>Review Chapter 3, Synthesizing Sources, pp. 61-85. Make selections based on the needs of your students.</p> <p>Read and discuss Chapter 13: p 996 – 999, Student Writing “Synthesis: Incorporating Sources into a Revision.”</p> <p>Practice outlining and planning an argument. Plan the argument based on one of the selections / questions above based on Skills 6A, 6B, and 8A.</p>	2 days
Reading	<p>Skill 7.A: Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text</p>	<p>Explain effect of diction, comparison, syntax on tone or style</p>	<p>Read Chapter 2, Close Reading: The Art and Craft of Analysis, pp. 35-51 to examine stylistic choices that impact meaning and effect.</p> <p>Read Chapter 9, Grammar as Rhetoric and Style: Concise Diction, pp. 592-595; exercises as needed.</p> <p>Read Chapter 4, Grammar as Rhetoric and Style: Appositives, pp. 167-173; exercises as needed.</p> <p>Examine the texts below focusing on the questions listed which examine word choice, tone, syntax, and style. Pay close attention to stylistic choices and the arrangement of ideas in each argument. Examine transitional elements that guide a reader through the line of reasoning in the argument.</p> <p>Chapter 4: Kyoko Mori: “School.” Exploring the Text, 140: Q3,Q5, Q9./</p> <p>Chapter 5: Claudia O’Keefe: “The Traveling Bra Salesman’s Lesson.” Exploring the Text, 208: Q4, Q5, Q7, Q9, Q10./</p> <p>Chapter 6: Lori Arviso Alvord: “Walking the Path between Worlds.” Exploring the Text, 306: Q3,Q6, Q7, Q8./</p> <p>Chapter 7: Virginia Woolf: “Professions for Women.” Questions on Rhetoric and Style, 361: Q2, Q4, Q5, Q6, Q10, Q11, Q12./</p> <p>Chapter 8: Samuel G. Freedman: “For Fasting and Football, a Dedicated</p>	5 days

			<p>Game Plan.” Exploring the Text, 475: Q5, Q6./</p> <p>Chapter 9: Richard Rodriguez: “Aria: A Memoir of a Bilingual Childhood.” Questions for Discussion, 526: Q4, Q5, Q6; Questions on Rhetoric and Style, 527: Q3, Q4, Q10, Q13.</p> <p>Chapter 10: Sven Birkerts, “Into the Electronic Millenium.” Exploring the Text, 654: Q1, Q2, Q3, Q5.</p> <p>Chapter 11: Vine Deloria Jr., From “We Talk, You Listen.” Exploring the Text, 733: Q5,Q6.</p> <p>Chapter 12: Wendell Berry, “An Entrance to the Woods.” Exploring the Text, 833: Q2, Q4.</p> <p>Chapter 13: Oliver Goldsmith: “National Prejudices.” Exploring the Text, 935: Q1, Q2, Q3, Q4, Q6.</p>	
Writing	Skill 8.A: Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument	Use diction, comparisons, syntax to convey tone / style	<p>Options:</p> <p>(1) Read Chapter 13, Student Writing – Argument: Responding to a Quotation, pp. 996-998.</p> <p>(2) Choose a Conversation (each thematic chapter has one conversation with related texts surrounding an issue). Choose a writing prompt from the questions from the section called Entering the Conversation at the end of your chosen conversation. Have students write a synthesis argument employing the skills from Unit 5.</p> <p>(3) Choose a writing prompt from the section called Suggestions for Writing located at the end of each thematic chapter. These sections offer writing prompts students may use to develop an argument of their own based on the texts they have read in this unit and chapter. Have students write an open argument based on one of these prompts employing the skills from Unit 5.</p>	3 days: 1 day writing 1 day in-class scoring 1 day rewriting

Unit 6				
Reading / Writing Strand	AP® Skill	Instructional Purpose	The Language of Composition 1e Instruction / Practice	Pacing: 15 days
Reading	Skill 3.A: Identify and explain claims and evidence within an argument	Analyzing claims and evidence in multiple sources; recognize biases and limitations in evidence; distinguish between	<p>Read the following selection pairs examining biases and limitations in evidence, position, and perspective:</p> <p>Chapter 4:</p> <p>(a) Leon Botstein, “Let Teenagers Try Adulthood,” Questions, 155: Q1, Q2, Q3, Q5.</p> <p>(b) Todd Gitlin, “The Liberal Arts in an Age of Info-Glut,” Questions, 157: Q1, Q5, Q6.</p> <p>Chapter 5:</p>	4 days

		position and perspective.	<p>(a) Amelia Tyagi, "Why Women Have to Work," Questions, 239: Q1, Q2, Q3, Q4.</p> <p>(b) Kimberly Palmer, "My Mother, Myself, Her Career, My Questions," Questions, 245: Q1, Q3, Q5.</p> <p>Chapter 6:</p> <p>(a) Peter Singer, "The Singer Solution to World Poverty." Questions, 323: Q1, Q2, Q3, Q4, Q5.</p> <p>(b) Garrett Hardin, "Lifeboat Ethics: The Case against Helping the Poor." Questions, 333: Q1, Q2, Q3, Q4, Q5, Q6.</p> <p>Chapter 7:</p> <p>(a) David Brooks, "Mind Over Muscle." Questions, 412: Q1, Q2, Q3, Q4, Q5.</p> <p>(b) Rebecca Walker, "Putting Down the Gun." Questions, 414: Q1, Q2, Q3, Q4, Q5.</p> <p>Chapter 8:</p> <p>(a) American College of Sports Medicine, "Disordered Eating and Body Image Disturbances May Be Underreported in Male Athletes." Questions, 490: Q1, Q2, Q3, Q4.</p> <p>(b) National Eating Disorders Association, "Enhancing Male Body Image." Questions, 492: Q1, Q2, Q3.</p> <p>Chapter 9:</p> <p>(a) Letters to the Editor in Response to <i>The War of Words</i> by Daniel Okrent. Questions, 586: Q1, Q2, Q3, Q4, Q5.</p> <p>(b) Ray Magliozzi, "Help Us Overthrow the Tall/Short Mafia." Questions, 589: Q1, Q2, Q3, Q4.</p> <p>Chapter 10:</p> <p>(a) Lewis Thomas, "On Cloning a Human Being." Questions, 681: Q1, Q2, Q3, Q4, Q5.</p> <p>(b) David Duncan, "DNA as Destiny." Questions, 691: Q1, Q2, Q3, Q4, Q5, Q6.</p> <p>Chapter 11:</p> <p>(a) Corbett Trubey, "The Argument Against TV." Questions, 779: Q1, Q2, Q3, Q4, Q5, Q6.</p> <p>(b) Julia Scott, "He Doesn't Like to Watch." Questions, 781: Q1, Q2, Q3, Q4.</p> <p>Chapter 12:</p> <p>(a) Indur M. Goklany, "Is Climate Change the 21st Century's Most Urgent Environmental Problem." Questions, 881: Q1, Q2, Q3, Q4.</p>	
--	--	---------------------------	---	--

			(b) Daniel Glick, "GeoSigns: The Big Thaw." Questions, 887: Q1, Q2, Q3, Q4, Q5, Q6, Q7.	
Writing	Skill 4.A: Develop paragraphs comprised of a claim and evidence that supports the claim	Plan a synthesis essay; write practice opening paragraph and first body paragraph	Using the questions listed above for Skills 4.A, 4.B, 7.A, or 8.A, choose one that students can use for practice writing, argument (open or synthesis).	2 days: 1 day to write 1 day to evaluate, share, revise
Reading	Skill 3.B: Identify and describe the overarching thesis of an argument, and any indication it provides of the argument's structure	Identify thesis and indications of structure	Using the selections above, or a selected conversation from the end of a thematic chapter, examine through close reading how and where argumentative thesis (main claim) is within the piece; examine how the writer has structured the piece to make his or her logical argument. Pay close attention to stylistic choices in diction and syntax, and the arrangement of ideas in each argument. Examine transitional elements that guide a reader through the line of reasoning in the argument.	2 days
Writing	Skill 4.B: Write a thesis statement that requires proof or defense and that may preview the structure of the argument	Write thesis statement using proof, possibly previewing argument's structure; revise thesis statements/ change line of reasoning to reflect new evidence	Practice writing thesis statements and argument outlines. Possible questions to use as prompts are located in the Entering the Conversation questions at the end of each chapter's Conversation . These are strong starters for the synthesis argument prompt. Also, the Suggestions for Writing sections at the end of each chapter include prompts that can be used as open argument starters.	2 days
Reading	Skill 7.A: Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text	Explain how diction, comparison, syntax contribute to tone/style.	Options: (1) Review Chapter 2, Close Reading: The Art and Craft of Analysis, pp. 35-51 to examine stylistic choices that impact meaning and effect. (2) Read and discuss Chapter 5: p 248 – 252, Student Writing "Analyzing Style in Paired Passages." (3) Read Chapter 8, Grammar as Rhetoric and Style: Precise, Direct, and Active Verbs, pp. 498-502; exercises as needed. (4) Read Chapter 5, Grammar as Rhetoric and Style: Short Simple Sentences	2 days

			<p>and Fragments, pp. 252-255; exercises as needed.</p> <p>(5) Read Chapter 12, Grammar as Rhetoric and Style: Cumulative, Periodic, and Inverted Sentences, pp. 893-899; exercises as needed.</p> <p>Examine the texts listed above and focus on the questions listed which examine word choice, tone, syntax, and style. Pay close attention to stylistic choices and the arrangement of ideas in each argument. Examine transitional elements that guide a reader through the line of reasoning in the argument.</p>	
Writing	Skill 8.A: Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument	Write sentences and paragraphs using awareness of choices in diction to create tone, make comparisons; incorporate strategic choices in syntax to convince in argument	<p>Practice using recently learned stylistic skills in writing a synthesis argument or open argument.</p> <p>Entering the Conversation questions at the end of each group of Conversation texts are strong starters for the synthesis argument prompt.</p> <p>Also, the Suggestions for Writing sections at the end of each chapter include prompts that can be used as open argument starters.</p>	<p>3 days</p> <p>1 to write</p> <p>1 to revise for incorporation of evidence and line of reasoning</p> <p>1 to revise for stylistic skills</p>

Unit 7

Reading / Writing Strand	AP® Skill	Instructional Purpose	The Language of Composition 1e Instruction / Practice	Pacing: 15 days
Reading	Skill 1.A: Identify and describe the components of the rhetorical situation: the exigence, audience, purpose, context, and message	Identify elements of rhetorical situation; focus on further development of introductions and conclusions to arguments	<p>Review Chapter 1: An Introduction to Rhetoric, pp. 1-9</p> <p>Examine the texts below throughout Unit 7, focusing on the questions listed which address skills 1.A, 3.C, 7.B, 7.C. In discussion pay close attention to the language of each skill point: ways claims are qualified through modifiers, counterarguments, and alternative perspectives; how writers create, combine, and place independent clauses to show relationships between and among ideas; how grammar and mechanics contribute to the clarity and effectiveness of argument.</p> <p>Chapter 4: James Baldwin: "A Talk to Teachers." Exploring the Text, 129: Q2, Q4, Q5, Q6, Q7, Q8, Q9, Q10.</p>	4 days

			<p>Chapter 5: Booker T. Washington: “The Atlanta Exposition Address.” Questions for Discussion, 194: Q1, Q4, Q5, Q6; Questions on Rhetoric and Style, 195: Q1, Q3, Q4, Q8, Q10.</p> <p>Chapter 6: Martin Luther King, Jr.: “Letter from Birmingham Jail.” Questions on Rhetoric and Style, 274: Q2, Q5, Q6, Q7, Q8, Q9, Q11, Q12.</p> <p>Chapter 7: Gretel Ehrlich: “About Men.” Exploring the Text, 369: Q1, Q2, Q3, Q4, Q6, Q7.</p> <p>Chapter 8: Frances Willard: From “How I Learned to Ride the Bicycle.” Exploring the Text, 460: Q4, Q5, Q7, Q8, Q9.</p> <p>Chapter 9: Courtland Milloy: “Pride to One is Prejudice to Another.” Questions, 586: Q1, Q2, Q3, Q4.</p> <p>Chapter 10: Ursula Franklin: “Silence and the Notion of the Commons.” Exploring the Text, 646: Q1, Q3, Q5, Q9, Q10.</p> <p>Chapter 11: Teresa Wiltz: “Popular Culture in the Aftermath of Sept. 11 Is a chorus without a Hook, a Movie without an Ending.” Exploring the Text, 758: Q2, Q4, Q5, Q6.</p> <p>Chapter 12: Edward O. Wilson: From “The Future of Life.” Questions, 876: Q2, Q3, Q4.</p> <p>Chapter 13: Henry David Thoreau: “On the Duty of Civil Disobedience.” Exploring the Text, 956: Q1, Q2, Q8, Q10.</p>	
Writing	Skill 2.A: Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation	Write introductions and conclusions	See questions listed in the readings above for this skill point. Practice writing introductions and conclusions using questions related to Skill 2.A.	1 day
Reading	Skill 3.C: Explain ways claims are qualified through modifiers, counterarguments, and alternative perspective	Identify ways claims are qualified	<p>Review Arrangement: Classical Model, Chapter 1, pp. 13-17</p> <p>Read Chapter 10, Student Writing: Counterargument: Responding to a Newspaper Column, pp. 696-698.</p> <p>Identify qualifiers and qualifications in arguments/readings listed above. Most appropriate for this task are the pieces listed above by the following authors: King, Milloy, Franklin, and Willard.</p>	2 days

Writing	Skill 4.C: Qualify a claim using modifiers, counterarguments, or alternative perspectives	Qualify a claim using various strategies	Options: (1) Read Chapter 11, Grammar as Rhetoric & Style: Modifiers, pp. 790-794; exercises as needed. (2) Practice writing claims with qualifiers. Choose one of the questions in the passages listed above that address skill point 4.C. (3) Choose one of the questions associated with a conversation at the end of one of the thematic chapters - Entering the Conversation . Or choose a writing prompt from Suggestions for Writing at the end of each thematic chapter. Write introductory paragraph using a claim with a qualifier. (4) Additional writing prompts appropriate for Skill 4.C may also be found in the Suggestions for Writing sections after each Central Essay and each Classic Essay at the beginning of each thematic chapter.	2 days
Reading	Skill 7.B: Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas	Explain use of dependent and independent clauses Practice explaining use of dependent / independent clauses	Read Chapter 6, Grammar as Rhetoric & Style: Parallel Structures, pp.339-344; exercises as needed. Read Chapter 10, Grammar as Rhetoric & Style: Coordination in the Complex Sentence, pp. 698-704; exercises as needed.	1 day
Writing	Skill 8.B: Write sentences that clearly convey ideas and arguments	Practice writing sentences conveying ideas, arguments	Practice writing a synthesis argument. Focus on improving the effectiveness of the argument based upon its awareness of claims and qualifiers, and by employing the writing techniques highlighted in this unit. Focus on using the grammatical structures in sentences and paragraphs which are highlighted in this unit and which make writing more powerful and effective. Prompts for a synthesis argument can be found in the Entering the Conversation sections and in Suggestions for Writing at the end of each thematic chapter.	2 days: 1 day to write 1 day to evaluate, share, revise
Reading	Skill 7.C: Explain how grammar and mechanics contribute to the clarity and effectiveness of an argument	Explain importance of grammar and mechanics to argument	See questions listed in the readings above for this skill point 7.C.	1 day

Writing	Skill 8.C: Use establish conventions of grammar and mechanics to communicate clearly and effectively.	Use conventions of grammar / mechanics in writing	Options: (1) Practice writing a rhetorical analysis essay. Focus on analyzing the effectiveness of the argument based upon its use of the writing techniques highlighted in this unit. Also focus on using the grammatical structures in sentences and paragraphs which are highlighted in this unit and which make writing more powerful and effective. (2) Working with students with the AP® Exam scoring guide is helpful. Pair and share essays, score, discuss. (3) Prompts for an analytical essay can be found in the Suggestions for Writing sections located at the end of the Central and Classic Essays at the beginnings of each thematic chapter. (4) Also, any selection can be used for an analysis prompt. Consider one of these generic prompts to apply to a reading selection: (a) Read the following passage carefully. Then, in a well-organized essay, analyze the rhetorical strategies that <u>(author)</u> uses to develop his/her position. (b) In the following passage from _____, <u>(author)</u> discusses _____. Read the passage carefully. Then in a well-organized essay, analyze how the writer crafts the text to convince the reader.	2 days: 1 day to write 1 day to evaluate, share, revise
---------	--	---	---	---

Unit 8				
Reading / Writing Strand	AP® Skill	Instructional Purpose	The Language of Composition 1e Instruction / Practice	Pacing: 15 days
Reading	Skill 1.B: Explain how an argument demonstrates understanding of an audience's beliefs, values, or needs	Choices in diction/syntax; practice analyzing rhetorical effectiveness of choices in diction and syntax; analyze how language impacts audience	Read selections with awareness of how the writer reveals an understanding of an audience's beliefs, values, or needs. Discuss choices in diction and syntax that enable the writer to achieve his or her purpose in the piece. Examine pieces using Skill 1.B, 2.B, Skill 7.A, and Skill 7.B to master the combined skills this unit demands of students. At this point in the year, students are looking deeply at texts and pulling all of the threads together. Students are ready for all of the questions associated with these texts at this point in the year. List of suggested works combining these skills: Chapter 4: Sherman Alexie: "Superman and Me." Exploring the Text, 112. Billy Collins: "The History Teacher." (poem) Exploring the Text, 144. Sandra Cisneros: "Eleven." (fiction) Exploring the Text, 146. Chapter 5:	5 days

			<p>Booker T. Washington: "The Atlanta Exposition Address." Exploring the Text, 195.</p> <p>Annie Dillard: From "The Writing Life." Exploring the Text, 220.</p> <p>Tillie Olsen: "I Stand Here Ironing." (fiction) Exploring the Text, 230.</p> <p>Jean Toomer: "Harvest Song." (poem) Exploring the Text, 232.</p> <p>Jeff Parker: "The Great GAPSby Society." (cartoon) Exploring the Text, 234.</p> <p>Chapter 6:</p> <p>Anna Quindlen: "Commencement Speech at Mount Holyoke College." Exploring the Text, 299.</p> <p>John Betjeman: "In Westminster Abbey." (poem) Exploring the Text, 334.</p> <p>Chapter 7:</p> <p>John and Abigail Adames: "Letters." Exploring the Text, 366.</p> <p>Zora Neale Hurston: "Sweat." (fiction) Exploring the Text, 402.</p> <p>Chapter 8: Gay Talese: "The Silent Season of a Hero." Questions for Discussion, 447; Questions on Rhetoric and Style, 447.</p> <p>Chapter 9: Peter Berkowitz and Michael McFaul: "Studying Islam, Strengthening the Nation." Exploring the Text, 561.</p> <p>Chapter 10: Loren Eiseley: "The Bird and the Machine." Questions for Discussion, 607; Questions on Rhetoric and Style, 608.</p> <p>Chapter 11: David Denby: "High School Confidential: Notes on Teen Movies." Questions for Discussion, 714; Questions on Rhetoric and Style, 715.</p> <p>Chapter 12:</p> <p>Joyce Carol Oates: "Against Nature." Exploring the Text, 847.</p> <p>Bill McKibben: "It's Easy Being Green." Questions, 866.</p> <p>Chapter 13: Jonathan Swift: "A Modest Proposal." Questions for Discussion, 920; Questions on Rhetoric and Style, 921.</p>	
Writing	<p>Skill 2.B: Demonstrate an understanding of an audience's beliefs, values, or needs</p> <p>Skill 8.A: Strategically use words,</p>	<p>Write to show understanding of audience; practice writing argument</p>	<p>Assign practice writing, open argument. Write and revise with attention to arrangement of sentences to show relationships among ideas throughout the argument. Write and revise with attention to word choice. Employ parentheticals where effective.</p> <p>Possible prompts for open argument practice from sections at the end of each thematic chapter, Suggestions for Writing:</p> <p>Chapter 4, Education, pp. 173-175, Q1, Q6, Q9 Chapter 5, Work, pp. 256-257, Q1, Q2, Q3, Q9 Chapter 6, Community, pp. 345-346, Q1, Q2, Q7.</p>	<p>2 days: 1 to write 1 to revise</p>

	comparisons, and syntax to convey a specific tone or style in an argument.		Chapter 7, Gender, pp. 426-428, Q4, Q8. Chapter 8, Sports and Fitness, pp. 503-505, Q5, Q8. Chapter 9, Language, pp. 595-597, Q1, Q2, Q5. Chapter 10, Science and Technology, pp. 705-706, Q2, Q8. Chapter 11, Popular Culture, pp. 795-796, Q5. Chapter 12, Nature, pp. 900-901, Q8. Chapter 13, Politics, pp. 1005-1008, Q1, Q7, Q9.	
Reading	Skill 7.A: Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text	Introduce irony; practice analyzing use of irony	Selections especially strong for talking about tone and irony are listed above, Skill 1.B. Choose one of these selections and read closely for ways in which writers choose stylistic features and precise diction to create a specific tone and style and thus add to the persuasiveness of the piece.	3 days
	Skill 7.B: Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas	Introduce appositives and modifiers	Read Chapter 7, Grammar as Rhetoric & Style: Pronouns, pp. 420-425; exercises as needed. Review Chapter 4, Grammar as Rhetoric & Style: Appositives, pp. 167-172. Review/refer to Grammar as Rhetoric and Style: Modifiers, pp. 790-794; Grammar as Rhetoric and Style: Parallel Structures, pp. 339-344.	1 day
Writing	Skill 8.B: Write sentences that clearly convey ideas and arguments	Practice working with appositives and modifiers	Read Chapter 13, Grammar as Rhetoric and Style: Subordination in the Complex Sentence, pp. 999-1004; exercises as needed.	2 days
		Practice writing: analysis	Options: (1) Read Chapter 12, Student Writing: Visual Rhetoric – Analyzing a Political Cartoon, pp. 891-892. (2) Review Chapter 5, Close Reading: Analyzing Style in Paired Passages, pp. 248-251. (3) Review Chapter 2, From Analysis to Essay: Writing about Close Reading, pp. 51-60. (4) Assign practice writing, rhetorical analysis. Write and revise with attention to	2 days: 1 day to write, 1 day to revise

			<p>arrangement of sentences to show relationships among ideas throughout the argument. Write and revise with attention to word choice and appositives and modifiers. Employ parentheticals where effective.</p> <p>(5) Choose one of the questions associated with the discussion of irony in one of the pieces listed above.</p>	
--	--	--	---	--

Unit 9				
Reading / Writing Strand	AP® Skill	Instructional Purpose	The Language of Composition 1e Instruction / Practice	Pacing: 10 days
Reading	Skill 3.C: Explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives	Analyze treatment of counterarguments	<p>Selected texts in which to examine counterargument:</p> <p>Chapter 4: Leon Botstein: “Let Teenagers Try Adulthood,” p. 153. Chapter 5: Ellen Goodman: “In Praise of a Snail’s Pace,” p. 221. Chapter 6: Martin Luther King, Jr.: “Letter from Birmingham Jail,” p. 260. Peter Singer: “The Singer Solution to World Poverty,” p. 319. Chapter 7: Paul Theroux: “Being a Man,” p. 378. Chapter 8: John McMurtry: “Kill ‘Em, Crush ‘Em, Eat ‘Em Raw!” p. 453. Chapter 9: Richard Rodriguez: “Aria: A Memoir of a Bilingual Childhood,” p. 509. Chapter 10: Steven Pinker: “The Blank Slate,” p. 630. Chapter 11: David Denby: “High School Confidential: Notes on Teen Movies,” 709. Corbett Trubey: “The Argument Against TV,” p. 777. Chapter 12: Bill McKibben, “It’s Easy Being Green,” p. 862. Richard Conniff: “Counting Carbons,” p. 867. Chapter 13: Oliver Goldsmith: “National Prejudices,” p. 932.</p>	2 days
		Focus on counterarguments when synthesizing	Students should read one of the synthesis Conversations at the end of one of the thematic chapters. Examine how to address counterarguments. Plan/outline a synthesis essay response to include addressing the counterargument.	2 days
Writing	Skill 4.C: Qualify a claim using modifiers, counterarguments or alternative	Write a practice argument (either synthesis or open); focus on counterargument	<p>Options:</p> <p>(1) Review The Synthesis Essay, pp. 72-73. (2) Review Classical Argument structure, pp. 13-16. (3) Assign practice writing, synthesis argument. Write and revise with attention to arrangement of sentences to show relationships among ideas throughout the argument. Write and revise with attention to word choice. Employ</p>	6 days

	perspectives	nt (properly introducing; sufficiently refuting)	<p>parentheticals where effective. Prompts are located in the Entering the Conversation sections at the end of each thematic chapter.</p> <p>(4) Assign practice writing, open argument. Write and revise with attention to arrangement of sentences to show relationships among ideas throughout the argument. Write and revise with attention to word choice. Employ parentheticals where effective.</p> <p>Possible prompts for open argument practice from sections Entering the Conversation and Suggestions for Writing are located at the end of each conversation and the end of each thematic chapter.</p>	
--	--------------	--	--	--