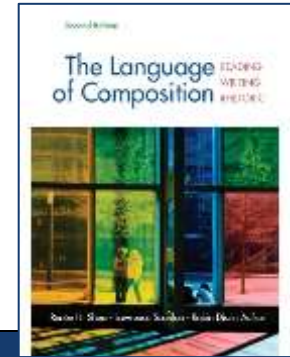


Unit-Based Pacing Guide for the 2019 AP[®] Course Framework Shea, *The Language of Composition*, 2nd Edition



Unit 1				
Reading / Writing Strands	AP [®] Skill	Instructional Purpose	The Language of Composition 2e 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 1-7	1 day
		Practice finding elements of rhetorical situation	Discuss pages; complete at least one activity on p. 2 in class.	1 day: check for understanding
		Deepen practice	<p>Recommended texts and questions by thematic chapter:</p> <p>Chapter 5: Margaret Talbot: “Best in Class.” Exploring the Text, 232: Q1, Q5</p> <p>Chapter 6: Dinaw Mengestu: “Home at Last.” Exploring the Text, 341: Q1, Q4, Q8</p> <p>Chapter 7: Booker T. Washington: “The Atlanta Expositions Address.” 420, Exploring the Text: Q1, Q10.</p> <p>Chapter 8: Brent Staples: “Just Walk on By: A Black Man Ponders His Power to Alter Public Space.” Exploring the Text, 545: Q1, Q2, Q5, Q6.</p> <p>Chapter 9: New York World: “The Twelfth Player in Every Football Game.” Exploring the Text, 668: Q5</p> <p>Chapter 10: Gloria Anzaldua: “How to Tame a Wild Tongue.” Exploring the Text, 734: Q1, Q2, Q12.</p> <p>Chapter 11: James McBride: “Hip Hop Planet.” Questions for Discussion, 796: Q2, Q3; Questions on Rhetoric and Style, 797: Q1, Q12.</p> <p>Chapter 12: E.O. Wilson: “The Future of Life.” Exploring the Text, 945: Q6,</p>	<p>3 days:</p> <p>1 day: read selection;</p> <p>1 day: discuss overall content;</p> <p>1 day: answer questions</p>

			Q9, Q10. Chapter 13: Abraham Lincoln: “The Gettysburg Address.” Exploring the Text, 1036: Q3, Q10.	
	Skill 3.A: Identify and explain claims and evidence within an argument	Introduce claims and evidence	Read Chapter 3: p. 85-94, p. 101-108	1 day: discuss
Practice finding claim / evidence		Choose from activities: p. 86, 90, 92.	2 days: 1 to complete, 1 to debrief	
Deepen practice		Recommended texts and questions by thematic chapter: Chapter 5: Leon Botstein: “Let Teenagers Try Adulthood.” Questions, 255: Q1 Chapter 6: Robert Putnam: “Health and Happiness.” Exploring the Text, 336: Q5, Q6, Q7, Q8, Q11 Chapter 7: Eric Schlosser: From <i>In the Strawberry Fields</i> . Exploring the Text, 442: Q 3, Q5, Q6, Q7 Chapter 8: Brent Staples: “Just Walk on By: A Black Man Ponders His Power to Alter Public Space.” Exploring the Text, 545: Q4, Q7. Chapter 9: Theodore Roosevelt: “The Proper Place for Sports.” Exploring the Text, 619: Q 3, Q8. Chapter 10: Gloria Anzaldua: “How to Tame a Wild Tongue.” Exploring the Text, 734-724: Q7, Q8. Chapter 11: James McBride: “Hip Hop Planet.” Questions for Discussion, 796: Q5. Chapter 12: E.O. Wilson: “The Future of Life.” Exploring the Text, 951: Q2, Q7. Chapter 13: Laura Blumenfeld. “The Apology.” Exploring the Text, 1055-1056: Q2, Q3, Q7.	3 days: 1 day: read selection; 1 day: discuss overall content; 1 day: answer questions	
Writing	Skill 4.A: Develop paragraphs comprised of a claim and evidence that	Write claims and use evidence	Read Chapter 3: p. 97-105	1 day: debrief
		Practice writing with claim and evidence	Choose from activities on p. 97 and 103	1 day: complete in class

	supports the claim	Deepen practice: writing with claim and evidence	<p>Recommended Writing Prompts:</p> <p>Chapter 5: Suggestions for Writing, p. 277: #3</p> <p>Chapter 6: Dinaw Mengestu: “Home at Last.” Exploring the Text, 342: Q9.</p> <p>Chapter 7: Booker T. Washington: “The Atlanta Expositions Address.” Exploring the Text, 421: Q6, Q7.</p> <p>Chapter 8: Brent Staples: “Just Walk on By: A Black Man Ponders His Power to Alter Public Space.” Exploring the Text, 546: Q11.</p> <p>Chapter 9: Theodore Roosevelt: “The Proper Place for Sports.” Exploring the Text, 619: Q9. OR <i>New York World</i>: “The Twelfth Player in Every Football Game.” Exploring the Text, 667: Q2, Q3.</p> <p>Chapter 10: Gloria Anzaldua: “How to Tame a Wild Tongue.” Exploring the Text, 735: Q13, Q14.</p> <p>Chapter 11: James McBride: “Hip Hop Planet.” Questions for Discussion, 796: Q1, Q6.</p> <p>Chapter 12: Suggestions for Writing, p. 1001: #2</p> <p>Chapter 13: Laura Blumenfeld. “The Apology.” Exploring the Text, 1056: Q8, Q11.</p>	2 days; 1 to write; 1 day to debrief
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Unit 2				
Reading / Writing Strand	AP® Skill	Instructional Purpose	The Language of Composition 2e 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. 7-21	½ day: debrief
		Practice recognition of appeals	Complete Activities on p. 12, 17, and 20	½ day to complete and debrief
		Deepen practice of recognizing appeals	<p>Recommended texts and questions by thematic chapter:</p> <p>Chapter 5: Francine Prose: “I Know Why the Caged Bird Cannot Read.” Questions on Rhetoric and Style, 187: Q4.</p> <p>Chapter 6: Malcolm Gladwell: “Small Change: Why the Revolution will Not be Tweeted.” Exploring the Text, 353: Q4, Q5, Q6.</p> <p>Chapter 7: Barbara Ehrenreich: “Serving in Florida.” Questions on Rhetoric and Style, 402: Q2, Q5, Q11.</p>	<p>2 days:</p> <p>1 day: read selection;</p> <p>1 day: discuss overall content, answer questions</p>

			<p>Chapter 8: Benjamin Franklin: “The Speech of Miss Polly Baker.” Exploring the Text, 534: Q1, Q7, Q8</p> <p>Chapter 9: Jane Smiley: “Barbaro.” Exploring the Text, 643: Q1, Q2, Q8</p> <p>Chapter 10: Firoozeh Dumas: “The ‘F Word.’ “ Exploring the Text, 742: Q5, Q6, Q7</p> <p>Chapter 11: Scott McCloud: From <i>Show and Tell</i>. Exploring the Text, 805: Q1, Q5, Q6</p> <p>Chapter 12: Aldo Leopold: From <i>The Land Ethic</i>. Exploring the Text, 914: Q8, Q10.</p> <p>Chapter 13: Picasso, <i>The New Yorker</i>, <i>Harper’s Magazine</i>: “Guernica” and Depictions of “Guernica” - Covers. Exploring the Text: 1088, Q1, Q5; 1089: Q2, Q6.</p>	
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 1: complete p. 22 (activity at the bottom of the page) or p. 29, activity at the top of the page	½ day to complete and discuss
		Deepen practice writing with appeals	<p>Recommended writing prompts:</p> <p>Chapter 5: Francine Prose: “I Know Why the Caged Bird Cannot Read.” Suggestions for Writing, 187: Q2.</p> <p>Chapter 6: Henry David Thoreau: “Where I Lived and What I Lived For.” Suggestions for Writing, 302: Q2.</p> <p>Chapter 7 Barbara Ehrenreich: “Serving in Florida.” Questions on Rhetoric and Style, 402: Q4.</p> <p>Chapter 8: John and Abigail Adams: “Letters.” Exploring the Text, 538: Q1, Q3.</p> <p>Chapter 9: Jane Smiley: “Barbaro.” Exploring the Text, 643: Q7, Q8.</p> <p>Chapter 10: Marjorie Agosin: “Always Living in Spanish.” Exploring the Text, 742: Q1, 10.</p> <p>Chapter 11: Suggestions for Writing, 885: Q10.</p> <p>Chapter 12: Royal Dutch / Shell: “Let’s Go.” Exploring the Text, 955: Q5, Q7.</p> <p>Chapter 13: Picasso, <i>The New Yorker</i>, <i>Harper’s Magazine</i>: “Guernica” and Depictions of “Guernica” - Covers. Depictions of “Guernica” -Exploring the Text, 1088: Q2, Q3.</p>	1 ½ days: ½ day to read or review text; 1 day to practice writing
Reading	Skill 3A: Identify and explain claims	Analyze the effects of evidence	Read Chapter 3, pages 105 – 111.	1 day: discuss

	and evidence within an argument	Practice analyzing effects of evidence	Choose from activities, p. 109 and 111.	½ day
		Deepen practice with evidence	<p>Recommended texts and questions by thematic chapter:</p> <p>Chapter 5: David Barboza: From “Shanghai Schools’ Approach Pushes Students to Top of Tests.” Questions, 266-267: Q2, Q3, Q4.</p> <p>Chapter 6: Henry David Thoreau: “Where I Lived and What I Lived For.” Questions on Rhetoric and Style, p 302: Q10,Q13</p> <p>Chapter 7: Barbara Ehrenreich: “Serving in Florida.” Questions on Rhetoric and Style, 402: Q7.</p> <p>Chapter 8: Benjamin Franklin: “The Speech of Miss Polly Baker.” Exploring the Text, 534: Q3, Q6.</p> <p>Chapter 9: Joyce Carrol Oates: “The Cruellest Sport.” Exploring the Text, 631: Q1.</p> <p>Chapter 10: Firoozeh Dumas: “The ‘F Word.’” Exploring the Text, 742: Q8, Q9.</p> <p>Chapter 11: Daniel Harris: “Celebrity Bodies.” Exploring the Text, 845: Q2, Q3.</p> <p>Chapter 12: Aldo Leopold: From <i>The Land Ethic</i>. Exploring the Text, 914: Q6, Q7.</p> <p>Chapter 13: Chris Hedges: “The Destruction of Culture.” Exploring the Text, 1048: Q4, Q5, Q7.</p>	1 day: ½ day to read, ½ day to practice
Writing	Skill 4.A: Develop paragraphs comprised of a claim and evidence that supports the claim	Write paragraphs using claim and evidence	Read Chapter 3, pages 115-125	1 day: discuss
		Practice writing using claim and evidence	Choose from activities, p. 119 and 123	½ day
		Deepen practice of writing that uses claim, evidence	<p>Recommended texts and questions by thematic chapter:</p> <p>Chapter 5: Francine Prose: “I Know Why the Caged Bird Cannot Read.” Suggestions for Writing, 187: Q1.</p> <p>Chapter 6: Malcolm Gladwell: “Small Change: Why the Revolution will Not be Tweeted.” Exploring the Text, 353: Q8, Q9.</p>	1 day: ½ day to review; ½ day to practice writing

			<p>Chapter 7: Suggestions for Writing, 512: Q2.</p> <p>Chapter 8: Entering the Conversation, 580: Q4.</p> <p>Chapter 9: Jane Smiley: “Barbaro.” Exploring the Text, 643: Q4.</p> <p>Chapter 10: Marjorie Agosin: “Always Living in Spanish.” Exploring the Text, 738: Q5.</p> <p>Chapter 11: Daniel Harris: “Celebrity Bodies.” Exploring the Text, 845: Q7.</p> <p>Chapter 12: Royal Dutch / Shell: “Let’s Go.” Exploring the Text, 955: Q4, Q6.</p> <p>Chapter 13: Picasso, <i>The New Yorker</i>, <i>Harper’s Magazine</i>: “Guernica” and Depictions of “Guernica” - Covers. Depictions of “Guernica” -Exploring the Text: 1088, Q5.</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 3: p. 94 -97	½ day: discuss
		Practice analysis, thesis and structure	Activity p. 96.	½ day
		Practice analyzing thesis and structure	<p>Recommended texts and questions by thematic chapter:</p> <p>Chapter 5: David Barboza: From “Shanghai Schools’ Approach Pushes Students to Top of Tests.” Questions, 265: Q1, Q5.</p> <p>Chapter 6: Malcolm Gladwell: “Small Change: Why the Revolution will Not be Tweeted.” Exploring the Text, 353: Q1, Q2.</p> <p>Chapter 7: Barbara Ehrenreich: “Serving in Florida.” Questions on Rhetoric and Style, 402: Q6, Q9</p> <p>Chapter 8: John and Abigail Adams: “Letters.” Exploring the Text, 539: Q4.</p> <p>Chapter 9: Joyce Carrol Oates: “The Cruellest Sport.” Exploring the Text, 631: Q2.</p> <p>Chapter 10: Marjorie Agosin: “Always Living in Spanish.” Exploring the Text, 738: Q6.</p> <p>Chapter 11: Daniel Harris: “Celebrity Bodies.” Exploring the Text, 845: Q1, Q5.</p> <p>Chapter 12: Aldo Leopold: From <i>The Land Ethic</i>. Exploring the Text, 914: Q3, Q4.</p> <p>Chapter 13: Chris Hedges: “The Destruction of Culture.” Exploring the Text, 1048: Q8.</p>	2 days: 1 day to read, 1 day to identify thesis / argument
Writing	Skill 4.B: Write a thesis statement that	Write a thesis requiring proof or defense –	Read Chapter 3: p 125 - 131	½ day: discuss

	requires proof or defense and that may preview the structure of the argument	may preview argument's structure		
		Practice writing thesis requiring proof / defense / preview of argument's structure	Complete activity, p. 128.	½ day to practice
		Deepen practice writing thesis previewing argument	Recommended texts and questions by thematic chapter: Chapter 5: Francine Prose: "I Know Why the Caged Bird Cannot Read." Suggestions for Writing, 188: Q3. Chapter 6: Suggestions for Writing, 392: Q9. Chapter 7: Barbara Ehrenreich: "Serving in Florida." Questions on Rhetoric and Style, 403: Q9. Chapter 8: Benjamin Franklin: "The Speech of Miss Polly Baker." Exploring the Text, 534: Q2. Chapter 9: Suggestions for Writing, 697: Q6. Chapter 10: Entering the Conversation, 778: Q2. Chapter 11: Suggestions for Writing, 884: Q1. Chapter 12: Suggestions for Writing, 1001: Q8. Chapter 13: Chris Hedges: "The Destruction of Culture." Exploring the Text, 1048: Q6.	

Unit 3				
Reading / Writing Strands	AP® Skill	Instructional Purpose	The Language of Composition 2e Instruction / Practice	Pacing: 15 Days
Reading	Skill 3.A: Identify and explain claims and evidence within an argument	Identify claim and evidence	Read Chapter 3, p. 131-137	½ day
		Practice	Activity, top of p. 137	½ day
		Deepen Practice	Recommended texts and questions by thematic chapter: Chapter 5: Kyoko Mori: "School." Exploring the Text, 214: Q1, Q2. Chapter 6: Richard Rodriguez: "Aria." Exploring the Text, 314: Q3.	2 days: 1 day to read, 1 day to

			<p>Chapter 7: Matthew B. Crawford: “The Case for Working with Your Hands. “Exploring the Text,” 459: Q9, Q12.</p> <p>Chapter 8: Charles Le Brun: “Chancellor Seguier at the Entry of Lois XIV Into Paris in 1660” and Kehinde Wiley: “The Chancellor Sequier on Horseback.” Exploring the Texts, 564: Q1.</p> <p>Chapter 9: John Updike: “Ex-Basketball Player.” Exploring the Text, 667: Q1.</p> <p>Chapter 10: Amy Tan: “Mother Tongue.” Exploring the Text, 705: Q7,</p> <p>Chapter 11: David Denby: “High-School Confidential: Notes on Teen Movies.” Exploring the Text, 824: Q1.</p> <p>Chapter 12: Bill McKibben: From <i>The End of Nature</i>. Exploring the Text, 927: Q3, Q4.</p> <p>Chapter 13: Sarah Vowell: “The Partly Cloudy Patriot.” Exploring the Text, 1065: Q7.</p>	discuss and complete
Writing	Skill 4:A Develop paragraphs composed of a claim and evidence that supports the claim	Write paragraphs with claim and evidence	Read Chapter 3, pages, 138-140.	½ day
		Practice	Activity, p. 140	½ day
		Deepen Practice	<p>Recommended texts and questions by thematic chapter:</p> <p>Chapter 5: Kyoko Mori: “School.” Exploring the Text, 215: Q11.</p> <p>Chapter 6: Richard Rodriguez: “Aria.” Exploring the Text, 314: Q10.</p> <p>Chapter 7: Matthew B. Crawford: “The Case for Working with Your Hands. “Exploring the Text,” 459: Q6, Q13.</p> <p>Chapter 8: Charles Le Brun: “Chancellor Seguier at the Entry of Lois XIV Into Paris in 1660” and Kehinde Wiley: “The Chancellor Sequier on Horseback.” Exploring the Texts, 564: Q4, Q5.</p> <p>Chapter 9: <i>Sports Illustrated</i>: “Yes!” Exploring the Text, 669: Q6.</p> <p>Chapter 10: Amy Tan: “Mother Tongue.” Exploring the Text, 705: Q8.</p> <p>Chapter 11: Suggestions for Writing, 885: Q4.</p> <p>Chapter 12: Bill McKibben: From <i>The End of Nature</i>. Exploring the Text, 927: Q8.</p> <p>Chapter 13: Sarah Vowell: “The Partly Cloudy Patriot.” Exploring the Text, 1065: Q8.</p>	1 ½ days to read, discuss, and complete

Reading	Skill 5.A: Describe the line of reasoning and explain whether it supports and argument's overarching thesis	Identify line of reasoning; does it support thesis?	Read Chapter 2, p. 39-42.	½ day
		Practice	Activity, p. 41.	½ day
		Deepen Practice	Recommended texts and questions by thematic chapter: Chapter 5: Kyoko Mori: "School." Exploring the Text, 214: Q3, Q4, Q7. Chapter 6: Richard Rodriguez: "Aria." Exploring the Text, 314: Q11. Chapter 7: Matthew B. Crawford: "The Case for Working with Your Hands." Exploring the Text, 459: Q3. Chapter 8: Charles Le Brun: "Chancellor Seguier at the Entry of Lois XIV Into Paris in 1660" and Kehinde Wiley: "The Chancellor Sequier on Horseback." Exploring the Texts, 564: Q2, Q3. Chapter 9: John Updike: "Ex-Basketball Player." Exploring the Text, 667: Q3. Chapter 10: Amy Tan: "Mother Tongue." Exploring the Text, 705: Q6. Chapter 11: David Denby: "High-School Confidential: Notes on Teen Movies." Exploring the Text, 824: Q6, Q7. Chapter 12: Bill McKibben: From <i>The End of Nature</i> . Exploring the Text, 926: Q1, Q2. Chapter 13: Sarah Vowell: "The Partly Cloudy Patriot." Exploring the Text, 1066: Q11.	1 ½ days to read, discuss and complete
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	Read Chapter 2, pages 61-65.	1 day
		Practice	Activities p. 63	½ day
		Deepen Practice	Recommended texts and questions by thematic chapter: Chapter 5: Kyoko Mori: "School." Exploring the Text, 214: Q10. Chapter 6: Richard Rodriguez: "Aria." Exploring the Text, 314: Q1.	1 ½ days to read, discuss, and complete

			<p>Chapter 7: Matthew B. Crawford: “The Case for Working with Your Hands.” Exploring the Text,” 459: Q4.</p> <p>Chapter 8: Charles Le Brun: “Chancellor Seguier at the Entry of Lois XIV Into Paris in 1660” and Kehinde Wiley: “The Chancellor Sequier on Horseback.” Exploring the Texts, 565: Q6.</p> <p>Chapter 9: <i>Sports Illustrated</i>: “Yes!” Exploring the Text, 669: Q5.</p> <p>Chapter 10: Amy Tan: “Mother Tongue.” Suggestions for Writing, 706: Q3.</p> <p>Chapter 11: Suggestions for Writing, 884: Q3.</p> <p>Chapter 12: Bill McKibben: From <i>The End of Nature</i>. Exploring the Text, 927: Q9, Q11.</p> <p>Chapter 13: Sarah Vowell: “The Partly Cloudy Patriot.” Exploring the Text, 1066: Q10.</p>	
Reading	Skill 5.C: Recognize and explain the use of methods of development to accomplish a purpose	Recognize methods of development	<p>Refer to these and other articles for examples of the modes of discourse:</p> <p>Expository: Robert Putnam: “Health and Happiness.” 323; John Ruskin: From <i>The Roots of Honor</i>. 413.</p> <p>Narrative: Sandra Cisneros: “Eleven.” 239 (fiction); Gay Talese, “The Silent Seasons of a Hero.” 592; Sherman Alexie: “Superman and Me.” 215 (creative non-fiction); Tim O’Brien. “On the Rainy River.” 1076</p> <p>Descriptive: William Faulkner: “An Innocent at Rinkside.” 619; Grantland Rice: “The Four Horsemen.” 610</p> <p>Argumentative: Charles Krauthammer: “In Plain English: Let’s Make It Official.” 742; Benjamin Franklin: “The Speech of Miss Polly Baker.” 352</p>	½ day
		Deepen Practice	<p>Recommended texts and questions by thematic chapter:</p> <p>Chapter 5: Kyoko Mori: “School.” Exploring the Text, 214: Q8.</p> <p>Chapter 6: Richard Rodriguez: “Aria.” Exploring the Text, 313, Q8.</p> <p>Chapter 7: Matthew B. Crawford: “The Case for Working with Your Hands.” Exploring the Text,” 459: Q2, Q8.</p> <p>Chapter 8: Matt Bauerlein and Sandra Stotsky: “Why Johnny Won’t Read.” Questions, 577: Q1, Q2.</p> <p>Chapter 9: <i>Sports Illustrated</i>: “Yes!” Exploring the Text, 669: Q3.</p> <p>Chapter 10: Amy Tan: “Mother Tongue.” Exploring the Text, 705: Q2, Q5.</p>	1 ½ days to read, discuss, and complete

			<p>Chapter 11: David Denby: “High-School Confidential: Notes on Teen Movies.” Exploring the Text, 824: Q5.</p> <p>Chapter 12: Bill McKibben: From <i>The End of Nature</i>. Exploring the Text, 927: Q6.</p> <p>Chapter 13: Sarah Vowell: “The Partly Cloudy Patriot.” Exploring the Text, 1065: Q4, Q5.</p>	
Writing	Skill 6.C: Use appropriate methods of development to advance an argument	Write paragraphs with appropriate method of development	<p>Suggestions for Writing:</p> <p>Expository: 277, Q7: 588, Q1; 1002, Q15.</p> <p>Narrative: 277, Q4; 588, Q2; 697, Q6.</p> <p>Descriptive: 277, Q8; 786, Q8; 1000, Q1.</p> <p>Argumentative: 391, Q4; 514, Q8; 696, Q1.</p>	½ day
		Deepen Practice	<p>Recommended texts and questions by thematic chapter:</p> <p>Chapter 5: Kyoko Mori: “School.” Exploring the Text, 214: Q9.</p> <p>Chapter 6: Richard Rodriguez: “Aria.” Exploring the Text, 314: Q2.</p> <p>Chapter 7: Matthew B. Crawford: “The Case for Working with Your Hands.” Exploring the Text,” 459: Q16.</p> <p>Chapter 8: Matt Bauerlein and Sandra Stotsky: “Why Johnny Won’t Read.” Questions, 577: Q3.</p> <p>Chapter 9: John Updike: “Ex-Basketball Player.” Exploring the Text, 667: Q4.</p> <p>Chapter 10: Amy Tan: “Mother Tongue.” Exploring the Text, 705: Q9.</p> <p>Chapter 11: David Denby: “High-School Confidential: Notes on Teen Movies.” Exploring the Text, 824: Q8.</p> <p>Chapter 12: Bill McKibben: From <i>The End of Nature</i>. Exploring the Text, 927: Q5.</p> <p>Chapter 13: Sarah Vowell: “The Partly Cloudy Patriot.” Exploring the Text, 1066: Q9.</p>	1 ½ days to read , discuss, and complete

Unit 4				
Reading / Writing Strands	AP® Skill	Instructional Purpose	The Language of Composition 2e Instruction / Practice	Pacing: 15 days
Reading	Skill 1A: Identify and describe components of the rhetorical situation	Identify rhetorical situation	Review pages 1-7; discuss terms, p. 36-38.	½ day
		Practice identifying rhetorical situation	Activity, p. 4.	½ day
		Deepen Practice	<p>Recommended texts and questions by thematic chapter:</p> <p>Chapter 5: David Foster Wallace: “This is Water: Some Thoughts Delivered on a Significant Occasion, about Living a Compassionate Life.” Exploring the Text, 238: Q1.</p> <p>Chapter 6: Lori Arviso Alvord: “Walking the Path between Worlds.” Exploring the Text, 323: Q4.</p> <p>Chapter 7: Stephen J. Dubner and Steven D. Levitt: “What the Bagel Man Saw.” Exploring the Text, 449: Q1.</p> <p>Chapter 8: Gretel Ehrlich: “About Men.” Questions, 573: Q1.</p> <p>Chapter 9: Kris Vervaecke: “A Spectator’s Notebook.” Exploring the Text, 640: Q1.</p> <p>Chapter 10: Charles Krauthammer: “In Plain English: Let’s Make it Official.” Exploring the Text, 745: Q7</p> <p>Chapter 11: Mark Twain: “Corn-Pone Opinions.” Questions on Rhetoric and Style, 803: Q1.</p> <p>Chapter 12: Ralph Waldo Emerson. From <i>Nature</i>. Questions for Discussion, 904: Q1.</p> <p>Chapter 13: George Orwell. “Shooting an Elephant.” Questions, 1106: Q1.</p>	1 day: students read as homework; discuss overall content and answer questions in class
Writing	Skill 2A: Write introductions and conclusions	Write introductions and conclusions	Read Chapter 3, p. 111-119,	½ day to read and discuss

	conclusions appropriate to the purpose and context of the rhetorical situation	Practice writing introductions and conclusions	Complete activity, p. 119.	½ day to complete
		Deepen Practice	<p>Recommended texts and questions by thematic chapter:</p> <p>Chapter 5: David Foster Wallace: “This is Water: Some Thoughts Delivered on a Significant Occasion, about Living a Compassionate Life.” Exploring the Text, 239: Q15.</p> <p>Chapter 6: Lori Arviso Alvord: “Walking the Path between Worlds.” Exploring the Text, 323: Q9.</p> <p>Chapter 7: Stephen J. Dubner and Steven D. Levitt: “What the Bagel Man Saw.” Exploring the Text, 449: Q10.</p> <p>Chapter 8: Gretel Ehrlich: “About Men.” Questions, 573: Q5.</p> <p>Chapter 9: Kris Vervaecke: “A Spectator’s Notebook.” Exploring the Text, 640: Q2.</p> <p>Chapter 10: Charles Krauthammer: “In Plain English: Let’s Make it Official.” Exploring the Text, 745: Q8.</p> <p>Chapter 11: Mark Twain: “Corn-Pone Opinions.” Questions for Discussion, 803: Q4.</p> <p>Chapter 12: Ralph Waldo Emerson. From <i>Nature</i>. Questions on Rhetoric and Style, 904: Q7.</p> <p>Chapter 13: George Orwell. “Shooting an Elephant.” Questions, 1106: Q4.</p>	1 day: Students read as homework; discuss in detail during class
Reading	Skill 3B: Identify and describe the overarching thesis of an argument, and any indication it provides of the argument’s structure	Identify thesis and argument’s structure	Review Chapter 2, pages 61-63 if necessary; discuss terms, p. 78 – 80. Complete activity, p. 63.	½ day
		Deepen Practice	<p>Recommended texts and questions by thematic chapter:</p> <p>Chapter 5: David Foster Wallace: “This is Water: Some Thoughts Delivered on a Significant Occasion, about Living a Compassionate Life.” Exploring the Text, 238: Q3, Q4.</p> <p>Chapter 6: Lori Arviso Alvord: “Walking the Path between Worlds.” Exploring the Text, 323: Q1.</p>	1 day: Students read as homework; discuss and complete during class

			<p>Chapter 7: Stephen J. Dubner and Steven D. Levitt: “What the Bagel Man Saw.” Exploring the Text, 449: Q2.</p> <p>Chapter 8: Rebecca Walker: “Putting Down the Gun.” Questions, 575: Q1.</p> <p>Chapter 9: Kris Vervaecke: “A Spectator’s Notebook.” Exploring the Text, 640: Q5.</p> <p>Chapter 10: Charles Krauthammer: “In Plain English: Let’s Make it Official.” Exploring the Text, 744: Q1.</p> <p>Chapter 11: Mark Twain: “Corn-Pone Opinions.” Questions on Rhetoric and Style, 803: Q4.</p> <p>Chapter 12: Ralph Waldo Emerson. From <i>Nature</i>. Questions on Rhetoric and Style, 904: Q1.</p> <p>Chapter 13: George Orwell. “Shooting an Elephant.” Questions, 1106: Q2.</p>	
Writing	Skill 4B: Write a thesis statement that requires proof or defense and that may preview the structure of the argument	Write a thesis statement requiring proof that may preview structure	Read and discuss annotation, p. 48-56. Then choose another passage from the list below to practice annotation in class.	1 day
		Write a thesis statement with proof that may preview structure	Activity, p. 69. Complete a dialectical journal similar to that on p. 52-53.	½ day
		Deepen Practice	<p>Recommended texts and questions by thematic chapter:</p> <p>Chapter 5: David Foster Wallace: “This is Water: Some Thoughts Delivered on a Significant Occasion, about Living a Compassionate Life.” Exploring the Text, 239: Q12.</p> <p>Chapter 6: Lori Arviso Alvord: “Walking the Path between Worlds.” Exploring the Text, 323: Q7.</p> <p>Chapter 7: Stephen J. Dubner and Steven D. Levitt: “What the Bagel Man Saw.” Exploring the Text, 449: Q6.</p> <p>Chapter 8: Rebecca Walker: “Putting Down the Gun.” Questions, 575: Q2.</p> <p>Chapter 9: Kris Vervaecke: “A Spectator’s Notebook.” Exploring the Text, 640: Q8.</p>	<p>2 days:</p> <p>1 day to read;</p> <p>1 day to discuss and complete work</p>

			<p>Chapter 10: Charles Krauthammer: “In Plain English: Let’s Make it Official.” Exploring the Text, 745: Q9.</p> <p>Chapter 11: Mark Twain: “Corn-Pone Opinions.” Suggestions for Writing, 804: Q1.</p> <p>Chapter 12: Ralph Waldo Emerson. From <i>Nature</i>. Questions for Discussion, 904: Q6.</p> <p>Chapter 13: George Orwell. “Shooting an Elephant.” Questions, 1106: Q5.</p>	
Reading	Skill 5.C: Recognize and explain the use of methods of development to accomplish a purpose	Recognize methods of development	As instruction, choose one of the briefer texts below. Read and discuss.	½ day
		Practice recognizing methods of development	Fully explicate and discuss methods of development in that text.	½ day
		Deepen Practice	<p>Recommended texts and questions by thematic chapter:</p> <p>Chapter 5: David Foster Wallace: “This is Water: Some Thoughts Delivered on a Significant Occasion, about Living a Compassionate Life.” Exploring the Text, 239: Q14.</p> <p>Chapter 6: Lori Arviso Alvord: “Walking the Path between Worlds.” Exploring the Text, 323: Q2.</p> <p>Chapter 7: Stephen J. Dubner and Steven D. Levitt: “What the Bagel Man Saw.” Exploring the Text, 449: Q3.</p> <p>Chapter 8: Rebecca Walker: “Putting Down the Gun.” Questions, 575: Q3.</p> <p>Chapter 9: Kris Vervaecke: “A Spectator’s Notebook.” Exploring the Text, 640: Q6.</p> <p>Chapter 10: Charles Krauthammer: “In Plain English: Let’s Make it Official.” Exploring the Text, 745: Q3.</p> <p>Chapter 11: Mark Twain: “Corn-Pone Opinions.” Questions on Rhetoric and Style, 803: Q3.</p> <p>Chapter 12: Ralph Waldo Emerson. From <i>Nature</i>. Questions for on Rhetoric and Style, 904: Q3.</p> <p>Chapter 13: Red Jacket. “Defense of Native American Religion.” Questions, 1100: Q1.</p>	<p>2 days:</p> <p>1 day to read;</p> <p>1 day to discuss and complete</p>

Writing	Skill 6.C: Use appropriate methods of development to advance an argument	Use methods of development to advance argument	As instruction, choose one of the briefer texts below. Read and discuss.	½ day
		Practice methods of development to advance argument	Fully explicate and discuss methods of development in that text.	½ day
		Deepen Practice	<p>Recommended texts and questions by thematic chapter:</p> <p>Chapter 5: David Foster Wallace: “This is Water: Some Thoughts Delivered on a Significant Occasion, about Living a Compassionate Life.” Exploring the Text, 239: Q13.</p> <p>Chapter 6: Lori Arviso Alvord: “Walking the Path between Worlds.” Exploring the Text, 323: Q8.</p> <p>Chapter 7: Stephen J. Dubner and Steven D. Levitt: “What the Bagel Man Saw.” Exploring the Text, 449: Q7.</p> <p>Chapter 8: Rebecca Walker: “Putting Down the Gun.” Questions, 575: Q5.</p> <p>Chapter 9: Kris Vervaecke: “A Spectator’s Notebook.” Suggestions for Writing, 697: Q5</p> <p>Chapter 10: Charles Krauthammer: “In Plain English: Let’s Make it Official.” Exploring the Text, 745: Q6.</p> <p>Chapter 11: Mark Twain: “Corn-Pone Opinions.” Suggestions for Writing, 804: Q3.</p> <p>Chapter 12: Ralph Waldo Emerson. From <i>Nature</i>. Suggestions for Writing, 905: Q4.</p> <p>Chapter 13: Red Jacket. “Defense of Native American Religion.” Questions, 1100: Q7.</p>	2 days: 1 day to read; 1 day to discuss and complete.

Unit 5				
Reading / Writing Strands	AP® Skill	Instructional Purpose	The Language of Composition 2e Instruction / Practice	Pacing: 15 Days
Reading	Skill 5.A: Describe the line of reasoning and explain whether it supports an argument's overarching thesis	Describe line of reasoning and purpose of argument	Read pages 81-85, Chapter 3	¼ day
		Practice describing line of reasoning	Activity, p. 85	¼ day
		Deepen Practice	Recommended texts and questions by thematic chapter: Chapter 5: David Sedaris: "Me Talk Pretty One Day." Exploring the Text, 222: Q6. Chapter 6: Ellen Goodman: "The Family That Stretches (Together)." Exploring the Text, 316: Q3. Chapter 7: Jonathan Swift: "A Modest Proposal." Questions on Rhetoric and Style, 411: Q1, Q2. Chapter 8: Deborah Tannen: "There is No Unmarked Woman." Exploring the Text, 556: Q1. Chapter 9: Malcolm Gladwell: "Offensive Play: How Different Are Dogfighting and Football?" Exploring the Text, 657: Q3. Chapter 10: Steven Pinker: "Words Don't Mean What They Mean." Exploring the Text, 748: Q1. Chapter 11: Kwame Anthony Appiah: From <i>The Case for Contamination</i> . Questions, 867: Q1. Chapter 12: Michael Pollan: "A Naturalist in the Supermarket." Questions, 965: Q1. Chapter 13: Chinua Achebe: From <i>The Empire Fights Back</i> . Questions, 1114: Q2.	1 ½ days; students read as homework; ½ day to discuss; 1 day to complete activities
Writing	Skill 6.A:	Develop a line of reasoning	Review line of reasoning, p. 61-65; review logical fallacies in glossary, p. 140.	½ day

	Develop a line of reasoning and commentary that explains it throughout an argument	Practice developing a line of reasoning	Choose one text below; trace the line of reasoning in class.	½ day
		Deepen Practice	<p>Recommended texts and questions by thematic chapter:</p> <p>Chapter 5: Horace Mann. From <i>Report of the Massachusetts Board of Education</i>. Questions, 251: Q5.</p> <p>Chapter 6: Ellen Goodman: “The Family That Stretches (Together).” Exploring the Text, 316: Q8.</p> <p>Chapter 7: Jonathan Swift: “A Modest Proposal.” Suggestions for Writing, 411: Q2.</p> <p>Chapter 8: Deborah Tannen: “There is No Unmarked Woman.” Exploring the Text, 556: Q8.</p> <p>Chapter 9: Malcolm Gladwell: “Offensive Play: How Different Are Dogfighting and Football?” Exploring the Text, 657: Q10.</p> <p>Chapter 10: Steven Pinker: “Words Don’t Mean What They Mean.” Exploring the Text, 748: Q7.</p> <p>Chapter 11: Making Connections, 874: Q1.</p> <p>Chapter 12: Michael Pollan: “A Naturalist in the Supermarket.” Questions, 965: Q4.</p> <p>Chapter 13: Chinua Achebe: From <i>The Empire Fights Back</i>. Questions, 1114: Q5.</p>	2 days: students read as homework; 1 day to discuss, 1 day to complete and debrief activities
Reading	Skill 5.B: Explain how the organization of a text creates unity and coherence and reflects a line of reasoning	Explain how organization creates unity and reasoning	Read pages 384-388, Grammar as Rhetoric and Style: Parallel Structure	½ day
		Explain how organization creates unity	Complete activities on parallel structure: p. 388-389, Exercises 1 and 2.	½ day
		Deepen Practice	<p>Recommended texts and questions by thematic chapter:</p> <p>Chapter 5: David Sedaris: “Me Talk Pretty One Day.” Exploring the Text, p. 222: Q1, Q2.</p>	2 days: students read as homework; 1 day to discuss; 1 day to

			<p>Chapter 6: Ellen Goodman: “The Family That Stretches (Together).” Exploring the Text, 316: Q2.</p> <p>Chapter 7: Jonathan Swift: “A Modest Proposal.” Questions on Rhetoric and Style, 411: Q3, Q4.</p> <p>Chapter 8: Deborah Tannen: “There is No Unmarked Woman.” Exploring the Text, 556: Q5.</p> <p>Chapter 9: Malcolm Gladwell: “Offensive Play: How Different Are Dogfighting and Football?” Exploring the Text, 657: Q3.</p> <p>Chapter 10: Steven Pinker: “Words Don’t Mean What They Mean.” Exploring the Text, 748: Q4.</p> <p>Chapter 11: Thomas L. Friedman: “The Revolution is U.S.” Questions, 859: Q1.</p> <p>Chapter 12: Michael Pollan: “A Naturalist in the Supermarket.” Questions, 965: Q5.</p> <p>Chapter 13: Frantz Fallon: From <i>Concerning Violence</i>. Questions, 1108: Q1.</p>	complete and discuss activities
Writing	Skill 6.B: Use transitional elements to guide the reader through the line of reasoning of an argument	Use transitions to inform the line of reasoning	Review parallel structure, p. 384-388. Complete Exercises 3, 4, 5 on p. 389-390 (parallel structure).	½ day
		Deepen Practice	<p>Recommended texts and questions by thematic chapter:</p> <p>Chapter 5: Horace Mann. From <i>Report of the Massachusetts Board of Education</i>. Questions, p. 251: Q1, Q2.</p> <p>Chapter 6: Ellen Goodman: “The Family That Stretches (Together).” Exploring the Text, 316: Q1.</p> <p>Chapter 7: Jonathan Swift: “A Modest Proposal.” Suggestions for Writing, 412: Q5.</p> <p>Chapter 8: Deborah Tannen: “There is No Unmarked Woman.” Exploring the Text, 556: Q2.</p> <p>Chapter 9: Malcolm Gladwell: “Offensive Play: How Different Are Dogfighting and Football?” Exploring the Text, 658: Q8.</p> <p>Chapter 10: Steven Pinker: “Words Don’t Mean What They Mean.” Exploring the Text, 748: Q6.</p>	1 ½ days: students read as homework; ½ day to discuss; 1 day to complete activities

			<p>Chapter 11: Kwame Anthony Appiah: From <i>The Case for Contamination</i>. Questions, 868: Q4.</p> <p>Chapter 12: Michael Pollan: “A Naturalist in the Supermarket.” Questions, 965: Q3.</p> <p>Chapter 13: Chinua Achebe: From <i>The Empire Fights Back</i>. Questions, 1114: Q3.</p>	
Reading	Skill 7.A: Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text	Explain development of tone through various elements	Read pages 781-783: Grammar as Rhetoric and Style: Concise Diction	½ day
		Practice development of tone through various elements	Complete Exercise 1, p. 783.	½ day
		Deepen Practice	<p>Recommended texts and questions by thematic chapter:</p> <p>Chapter 5: David Sedaris: “Me Talk Pretty One Day.” Exploring the Text, p. 222: Q3.</p> <p>Chapter 6: Ellen Goodman: “The Family That Stretches (Together).” Exploring the Text, 316: Q6.</p> <p>Chapter 7: Jonathan Swift: “A Modest Proposal.” Questions on Rhetoric and Style, 411: Q5, Q11.</p> <p>Chapter 8: Deborah Tannen: “There is No Unmarked Woman.” Exploring the Text, 556: Q3, Q5.</p> <p>Chapter 9: Malcolm Gladwell: “Offensive Play: How Different Are Dogfighting and Football?” Exploring the Text, 657: Q6.</p> <p>Chapter 10: Steven Pinker: “Words Don’t Mean What They Mean.” Exploring the Text, 748: Q2, Q3.</p> <p>Chapter 11: Thomas L. Friedman: “The Revolution is U.S.” Questions, 859: Q2.</p> <p>Chapter 12: Michael Pollan: “A Naturalist in the Supermarket.” Questions, 965: Q2.</p> <p>Chapter 13: Frantz Fallon: From <i>Concerning Violence</i>. Questions, 1108: Q3.</p>	2 days; students read as homework; 1 day to discuss and 1 day to complete / discuss activities

Writing	Skill 8.A: Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument	Review development of tone through various elements	Review diction, p. 781 – 783.	½ day
		Create tone through use of various elements	Complete Exercises 2 and 3, p. 784.	½ day
		Deepen Practice	<p>Recommended texts and questions by thematic chapter:</p> <p>Chapter 5: Suggestions for Writing, 278: Q10.</p> <p>Chapter 6: Ellen Goodman: “The Family That Stretches (Together).” Exploring the Text, 316: Q7.</p> <p>Chapter 7: Jonathan Swift: “A Modest Proposal.” Suggestions for Writing, 412: Q4.</p> <p>Chapter 8: Deborah Tannen: “There is No Unmarked Woman.” Exploring the Text, 556: Q7.</p> <p>Chapter 9: Malcolm Gladwell: “Offensive Play: How Different Are Dogfighting and Football?” Exploring the Text, 657: Q7.</p> <p>Chapter 10: Steven Pinker: “Words Don’t Mean What They Mean.” Exploring the Text, 748: Q5.</p> <p>Chapter 11: Suggestions for Writing, 885: Q8.</p> <p>Chapter 12: Michael Pollan: “A Naturalist in the Supermarket.” Questions, 965: Q6.</p> <p>Chapter 13: Frantz Fallon: From <i>Concerning Violence</i>. Questions, 1108: Q5.</p>	1 day: students read as homework and discuss / complete activity in class

Unit 6				
Reading / Writing Strands	AP® Skill	Instructional Purpose	The Language of Composition 2e Instruction / Practice	Pacing: 15 Days
Reading	Skill 3.A:	Explain claim and evidence	Review materials on claim and evidence, pages 85 – 141, as needed.	¼ day

	Identify and explain claims and evidence within an argument	within argument		
		Practice explaining claim and evidence	Choose one briefer text below. Model identification of claim and evidence in text.	¼ day
		Deepen Practice	<p>Recommended texts and questions by thematic chapter:</p> <p>Chapter 5: Ralph Waldo Emerson: From <i>Education</i>. Questions for Discussion, 196: Q4.</p> <p>Chapter 6: Scott Brown: “Facebook Friendonomics.” Exploring the Text, 344: Q4.</p> <p>Chapter 7: Lars Eighner: “On Dumpster Diving.” Exploring the Text, 431: Q7.</p> <p>Chapter 8: Virginia Woolf: “Professions for Women.” Questions for Discussion, 529: Q1.</p> <p>Chapter 9: Grantland Rice: “The Four Horsemen.” Questions on Rhetoric and Style, 614: Q1.</p> <p>Chapter 10: Walt Whitman: “Slang in America.” Exploring the Text, 724: Q7.</p> <p>Chapter 11: Chuck Klosterman: “My Zombie, Myself: Why Modern Life Feels Rather Undead.” Exploring the Text, 850: Q4.</p> <p>Chapter 12: Nicolette Hahn Niman: “The Carnivore’s Dilemma.” Questions, 976: Q3.</p> <p>Chapter 13: Jamaica Kincaid: “On Seeing England for the First Time.” Questions on Rhetoric and Style, 1015: Q8.</p>	2 days; students read as homework; 1 day to discuss and 1 day to complete activities
Writing	Skill 4.A: Develop paragraphs comprised of a claim and evidence that supports the claim	Write paragraphs using claim and supporting evidence	Briefly review p. 72-74; read Clift article, p. 74-75.	½ day
		Practice writing paragraphs using claim and supporting evidence	Write a paragraph based on the Clift article; share.	½ day

		Deepen Practice	<p>Recommended texts and questions by thematic chapter:</p> <p>Chapter 5: Ralph Waldo Emerson: From <i>Education</i>. Suggestions for Writing, 196: Q2.</p> <p>Chapter 6: Scott Brown: “Facebook Friendonomics.” Exploring the Text, 344: Q7.</p> <p>Chapter 7: Lars Eighner: “On Dumpster Diving.” Exploring the Text, 430: Q1.</p> <p>Chapter 8: Virginia Woolf: “Professions for Women.” Suggestions for Writing, 531: Q2.</p> <p>Chapter 9: Grantland Rice: “The Four Horsemen.” Questions for Discussion, 614: Q4.</p> <p>Chapter 10: Walt Whitman: “Slang in America.” Exploring the Text, 724: Q12.</p> <p>Chapter 11: Chuck Klosterman: “My Zombie, Myself: Why Modern Life Feels Rather Undead.” Exploring the Text, 849, Q3.</p> <p>Chapter 12: Nicolette Hahn Niman: “The Carnivore’s Dilemma.” Questions, 976: Q4.</p> <p>Chapter 13: Jamaica Kincaid: “On Seeing England for the First Time.” Suggestions for Writing, 1015: Q1.</p>	1 ½ days: students read as homework; ½ day to discuss; 1 day to complete activities
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	Briefly review p. 94-97.	¼ day
		Practice identifying thesis and indications of structure	Read “Declaration of Independence” as homework; analyze in class.	¼ day
		Deepen Practice	<p>Recommended texts and questions by thematic chapter:</p> <p>Chapter 5: Ralph Waldo Emerson: From <i>Education</i>. Questions for Discussion, 195: Q1.</p> <p>Chapter 6: Scott Brown: “Facebook Friendonomics.” Exploring the Text, 344: Q2.</p> <p>Chapter 7: Lars Eighner: “On Dumpster Diving.” Exploring the Text, 430: Q2.</p>	2 days: students read as homework; 1 day to discuss; 1 day to complete activities

			<p>Chapter 8: Virginia Woolf: “Professions for Women.” Questions on Rhetoric and Style, 530: Q1, Q3, Q4.</p> <p>Chapter 9: Grantland Rice: “The Four Horsemen.” Questions on Rhetoric and Style, 615: Q8.</p> <p>Chapter 10: Walt Whitman: “Slang in America.” Exploring the Text, 724: Q2.</p> <p>Chapter 11: Hans Ostrom: “Emily Dickinson and Elvis Presley in Heaven.” Exploring the Text, 851: Q1.</p> <p>Chapter 12: Nicolette Hahn Niman: “The Carnivore’s Dilemma.” Questions, 976: Q2.</p> <p>Chapter 13: Jamaica Kincaid: “On Seeing England for the First Time.” Questions on Rhetoric and Style, 1015: Q5.</p>	
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 statement using proof, previewing argument’s structure	Briefly review pages 125-131, thesis statements. Complete activity p. 131	½ day
		Deepen Practice	<p>Recommended texts and questions by thematic chapter:</p> <p>Chapter 5: Ralph Waldo Emerson: From <i>Education</i>. Suggestions for Writing, 196: Q3.</p> <p>Chapter 6: Scott Brown: “Facebook Friendonomics.” Exploring the Text, 343: Q1.</p> <p>Chapter 7: Lars Eighner: “On Dumpster Diving.” Exploring the Text, 431: Q8.</p> <p>Chapter 8: Virginia Woolf: “Professions for Women.” Questions on Rhetoric and Style, 530: Q9.</p> <p>Chapter 9: Grantland Rice: “The Four Horsemen.” Questions on Rhetoric and Style, 615: Q9.</p> <p>Chapter 10: Walt Whitman: “Slang in America.” Exploring the Text, 724: Q3.</p> <p>Chapter 11: Hans Ostrom: “Emily Dickinson and Elvis Presley in Heaven.” Exploring the Text, 851: Q5.</p> <p>Chapter 12: Nicolette Hahn Niman: “The Carnivore’s Dilemma.” Suggestions for Writing, 1001: Q7.</p>	2 days: students read as homework; 1 day to discuss; 1 day to complete activities

			Chapter 13: Jamaica Kincaid: "On Seeing England for the First Time." Suggestions for Writing, 1015: Q3.	
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.	Consider the painting, p. 357. Discuss 1-4, p. 356.	½ day
		Explain expression of tone	Consider the picture, p. 358; discuss 1-4, p. 359.	½ day
		Deepen Practice	Recommended texts and questions by thematic chapter: Chapter 5: Ralph Waldo Emerson: From <i>Education</i> . Questions on Rhetoric and Style, 196: Q6. Chapter 6: Scott Brown: "Facebook Friendonomics." Exploring the Text, 344: Q5. Chapter 7: Lars Eighner: "On Dumpster Diving." Exploring the Text, 431: Q11. Chapter 8: Virginia Woolf: "Professions for Women." Questions on Rhetoric and Style, 530: Q5. Chapter 9: Grantland Rice: "The Four Horsemen." Questions on Rhetoric and Style, 614: Q3. Chapter 10: Walt Whitman: "Slang in America." Exploring the Text, 724: Q9. Chapter 11: Chuck Klosterman: "My Zombie, Myself: Why Modern Life Feels Rather Undead." Exploring the Text, 849: Q1, Q2. Chapter 12: Nicolette Hahn Niman: "The Carnivore's Dilemma." Questions, 976: Q1. Chapter 13: Jamaica Kincaid: "On Seeing England for the First Time." Questions on Rhetoric and Style, 1014: Q3.	1 day; students read as homework; discuss and complete activity in class
Writing	Skill 8.A: Strategically use words, comparisons, and syntax to convey a	Write sentences using diction, comparisons, syntax to create tone	Read "The Happy Life" (Bertrand Russell) on p. 363. Answer questions 2 and 3 together.	½ day

	specific tone or style in an argument	Practice writing sentences conveying tone	Have students complete #5 and 6, p. 365, in groups. Discuss.	½ day
		Deepen Practice	<p>Recommended texts and questions by thematic chapter:</p> <p>Chapter 5: Ralph Waldo Emerson: From <i>Education</i>. Suggestions for Writing, 196: Q5.</p> <p>Chapter 6: Scott Brown: “Facebook Friendonomics.” Exploring the Text, 344: Q6.</p> <p>Chapter 7: Lars Eighner: “On Dumpster Diving.” Exploring the Text, 431: Q12.</p> <p>Chapter 8: Virginia Woolf: “Professions for Women.” Questions on Rhetoric and Style, 530: Q6, Q12.</p> <p>Chapter 9: Grantland Rice: “The Four Horsemen.” Suggestions for Writing, 616: Q1.</p> <p>Chapter 10: Walt Whitman: “Slang in America.” Exploring the Text, 724: Q6.</p> <p>Chapter 11: Hans Ostrom: “Emily Dickinson and Elvis Presley in Heaven.” Exploring the Text, 851: Q2.</p> <p>Chapter 12: Nicolette Hahn Niman: “The Carnivore’s Dilemma.” Questions, 976: Q5.</p> <p>Chapter 13: Jamaica Kincaid: “On Seeing England for the First Time.” Suggestions for Writing, 1015: Q4.</p>	2 days; students read as homework; 1 day to discuss; 1 day to complete activities.

Unit 7				
Reading / Writing Strands	AP® Skill	Instructional Purpose	The Language of Composition 2e Instruction / Practice	Pacing: 15 Days
Reading	Skill 1.A: Identify and describe components of the rhetorical situation: the exigence,	Identify elements of the rhetorical situation	Review the components, using the cartoon on p. 375; answer questions 1-3. If desired, read “Negative Reaction to Charity Campaign” on p. 377 and answer question 1.	½ day
		Practice identifying elements of	Read “Warren Buffett, Bill Gates, and the Billionaire Challenge” on p. 375; answer question 1, p. 377.	½ day

	audience, purpose, context, and message	the rhetorical situation		
		Deepen Practice	<p>Recommended texts and questions by thematic chapter:</p> <p>Chapter 5: James Baldwin: “A Talk to Teachers.” Exploring the Text, 201: Q1, Q2.</p> <p>Chapter 6: Peter Singer: From <i>The Singer Solution to World Poverty</i>. Questions, 374: Q5.</p> <p>Chapter 7: Joan Smith: “Shop-happy.” Questions, 494: Q1.</p> <p>Chapter 8: Judy Brady: “I Want a Wife.” Exploring the Text, 541: Q1.</p> <p>Chapter 9: Caroline Alexander: “The Great Game.” Exploring the Text, 665: Q1.</p> <p>Chapter 10: Naomi Shihab Nye: “For Mohammed Zeid of Gaza, Age 15” and “Why I Could Not Accept Your Invitation.” Exploring the Text, p. 750: Q1, Q2.</p> <p>Chapter 11: Mark Tansy: “The Innocent Eye Test.” Exploring the Text, 854: Q3.</p> <p>Chapter 12: Lewis Thomas: “Natural Man.” Exploring the Text, 917: Q1.</p> <p>Chapter 13: Henry David Thoreau: “On the Duty of Civil Disobedience.” Questions for Discussion, 1032: Q1, Q2, Q3.</p>	1 day: students read as homework; discuss and complete activities in class
Writing	Skill 2.A: Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation	Write introductions and conclusions	Read the selection from <i>The Dependence Effect</i> , p. 478. Answer question 1 as a class.	½ day
		Practice writing introductions and conclusions	Practice by answering questions 2 and 5, p. 481.	½ day
		Deepen Practice	<p>Recommended texts and questions by thematic chapter:</p> <p>Chapter 5: James Baldwin: “A Talk to Teachers.” Suggestions for Writing, 277: Q4.</p> <p>Chapter 6: Suggestions for Writing, 391: Q6.</p> <p>Chapter 7: Grammar as Rhetoric and Style, 511: Exercise 4.</p> <p>Chapter 8: Judy Brady: “I Want a Wife.” Exploring the Text, 541: Q8.</p>	1 day: students read as homework; discuss and complete activities in class

			<p>Chapter 9: Caroline Alexander: “The Great Game.” Exploring the Text, 665: Q3.</p> <p>Chapter 10: Naomi Shihab Nye: “For Mohammed Zeid of Gaza, Age 15” and “Why I Could Not Accept Your Invitation.” Exploring the Text, p. 750: Q7.</p> <p>Chapter 11: Andy Warhol: “Myths.” Exploring the Text, 853: Q4.</p> <p>Chapter 12: Lewis Thomas: “Natural Man.” Exploring the Text, 917: Q3, Q4.</p> <p>Chapter 13: Henry David Thoreau: “On the Duty of Civil Disobedience.” Questions for Discussion, 1032: Q9.</p>	
Reading	Skill 3.C: Explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives	Identify ways claims are qualified	Read pages 878-881: Grammar as Rhetoric and Style / Modifiers. Complete Exercise 3, p. 882 together.	½ day
		Practice identifying ways claims are qualified	Complete Exercise 4, p. 882-883.	½ day
		Deepen Practice	<p>Recommended texts and questions by thematic chapter:</p> <p>Chapter 5: James Baldwin: “A Talk to Teachers.” Exploring the Text, 201: Q6.</p> <p>Chapter 6: Peter Singer: From <i>The Singer Solution to World Poverty</i>. Questions, 374: Q2.</p> <p>Chapter 7: John Ruskin: From <i>The Roots of Honor</i>. Exploring the Text, 417: Q6.</p> <p>Chapter 8: Paul Theroux: “Being a Man.” Questions, 567: Q3.</p> <p>Chapter 9: Caroline Alexander: “The Great Game.” Exploring the Text, 665: Q2.</p> <p>Chapter 10: Jim Cummins: “The Effects of Bilingualism.” Exploring the Text, 754: Q3.</p> <p>Chapter 11: Andy Warhol: “Myths.” Exploring the Text, 852: Q2.</p> <p>Chapter 12: Lewis Thomas: “Natural Man.” Exploring the Text, 918: Q8.</p> <p>Chapter 13: Henry David Thoreau: “On the Duty of Civil Disobedience.” Questions on Rhetoric and Style, 1033: Q8.</p>	1 day: students read as homework; discuss and complete activities in class
Writing	Skill 4.C:	Write a claim qualified with	Read “Are Women Really More Talkative Than Men?” in class. Complete question 1 together, p. 557.	½ day

	Qualify a claim using modifiers, counterarguments, or alternative perspectives	various strategies		
		Practice qualifying a claim	In groups, complete questions 3 and 5, p 557. Share answers.	½ day
		Deepen Practice	Recommended texts and questions by thematic chapter: Chapter 5: James Baldwin: “A Talk to Teachers.” Exploring the Text, 201: Q11. Chapter 6: Peter Singer: From <i>The Singer Solution to World Poverty</i> . Questions, 374: Q3. Chapter 7: Joan Smith: “Shop-happy.” Questions, 494: Q2. Chapter 8: Paul Theroux: “Being a Man.” Questions, 567: Q2. Chapter 9: Caroline Alexander: “The Great Game.” Exploring the Text, 665: Q8. Chapter 10: Naomi Shihab Nye: “For Mohammed Zeid of Gaza, Age 15” and “Why I Could Not Accept Your Invitation.” Exploring the Text, p. 750: Q4. Chapter 11: Mark Tansy: “The Innocent Eye Test.” Exploring the Text, 854: Q5. Chapter 12: Lewis Thomas: “Natural Man.” Exploring the Text, 918: Q6. Chapter 13: Henry David Thoreau: “On the Duty of Civil Disobedience.” Suggestions for Writing, 1033: Q4.	1 day: students read as homework; discuss and complete activities in class
Reading	Skill 7.B: Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas.	Explain how writers use independent and dependent clauses	Read pages 991-995: Grammar as Rhetoric and Style / Sentences. Complete Exercise 2, p. 996, together.	½ day
		Explain the use of dependent and independent clauses	Complete Exercise 4, p. 997.	½ day
		Deepen Practice	Recommended texts and questions by thematic chapter:	1 day: students read as homework;

			<p>Chapter 5: James Baldwin: “A Talk to Teachers.” Exploring the Text, 201: Q9.</p> <p>Chapter 6: Grammar as Rhetoric and Style, 388-390: Exercises 1,2,3,4.</p> <p>Chapter 7: John Ruskin: From <i>The Roots of Honor</i>. Exploring the Text, 417: Q9.</p> <p>Chapter 8: Judy Brady: “I Want a Wife.” Exploring the Text, 541: Q2.</p> <p>Chapter 9: Caroline Alexander: “The Great Game.” Exploring the Text, 665: Q4.</p> <p>Chapter 10: Naomi Shihab Nye: “For Mohammed Zeid of Gaza, Age 15” and “Why I Could Not Accept Your Invitation.” Exploring the Text, p. 751: Q1.</p> <p>Chapter 11: Grammar as Rhetoric and Style, 881: Exercises 1 and 3.</p> <p>Chapter 12: Lewis Thomas: “Natural Man.” Exploring the Text, 918: Q7 OR Grammar as Rhetoric and Style, 996: Exercise 2 and 997, Exercise 4.</p> <p>Chapter 13: Henry David Thoreau: “On the Duty of Civil Disobedience.” Questions on Rhetoric and Style, 1033: Q4.</p>	discuss and complete activities in class
Writing	Skill 8.B: Write sentences that clearly convey ideas and arguments	Write sentences conveying ideas and arguments	Read “An Innocent at Rinkside,” p. 619. Complete questions 2 and 4, p. 622, in class.	½ day
		Create tone through use of various elements	Complete question 3, p. 622.	½ day
		Deepen Practice	<p>Recommended texts and questions by thematic chapter:</p> <p>Chapter 5: James Baldwin: “A Talk to Teachers.” Exploring the Text, 201: Q12.</p> <p>Chapter 6: Peter Singer: From <i>The Singer Solution to World Poverty</i>. Questions, 374: Q1.</p> <p>Chapter 7: John Ruskin: From <i>The Roots of Honor</i>. Exploring the Text, 417: Q3.</p> <p>Chapter 8: Judy Brady: “I Want a Wife.” Exploring the Text, 541: Q7.</p> <p>Chapter 9: Caroline Alexander: “The Great Game.” Exploring the Text, 665: Q7.</p>	1 day: students read as homework; discuss and complete activities in class

			<p>Chapter 10: Naomi Shihab Nye: “For Mohammed Zeid of Gaza, Age 15” and “Why I Could Not Accept Your Invitation.” Exploring the Text, p. 751: Q4.</p> <p>Chapter 11: Heather Havrilesky: “Besieged by ‘Friends.’” Questions, 861: Q4.</p> <p>Chapter 12: Lewis Thomas: “Natural Man.” Exploring the Text, 917: Q2.</p> <p>Chapter 13: Henry David Thoreau: “On the Duty of Civil Disobedience.” Questions for Discussion, 1032: Q7.</p>	
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	Review p. 878 – 881: Grammar as Rhetoric and Style / Modifiers. Complete Exercise 5, p. 881.	½ day
		Deepen Practice	<p>Recommended texts and questions by thematic chapter:</p> <p>Chapter 5: Todd Gitlin: “The Liberal Arts in an Age of Info-Glut.” Questions, 253: Q2.</p> <p>Chapter 6: Peter Singer: From <i>The Singer Solution to World Poverty</i>. Questions, 374: Q4.</p> <p>Chapter 7: Grammar as Rhetoric and Style, 510: Exercise 3.</p> <p>Chapter 8: Grammar as Rhetoric and Style, 586-587: Exercises 1, 2, 3.</p> <p>Chapter 9: Caroline Alexander: “The Great Game.” Exploring the Text, 665: Q5.</p> <p>Chapter 10: Naomi Shihab Nye: “For Mohammed Zeid of Gaza, Age 15” and “Why I Could Not Accept Your Invitation.” Exploring the Text, p. 750: Q3.</p> <p>Chapter 11: Grammar as Rhetoric and Style, 881: Exercises 2 and 4.</p> <p>Chapter 12: Lewis Thomas: “Natural Man.” Exploring the Text, 917: Q5.</p> <p>Chapter 13: Henry David Thoreau: “On the Duty of Civil Disobedience.” Questions on Rhetoric and Style, 1033: Q6.</p>	1 day: students read as homework; discuss and complete activities in class
Writing	Skill 8.C: Use established conventions of grammar and mechanics to communicate	Practice using conventions of grammar and mechanics	Review pages 991-995: Grammar as Rhetoric and Style / Sentences. Complete Exercise 2, p. 996	½ day
		Deepen Practice	Recommended texts and questions by thematic chapter:	1 day: students read as homework;

	clearly and effectively		<p>Chapter 5: Todd Gitlin: “The Liberal Arts in an Age of Info-Glut.” Questions, 253: Q6.</p> <p>Chapter 6: Grammar as Rhetoric and Style, 390: Exercise 5.</p> <p>Chapter 7: John Ruskin: From <i>The Roots of Honor</i>. Exploring the Text, 416: Q4.</p> <p>Chapter 8: Grammar as Rhetoric and Style, 588: Exercise 4.</p> <p>Chapter 9: Caroline Alexander: “The Great Game.” Exploring the Text, 665: Q6.</p> <p>Chapter 10: Naomi Shihab Nye: “For Mohammed Zeid of Gaza, Age 15” and “Why I Could Not Accept Your Invitation.” Exploring the Text, p. 751: Q5.</p> <p>Chapter 11: Heather Havrilesky: “Besieged by ‘Friends.’” Questions, 861: Q2.</p> <p>Chapter 12: Lewis Thomas: “Natural Man.” Exploring the Text, 918: Q9.</p> <p>Chapter 13: Henry David Thoreau: “On the Duty of Civil Disobedience.” Questions on Rhetoric and Style, 1033: Q3.</p>	discuss and complete activities in class
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Unit 8				
Reading / Writing Strands	AP® Skill	Instructional Purpose	The Language of Composition 2e Instruction / Practice	Pacing: 15 Days
Reading	Skill 1.B: Explain how an argument demonstrates understanding of an audience’s beliefs, values, or needs	Explain how argument demonstrates understanding of audience	Study the cartoon on p. 672. Answer questions 1 and 2.	½ day
		Practice explaining how argument shows understanding of audience	Read “Pay Dirt: College Athletes Deserve the Same Rights as Other Students,” p. 674. Answer questions 1 and 2	½ day
		Deepen Practice	Recommended texts and questions by thematic chapter: Chapter 5: Sherman Alexie: “Superman and Me.” Exploring the Text, 217: Q7.	2 days: students read as homework; 1 day to discuss and 1 day to

			<p>Chapter 6: Aurora Levins Morales: “Child of the Americas.” Exploring the Text, 355: Q1, Q2.</p> <p>Chapter 7: Fareed Zakaria: “How to Restore the American Dream.” Exploring the Text, 468: Q5, Q6.</p> <p>Chapter 8: Stephen Jay Gould: “Women’s Brains.” Questions for Discussion, 523: Q2; Questions on Rhetoric and Style, 523: Q1.</p> <p>Chapter 9: Rick Reilly: “Why I Love My Job.” Exploring the Text, 660: Q3, Q6.</p> <p>Chapter 10: Michiko Kakutani: “The Word Police.” Questions, 765: Q1.</p> <p>Chapter 11: Robin Givhan: An Image a Little Too Carefully Coordinated.” Exploring the Text, 827: Q2, Q4.</p> <p>Chapter 12: Terry Tempest Williams: “The Clan of One-Breasted Women.” Exploring the Text, 934: Q11, Q12.</p> <p>Chapter 13: Virginia Woolf: “Thoughts on Peace in an Air Raid.” Exploring the Text, 1040: Q1, Q2, Q3.</p>	complete activities
Writing	Skill 2.B: Demonstrate an understanding of an audience’s beliefs, values, or needs	Write to show understanding of audience	Read “My Priceless Opportunity,” p. 677. Answer questions 1 and 2, p. 678.	½ day
		Practice showing how argument shows awareness of audience	Answer questions 3 and 5, p. 278.	½ day
		Deepen Practice	<p>Recommended texts and questions by thematic chapter:</p> <p>Chapter 5: Sherman Alexie: “Superman and Me.” Exploring the Text, 217: Q11.</p> <p>Chapter 6: Suggestions for Writing, 392: Q7.</p> <p>Chapter 7: Fareed Zakaria: “How to Restore the American Dream.” Exploring the Text, 468: Q1.</p> <p>Chapter 8: Stephen Jay Gould: “Women’s Brains.” Suggestions for Writing, 524: Q5; Questions on Rhetoric and Style, 524, Q10.</p> <p>Chapter 9: Rick Reilly: “Why I Love My Job.” Exploring the Text, 660: Q7.</p>	2 days: students read as homework; 1 day to discuss and 1 day to complete activities

			<p>Chapter 10: Institute for Propaganda Analysis: “How to Detect Propaganda.” Questions, 761: Q1, Q4.</p> <p>Chapter 11: Robin Givhan: An Image a Little Too Carefully Coordinated.” Exploring the Text, 827: Q5.</p> <p>Chapter 12: Terry Tempest Williams: “The Clan of One-Breasted Women.” Exploring the Text, 934: Q5, Q6.</p> <p>Chapter 13: Virginia Woolf: “Thoughts on Peace in an Air Raid.” Exploring the Text, 1040: Q4.</p>	
Reading	Skill 7.A: Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text	Explain how various strategies contribute to tone or style	Read selection from <i>The Gospel of Wealth</i> , p. 361. Answer question 3.	½ day
		Practice explaining how strategies convey tone or style	Answer question 5, p. 363.	½ day
		Deepen Practice	<p>Recommended texts and questions by thematic chapter:</p> <p>Chapter 5: Sherman Alexie: “Superman and Me.” Exploring the Text, 217: Q4.</p> <p>Chapter 6: Aurora Levins Morales: “Child of the Americas.” Exploring the Text, 355: Q5.</p> <p>Chapter 7: Fareed Zakaria: “How to Restore the American Dream.” Exploring the Text, 469: Q10.</p> <p>Chapter 8: Stephen Jay Gould: “Women’s Brains.” Questions on Rhetoric and Style, 523: Q3, Q4.</p> <p>Chapter 9: Rick Reilly: “Why I Love My Job.” Exploring the Text, 660: Q1, Q5.</p> <p>Chapter 10: Michiko Kakutani: “The Word Police.” Questions, 766: Q2.</p> <p>Chapter 11: Robin Givhan: An Image a Little Too Carefully Coordinated.” Exploring the Text, 827: Q3, Q7.</p> <p>Chapter 12: Terry Tempest Williams: “The Clan of One-Breasted Women.” Exploring the Text, 934: Q1, Q4.</p>	2 days: students read as homework; 1 day to discuss and 1 day to complete activities

			Chapter 13: Virginia Woolf: "Thoughts on Peace in an Air Raid." Exploring the Text, 1040: Q5, Q6, Q7.	
Writing	Skill 8.A: Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument	Write, using various tools to convey tone or style	Review p. 781-783: Grammar as Rhetoric and Style / Diction. Complete Exercise 2, p. 784.	½ day
		Practice writing to show tone or style	Complete exercise 3, p. 784.	½ day
		Deepen Practice	Recommended texts and questions by thematic chapter: Chapter 5: Sherman Alexie: "Superman and Me." Exploring the Text, 217: Q9. Chapter 6: Aurora Levins Morales: "Child of the Americas." Exploring the Text, 355: Q6. Chapter 7: Virginia Postrel: "In Praise of Chain Stores." Questions, 498: Q4. Chapter 8: Stephen Jay Gould: "Women's Brains." Suggestions for Writing, 524: Q2. Chapter 9: Suggestions for Writing, 698: Q8. Chapter 10: Institute for Propaganda Analysis: "How to Detect Propaganda." Questions, 761: Q3. Chapter 11: Robin Givhan: "An Image a Little Too Carefully Coordinated." Exploring the Text, 827: Q6. Chapter 12: Terry Tempest Williams: "The Clan of One-Breasted Women." Exploring the Text, 934: Q7. Chapter 13: Virginia Woolf: "Thoughts on Peace in an Air Raid." Exploring the Text, 1040: Q8, Q9.	1 day: students read as homework; discuss and complete activities in class
Reading	Skill 7.B: Explain how writers create, combine, and place independent and dependent	Explain how writers use independent and dependent clauses	Review p. 991-995: Grammar as Rhetoric and Style / Sentences. Complete exercise 5, p. 999.	½ day
		Explain use of independent	Complete Exercise 6, p. 1000	½ day

	clauses to show relationships between and among ideas	and dependent clauses		
		Deepen Practice	<p>Recommended texts and questions by thematic chapter:</p> <p>Chapter 5: Sherman Alexie: "Superman and Me." Exploring the Text, 217: Q7.</p> <p>Chapter 6: Aurora Levins Morales: "Child of the Americas." Exploring the Text, 355: Q3.</p> <p>Chapter 7: Grammar as Rhetoric and Style, 510: Exercise 2.</p> <p>Chapter 8: Stephen Jay Gould: "Women's Brains." Questions on Rhetoric and Style, 523: Q5, Q6; Questions for Discussion, 523: Q4.</p> <p>Chapter 9: Grammar as Rhetoric and Style, 694-696: Exercise 2, Exercise 3.</p> <p>Chapter 10: Geoffrey Nunberg: "The -Ism Schism: How Much Wallop Can a Simple Word Pack?" Questions, 770: Q4, Q5.</p> <p>Chapter 11: Grammar as Rhetoric and Style, 882: Exercise 3, Exercise 5.</p> <p>Chapter 12: Grammar as Rhetoric and Style, 997: Exercise 3: 999: Exercise 5.</p> <p>Chapter 13: Grammar as Rhetoric and Style, 1128: Exercise 3: 1129: Exercise 3.</p>	1 day: students read as homework; discuss and complete activities in class
Writing	Skill 8.B: Write sentences that clearly convey ideas and arguments	Write sentences conveying ideas / arguments	Read "Why Students Aren't Paid to Play," p. 683. Answer questions 1 and 2, p. 684.	½ day
		Write sentences conveying ideas / arguments	Answer question 3, p. 684.	½ day
		Deepen Practice	<p>Recommended texts and questions by thematic chapter:</p> <p>Chapter 5: Sherman Alexie: "Superman and Me." Exploring the Text, 217: Q10.</p> <p>Chapter 6: Aurora Levins Morales: "Child of the Americas." Exploring the Text, 355: Q4.</p>	1 day: students read as homework; discuss and complete activities in class

			<p>Chapter 7: Fareed Zakaria: “How to Restore the American Dream.” Exploring the Text, 469:Q11, Q12.</p> <p>Chapter 8: Stephen Jay Gould: “Women’s Brains.” Suggestions for Writing, 524: Q4.</p> <p>Chapter 9: Grammar as Rhetoric and Style, 694-696: Exercise 1.</p> <p>Chapter 10: Michiko Kakutani: “The Word Police.” Questions, 766: Q3, Q4.</p> <p>Chapter 11: Suggestions for Writing, 884: Q2.</p> <p>Chapter 12: Terry Tempest Williams: “The Clan of One-Breasted Women.” Exploring the Text, 934: Q2.</p> <p>Chapter 13: Virginia Woolf: “Thoughts on Peace in an Air Raid.” Exploring the Text, 1040: Q10.</p>	
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Unit 9				
Reading / Writing Strands	AP® Skill	Instructional Purpose	The Language of Composition 2e Instruction / Practice	Pacing: 15 Days
Reading	Skill 3.C: Explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives	Explain how claims are qualified	Read “Save the Whales, Screw the Shrimp” on p. 935 – in class. Discuss. Answer questions 1-5, p. 945, in class.	1 day
		Practice explaining how claims are qualified	Return to “Save the Whales, Screw the Shrimp” on p. 935. In groups, have students answer 6-11. Discuss. The following day, have students read “Inversnaid” on p. 952. Apply skills from the previous two days to answer questions 1-7, p. 953.	2 days
		Deepen Practice	Recommended texts and questions by thematic chapter: Chapter 5: Edward Koren: “Two Scoreboards.” Questions, 256: Q1; Diane Ravitch: “Stop the Madness.” Questions, 260: Q1, Q3, Q5. Chapter 6: Garrett Hardin: From <i>Lifeboat Ethics</i> . Questions, 368: Q1, Q2, Q4, Q5. Chapter 7: Henry David Thoreau: From <i>Economy</i> . Questions, 477: Q1, Q4, Q5. Chapter 8: Judith Ortiz Cofer: “The Myth of the Latin Woman: I Just Met a Girl Named Maria.” Exploring the Text, 551: Q1, Q2, Q3, Q4.	5 days: 1 day to read in class; 1 day to discuss; 1 day to complete activities. Choose a second article for contrast; spend 1 day reading and discussing and

			<p>Chapter 9: Gay Talese: "The Silent Season of a Hero." Questions for Discussion, 608: Q4; Questions on Rhetoric and Style, 609: Q8, Q9.</p> <p>Chapter 10: George Orwell: "Politics and the English Language." Questions for Discussion, 717: Q4; Questions on Rhetoric and Style, 718: Q3, Q4, Q6.</p> <p>Chapter 11: Steven Johnson: "Watching TV Makes You Smarter." Exploring the Text, 837: Q3; Exploring the Text, 838: Q5.</p> <p>Chapter 12: Rachel Carson. From <i>Silent Spring</i>. Questions on Rhetoric and Style, 895: Q5, Q6.</p> <p>Chapter 13: Chris Hedges: "The Destruction of Culture." Exploring the Text, 1047: Q1, Q2.</p>	1 day completing questions.
Writing	Skill 4.C: Qualify a claim using modifiers, counterarguments, or alternative perspectives	Write to qualify a claim, using various methods	<p>Day 1: Analyze the student essay, "Hard to Swallow," on p. 988-991. Answer questions 1-6, p. 991, in class.</p> <p>Day 2: Discuss questions, p. 991. Have students complete question 7 in groups. Groups will swap work and compare responses</p> <p>Day 3: Assign students to groups. Each group will consider one of the questions given in Suggestions for Writing, p. 1003.</p>	3 days
		Practice writing to qualify a claim	<p>Day 1: At random (or by groups), assign students to write one of the essays in class.</p> <p>Day 2: Peer edit the essays.</p>	2 days
		Deepen Practice	<p>Recommended texts and questions by thematic chapter:</p> <p>Chapter 5: Suggestions for Writing, 277: Q5; Diane Ravitch: "Stop the Madness." Questions, 260: Q6.</p> <p>Chapter 6: Garrett Hardin: From <i>Lifeboat Ethics</i>. Questions, 368: Q6.</p> <p>Chapter 7: Henry David Thoreau: From <i>Economy</i>. Questions, 477: Q2, Q3.</p> <p>Chapter 8: Judith Ortiz Cofer: "The Myth of the Latin Woman: I Just Met a Girl Named Maria." Exploring the Text, 551: Q8; Suggestions for Writing, 589: Q8.</p> <p>Chapter 9: Gay Talese: "The Silent Season of a Hero." Suggestions for Writing, 609: Q2.</p> <p>Chapter 10: George Orwell: "Politics and the English Language." Questions for Discussion, 718: Q6; Questions on Rhetoric and Style, 718: Q9; Suggestions for Writing, 719:</p> <p>Chapter 11: Steven Johnson: "Watching TV Makes You Smarter." Exploring the Text, 838: Q6, Q8, Q9.</p>	2 days: 1 students read as homework; 1 day to discuss; 1 day to complete activities

			<p>Chapter 12: Rachel Carson. From <i>Silent Spring</i>. Suggestions for Writing, 896: Q1, Q2, Q6.</p> <p>Chapter 13: Chris Hedges: "The Destruction of Culture." Exploring the Text, 1047: Q3, Q4; Suggestions for Writing, 1130: Q12.</p>	
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