

Thematic Unit-Based Pacing Guide for the 2019 AP® Course Framework Shea, *The Language of Composition*, 3rd Edition



Preliminary Note to Teachers

The College Board Unit Guide implemented for the 2019-2020 school year is a helpful structure which may function as a checklist for teachers and students as we go through the year and wish to make sure all of the enduring understandings, skills, and essential knowledge have been covered in our teaching plan. Month by month, teachers may assign the online assessments and discuss these with your class. But most importantly, teachers may want to mention particular features of a text before the unit in which that skill is situated simply because it is valuable to talk with students, for example, about the rhetorical effect of word choice, comparisons, syntax, and tone much earlier in the year than Units 5-9. Because of the spiral structure built into the unit guides, all of these rhetorical features and skills will eventually be assessed in the online supports.

In addition, it is important to note that particular grammatical and syntactical features are not mentioned until Unit 7, however, it is very difficult to adequately teach these necessary features of effective writing later in the year. The Language of Composition book has a Grammar as Rhetoric and Style section (pp. 1145-1191) in 9 parts, complete with exercises. These would fit nicely throughout the 9 unit format and students can be assigned some of these activities to reinforce the skills throughout the year. These have been included in the pacing guide and ordered to fit most smoothly with the College Board Unit Guide.

Units 1, 4 and 7 lead students to practice writing a rhetorical analysis of an argument; Units 2, 5 and 8 lead students to practice writing an ‘open’ argument in which they will take a position on a big idea or question; Units 3, 6 and 9 lead students to practice writing a ‘synthesis’ argument in which they will take a position on an issue and synthesize into their own argument the positions of others and evidence from at least three sources.

This guide will follow the unit materials provided by College Board and lay these beside the thematic chapters in *The Language of Composition*, 3rd Edition, emphasizing the particular skills that each unit enumerates and highlights. In addition, teachers should note that questions at the end of each reading selection may reference skills that are appropriate to discuss in the context of a particular reading selection but may be not be located in the particular unit in which that reading selection appears. These questions provide for depth of conversation and improve close reading skills right from the start of the year.

The important thing is this: teachers need to trust themselves to build a conversation around rhetoric and language that makes sense for their students and empowers them to use the skills introduced in the course framework to analyze how and why arguments are written, and to write arguments and analyses of their own that follow a clear line of reasoning. *The Language of Composition* is a powerful tool to bring this conversation to the classroom because the thematic chapters are already cohesive in their approach to a particular issue, and the supportive opening chapters help teachers to introduce rhetoric and argument to our students in an accessible, interesting, and comprehensive manner. These opening chapters are excellent resources to return to throughout the year for reference and support as the conversation deepens.

- MG DeNike Gannon

AP[®] Unit 1 Suggested Length: ~15 Days

In Unit 1, students will become comfortable using language specific to discussion of argument. They will begin identifying where writers of argument make argumentative claims and notice how they use evidence to support and defend these claims. They will begin to practice noticing (and making) several related claims about one particular issue. They will also write a paragraph in which they will make a claim and defend that claim with evidence. In Unit 1, the paragraph will focus on discovering and articulating another writer's claim in an argument, and identifying and explaining how the evidence is used in support of that claim. The focus here is on developing close reading skills for argument, and distinguishing between argumentative claims and non-argumentative claims or statements of fact. Culminating writing task: a paragraph of rhetorical analysis.

Essential knowledge (Skill 1.A)::

- ✓ rhetorical situation
- ✓ exigence
- ✓ purpose of a text
- ✓ audience
- ✓ context

Essential knowledge (Skills 3.A, 4.A):

- ✓ writer's position: claims
- ✓ argumentative nature of a claim (see pp. 77-78)
- ✓ defending a claim
- ✓ evidence (types)
- ✓ embedding and defending evidence

✓ connecting evidence to claim through explanation

Strand	AP® Skill	Instructional Purpose	<i>The Language of Composition, 3rd Edition</i> Instruction/Practice	Pacing (Based on 50- min Class Periods)
Reading	Skill 1.A: 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: pp. 4-10 (rhetorical triangle)	2 days
		Practice finding elements of rhetorical situation	Chapter 1: Activities pp. 5, 6, 8, and 10	
Reading	3.A: Identify and explain claims and evidence within an argument	Introduce claims and evidence	Read Chapter 3: pp. 74-86 (defining argument, identifying part of argument, identifying claims) Close discussion of readings in this section.	3 days
		Practice finding claim /evidence	Chapter 3: Activities pp. 77, 78, 82, 83	
		Deepen Practice	<i>Notes to Teachers:</i> Time will not allow students to read everything in each thematic chapter. Consider choosing texts from each chapter based on (a) discussion value with your own particular students, (b) how well the short works you choose connect with a larger work you would like to be reading with your students. Four reading approaches are outlined below.	6 days

			<p>Questions at the end of each reading may reference additional features of the text which will not be assessed in this unit. One should not feel obligated to use all the questions at the end of each selection; in time, all skills will be covered throughout the year. But it does make sense for deeper understanding of texts to follow the line of discussion laid out in the “Exploring the Text” questions which focus on prominent rhetorical features of each text. It can make good sense to talk about any items that come up in the questions because it builds familiarity with rhetorical features and the language of rhetoric. Also note: the Chapter 5 (Theme: Education) Overview in the TE (after p. 175) outlines the particular rhetorical highlights for each of the passages.</p> <p>For each option below, as students read closely, focus on these Unit 1 skills:</p> <ul style="list-style-type: none"> • identify writer’s main claim for each piece, • discuss the exigence for each particular piece, • note evidence to support claim, • discuss how this evidence is linked to awareness of audience, • discuss context (time, place, occasion) and how the text appears to respond to this context • use questions at the end of each piece to deepen conversation <p>Option 1: Read “The Future of High School” conversation pieces, pp. 271-288</p> <p>Option 2: Read the Central and Classic essays: Fareed Zakaria, “In Defense of a Liberal Education” pp. 179- Frederick Douglass, “The Blessings of Liberty and Education”</p>	
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			<p>pp. 193-206</p> <p>Option 3: Choose 3-5 arguments from the “Other Voices” section of the chapter (Emerson, Baldwin, Alvord, Prose, Sedaris, Oakley, Kristof, Allen, Hannah-Jones, Power (visual text), Chast (cartoon))</p> <p>Option 4: Assign a longer work that may be thematically connected to the theme of Education and choose several short works from anywhere in this chapter to create your classroom conversation and build connections. Note lists of suggested long works to pair with Chapter 5 in the TE of <i>The Language of Composition</i> (page xxvii, Table of Contents).</p> <p>Additional long work related to the theme of Education: <i>Narrative of the Life of Frederick Douglass</i>.</p>	
Writing	Skill 4.A: Develop paragraphs comprised of a claim and evidence that supports the claim.	Practice using claims/evidence	<p>We would like to recommend four different paths to writing a rhetorical analysis paragraph here, depending on which reading option you have chosen for your class this early in the year. For each option, have students</p> <ul style="list-style-type: none"> • write a paragraph in which they identify the writer’s main claim, • explain the writer’s reasoning in support of this claim, • list two pieces of supporting evidence the writer uses and • briefly explain how this evidence supports the claim. <p>Option 1: Choose a text from “The Future of High School” conversation pieces, pp. 271-288</p> <p>Option 2: Choose one section from the Zakaria or Douglass essay for students to focus on, for example:</p>	2 days

			<p>Zakaria: paragraphs 6 & 7, or paragraphs 10 & 11 Douglass: paragraphs 2 & 3, or paragraphs 14, 15 & 16</p> <p>Option 3: Depending on the selections you have chosen from “Other Voices” you may consider focusing on these particular passages for the paragraph as follows:</p> <p>Emerson (pp. 208-210) paragraphs 1-4, or paragraphs 5-7 Baldwin (pp. 211-217) paragraphs 1-2, or paragraphs 8 & 9 Alvord (pp. 218-223) paragraphs 9 & 10, or paragraphs 18-20 Prose (pp. 224-235) paragraphs 9-13, or paragraphs 18 & 19 Sedaris (pp. 236-239) paragraphs 1-5 Oakley (pp. 240-245) paragraphs 2-5, or paragraphs 6-9 Kristof (pp. 246-248) this argument is short and students can use the whole argument for their paragraph Allen (pp. 249-258) paragraphs 29-32, or paragraphs 37-39 Hannah-Jones (pp. 259-263) paragraphs 11-13, or the entire argument, as it is short Chast (pp. 267-269) entire cartoon – this is very accessible and a wonderful place to start</p> <p>Option 4: Identify the writer’s claim in the long work you have chosen. Have students follow the points above to write their paragraph on that writer’s argument.</p>	
		Additional practice options and group work	<p>AP-Style Multiple Choice: Assign pp. 290-295 to students to answer alone at first; create random groups to come up with an “answer key” for classroom completion; student discussion of multiple choice leads to stronger close reading skills for all. (Answers are located on the Teacher’s Resource flash drive.)</p> <p>Previewing Argument: Entering the Conversation p. 289 or</p>	2 days

			<p>Suggestions for Writing pp. 296-297</p> <p>Have students choose one question to discuss in groups. Have them articulate a position (make a claim or claims), make a list of three specific pieces of evidence to support each claim, explain how each item of evidence supports the claim. Students can post on butcher paper around the classroom, illustrate the argument, or create a simple Powerpoint to present to the class.</p>	
		Additional grammar for rhetoric and style practice	<p>As stated above, one section is included per unit to help students gradually learn grammatical and stylistic features not mentioned until later College Board Units. All of these will enhance student writing as you work throughout the year.</p> <p>Appositives: pp. 1145-1150, assign reading and choose activities</p>	½-1 class period homework & check
Total: 15 Class Periods				

AP® Unit 2 Suggested Length: ~15 Days

Unit 2 deepens focus on particular audience, widens and deepens discussion of claims and evidence, introduces rhetorical appeals in relation to audience, claims, and evidence. Students will identify and write an overarching thesis for an argument and begin to move beyond one paragraph of claims and evidence.

Essential knowledge (Skills 1.B, 3.A, 3.B):

- ✓ identify audience values, beliefs, needs, background
- ✓ identify evidence to persuade this audience (through illustration, clarification, mood, exemplification, association, or amplification)
- ✓ identify appeals to persuade and motivate this audience (ethos, pathos, logos)
- ✓ note strategic nature of selection of evidence (reasoning, emotions, credibility)
- ✓ note sufficiency of evidence

- ✓ identify and write a thesis – an overarching claim
- ✓ thesis may be explicit or implicit

Strand	AP® Skill	Instructional Purpose	<i>The Language of Composition, 3rd Edition</i> Instruction/Practice	Pacing (Based on 50-min Class Periods)
Reading	Skill 1.B: Explain how an argument demonstrates understanding of an audience’s beliefs, values, or needs	Introduce rhetorical appeals	Read Chapter 1: pp. 11-24 (ethos, pathos, logos) Read Chapter 1: pp. 25-35 (rhetorical moves)	2 days (you may want to spread this work out across this particular time period for Unit 2, perhaps doing the first part to p. 24, then doing the second part to p. 35)
		Practice identifying rhetorical appeals	Chapter 1: Activities on pp. 14, 16, 18, 22, 24 Chapter 1: Activities on pp. 27, 30, 33, 34 These are discussion activities, however, any may be assigned for writing or group work.	
	Skill 1.B: Explain how an argument demonstrates understanding of an audience’s beliefs, values, or needs Skill 3.A: Identify and explain claims and evidence within an argument	Deepen Practice	<i>Notes to Teachers:</i> The Chapter 6 (Theme: Pop Culture) Overview in the TE (after p. 297) outlines the particular rhetorical highlights for each of the passages. For each option below, as students read closely, focus on these Unit 2 skills in class discussion: <ul style="list-style-type: none"> • discuss the exigence for a particular argument – what leads this writer to write this argument, • identify writer’s main claim (overarching thesis) for each piece, • identify additional claims throughout the piece, • begin to discuss how these claims relate to one another and how the writer makes connections to develop a line 	6 days

	<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>of reasoning,</p> <ul style="list-style-type: none"> • deepen awareness of audience and why the writer may be choosing particular evidence for this audience, • discuss how evidence to support claims activate a particular appeal (ethos, pathos, logos) to move and inspire an audience, • discuss context (time, place, occasion) and how the text appears to respond to this context, • use questions at the end of each piece to deepen conversation <p>Option 1: Read the Central and Classic essays, “Hip Hop Planet” by James McBride and “Corn-Pone Opinions” by Mark Twain. Then choose 4-5 arguments from the “Other Voices” and “Visual Texts” sections of the chapter.</p> <p>Option 2: Choose 3-5 arguments from the “Other Voices” section of the chapter (Bradbury, Denby, Nussbaum, Patterson, Hsu, Bastien, Greif, Peters, Dylan) and read the conversation on “The Value of Celebrity Activism.”</p> <p>Option 3: Assign a longer work that may be thematically connected to the theme of Pop Culture and choose several short works from anywhere in this chapter to create your classroom conversation and build connections. Note lists of suggested long works to pair with Chapter 6 in the TE of <i>The Language of Composition</i> (page xxviii, Table of Contents).</p>	
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Writing	Skill 2.B: Demonstrate an understanding of an audience's beliefs, values, or needs	Write about audience's beliefs, values, or needs	<p>Writing about audience</p> <p>Assignment: Write a paragraph that identifies the intended audience of the piece and analyzes 3 specific pieces of evidence the writer uses in the piece and how these particular pieces of evidence reveal the writer's awareness of the audience's beliefs, values, or needs.</p> <p>Option 1: Choose McBride, Twain, or one of the other voices your students read. Assign the prompt above.</p> <p>OR</p> <p>Option 2: Choose these particular questions for the selection(s) your students have read. These can be used for discussion or as paragraph writing prompts to analyze audience:</p> <p>Other Voices:</p> <p>McBride: Questions on Rhetoric & Style, p. 312, Q12 Twain: Questions for Discussion, p. 316-317, Q4 (how do these references reveal audience?), Q5</p> <p>Bradbury: Exploring the Text, p. 321, Q6, Q9 (Q9 refers to tone, referenced in Unit 6, however, discussion of tone is important, and how choices in diction affect this tone and reveal awareness of audience is key throughout the year.)</p> <p>Denby: Exploring the Text, p. 327, Q5, Q8 Nussbaum: Exploring the Text, p. 335, Q1, Q7 Patterson: Exploring the Text, p. 339, Q1 Hsu: Exploring the Text, p. 343-344, Q8 Bastien: Exploring the Text, p. 348-349, Q8, Q9</p>	2 days
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			<p>Greif: Exploring the Text, p. 354, Q2, Q8 Peters: Exploring the Text, p. 359, Q5, Q10 Dylan: Exploring the Text, p. 362, Q1, Q2, Q6, Q7 Sargent: Exploring the Text, p. 363, Q1, Q3 Warhol: Exploring the Text, p. 366, Q4 Matsoukas: Exploring the Text, p. 367, Q5</p> <p>Option 2/3: Conversation “The Value of Celebrity Activism, pp. 368-385 Examine several of these selections (Mills, Gilson, Knickerbocker, Jiminez, Kluger, Cole/Radley/Felisse, Ostroff, Kang) for clues as to intended audience. Examine and discuss evidence and appeals. How would you characterize the audience based on these choices?</p>	
Writing	<p>Skill 4.A: Develop paragraphs comprised of a claim and evidence that supports the claim</p> <p>Skill 4.B: Write a thesis statement that Requires proof or defense and that may preview the structure of the argument</p>	Write paragraphs using claim/thesis and evidence	<p><i>Notes to Teachers:</i> Depending on the ability of your students, you may opt to write an introductory paragraph of an argument plus one body paragraph, focusing on development and explanation of the evidence as it supports the main claim (thesis). Some students may be ready to develop a full length argument. The support materials in Chapter 3, pp. 130-135 would be used at this time for students ready to develop a full argument.</p> <p>Support materials for writing argument – The Thesis: Chapter 3: pp. 87-88 (thesis)</p> <p>(Counterargument thesis information – p. 88 – does not come up in the CB Unit guide until Unit 7, however, if your students are ready for writing a full length argument, it can’t hurt to discuss this here as they will want to practice this element of effective argument, and they will want to be able to identify this common feature of argument throughout the year.)</p>	4 days

			<p>Chapter 3: pp. 126-135 (thesis, position) Chapter 3: Developing Thesis Statements Activity p. 129</p> <p>Support materials for writing argument – Presenting Evidence: Chapter 3: pp. 89-105 (types of evidence) Chapter 3: Activities pp. 92, 95, 96, 104</p> <p>Writing an Argument: Claim / Thesis with evidence:</p> <p>Assignment: Have students take a position and write a paragraph with a clearly stated claim (thesis) and a 2-3 pieces of evidence to support the claim. Between evidence and claim, students should include explanation to link evidence to claim.</p> <p>Suggestions for writing based on reading options listed above:</p> <p>Option 1 or 2: Associated questions to prompt writing paragraphs with claims and evidence:</p> <p>McBride: Questions for Discussion, p. 311, Q1, Q2, Q5, Q6, Q7; Questions on Rhetoric & Style, p. 312, Q7; Suggestions for Writing, p. 312, Q1, Q2, Q3</p> <p>Twain: Questions for Discussion, p. 316-317, Q1; Questions on Rhetoric & Style, p. 317, Q1; Suggestions for Writing, p. 317, Q1, Q2</p> <p>Bradbury: Exploring the Text, p. 321, Q10, Q11 Denby: Exploring the Text, p. 327, Q1, Q2, Q6 Nussbaum: Exploring the Text, p. 335, Q2, Q3, Q6, Q8, Q9,</p>	
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			<p>Q10 Patterson: Exploring the Text, p. 339, Q5, Q7, Q8 Hsu: Exploring the Text, p. 343-344, Q3, Q5, Q9 Bastien: Exploring the Text, p. 348-349, Q1, Q4 Greif: Exploring the Text, p. 354, Q5, Q7, Q9 Peters: Exploring the Text, p. 359, Q1, Q3, Q4, Q6, Q7, Q8, Q10 Dylan: Exploring the Text, p. 362, Q3, Q4, Q5, Q8 Sargent: Exploring the Text, p. 363, Q2, Q4 Warhol: Exploring the Text, p. 366, Q1, Q2, Q3, Q5, Q6 Matsoukas: Exploring the Text, p. 367, Q1, Q5, Q6</p> <p>Option 3: (Longer work / some selections from Conversation or Other Voices) Entering the Conversation, pp. 382-385, Q1, Q2, Q3, Q4</p>	
		Additional grammar for rhetoric and style practice	<p>As stated above, one section is included per unit to help students gradually learn grammatical and stylistic features not mentioned until later College Board Units. All of these will enhance student writing as you work throughout the year.</p> <p>Modifiers: pp. 1151-1155, assign reading and choose activities</p>	½ -1 class period homework & check
		Additional practice options and group work	<p>AP-Style Multiple Choice: Assign pp. 386-391 to students to answer alone at first; create random groups to come up with an “answer key” for classroom completion; student discussion of multiple choice leads to stronger close reading skills for all. (Answers are located on the Teacher’s Resource flash drive.)</p>	1 day
Total: 16 Class Periods				

AP[®] Unit 3 Suggested Length: ~15 days

Unit 3 leads students more deeply into using evidence more effectively in an argument. Students will gather evidence and determine which evidence is most effective to support the claim they are making. Then students will also work on the quality of their commentary about evidence: introduce evidence more smoothly and write commentary that links the evidence logically to the claim. They will position their argument among others' arguments by synthesizing sources and citing their sources clearly. Students will work on planning and executing a line of reasoning in their argument, making logical connections from paragraph to paragraph. Additionally, methods of development in a text vary, and students will strategize and use methods of development that best suit their purpose.

Essential knowledge (Skills 3.A, 4.A, 5.A, 6.A, 5.C, 6.C):

- ✓ commentary establishes a logical relationship between evidence and claim and builds a line of reasoning
- ✓ synthesizing others' arguments into one's own argument requires commentary, introduction, and citation
- ✓ an overarching thesis is developed through a line of reasoning and commentary
- ✓ paragraphs are used to provide a sequence in a line of reasoning
- ✓ methods of development are employed in argument and may include: narration, cause-effect, comparison-contrast, definition, description
- ✓ flaws in a line of reasoning create confusion; logical fallacies can contribute to these flaws
- ✓ in Unit 3, methods of development students focus on are narration and cause-effect

Strand	AP [®] Skill	Instructional Purpose	<i>The Language of Composition</i> Instruction / Practice	Pacing
Reading	Skill 3.A: Identify and explain claims and evidence within an argument	Introduce synthesis	Read Chapter 4: pp. 138-145 (synthesis)	1 day
		Identifying sources and purpose	Chapter 4: Activities, pp. 140, 141, 145	
		Synthesis walkthrough	Read Chapter 4: pp. 145-159 "Is Technology Making Us Dumber?" Practice identifying the main claim, cataloguing the evidence the writer uses in	2 days

			each piece, and noting and discussing the commentary that makes the logical connections clear so that the line of reasoning is apparent.	
		Practice working with sources	Chapter 4: You may choose to do further activities in pp. 145-159, but the Activity on p. 159 is most important.	
Writing	Skill 4.A: Develop paragraphs composed of a claim and evidence that supports the claim	Write paragraphs with claim and evidence	Read Chapter 4: pp. 159-167 (overview on writing a synthesis essay) Not all students may be ready for a full length essay; students should work first on an introductory paragraph with thesis/claim and reasons, followed by one body paragraph with claim and evidence and commentary to create logical connections. Students may work toward outlining the rest of a planned argument and build toward writing the full length argument over the course of the year.	1 day
		Practice writing a synthesis using claim and evidence	Chapter 4: Culminating Activity, pp. 167-175 (again, tailor length to your students readiness; focus on claims, evidence, and fully developed commentary to create the logical connections)	1 day
Reading	Skill 5.A: Describe the line of reasoning and explain whether it supports the argument's overarching thesis	Identify line of reasoning	Review Chapter 3: pp. 106-125 (classical argument, induction/deduction, Toulmin model, identifying assumptions) Re-read Chapter 3: pp. 90-105 (learn logical fallacies)	1 day
		Using Toulmin and other logical methods to identify reasoning	Chapter 3: Activities pp. 118, 120, 125 Also, you can create your own activities using the induction and deduction information along with one or more of the readings below; you can also create an activity with the Toulmin model information in conjunction with one or more of the readings. Students should become familiar with identifying the logical connections in an	

			argument.	
		Deepen practice	<p><i>Notes to Teachers:</i> The Chapter 7, The Environment, Overview in the TE (after p. 393) outlines the particular rhetorical highlights for each of the passages.</p> <p>For each option below, as students read closely, focus on these Unit 3 skills in class discussion:</p> <ul style="list-style-type: none"> • discuss claims and evidence, noting how writers introduce the ideas and arguments of other writers • notice how writers include commentary to make logical connections and build a line of reasoning • notice how writers give credit to their sources in the commentary • trace the logical connections in a line of reasoning (a helpful tool for this is Toulmin method, classical argument structure, and syllogisms – see above) • notice flaws in logical reasoning (it is helpful to teach students the logical fallacies – see above) • identify methods of development, especially narration and cause-effect, and write commentary explaining the effect in a particular argument • practice these methods of development in writing argument • use questions at the end of each piece to deepen conversation <p>Option 1: Read the Central and Classic essays, from “Silent Spring” by Rachel Carson and from “Nature” by Ralph Waldo Emerson. Then choose 4-5 arguments from the “Other Voices” and “Visual Texts” sections of the chapter.</p> <p>Option 2: Choose 3-5 arguments from the “Other Voices” section of the chapter (Leopold, Thomas, Williams, Maathai, McKibben, Yeoman, Achenbach, Zhang, Wilson, Mooallem, Crumb, Royal Dutch/Shell) and read the conversation on “Sustainable Eating.”</p> <p>Option 3: Assign a longer work that may be thematically connected to the</p>	5 days

			<p>theme of The Environment and choose several short works from anywhere in this chapter to create your classroom conversation and build connections. Note lists of suggested long works to pair with Chapter 7 in the TE of <i>The Language of Composition</i> (page xxix, Table of Contents).</p> <p>Additional long work related to the theme of Environment: <i>The Grapes of Wrath</i> (Steinbeck).</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	<p>Writing assignment (synthesis essay):</p> <p>Choose one of the following questions associated with an assigned reading as a writing prompt to practice paragraph(s) which develop a line of reasoning through claims and evidence. Tailor length of assignment (number of paragraphs) to your own students' ability at this point. Unit 3 prompts students to synthesize sources. Therefore, students should take a position and incorporate other writers' positions from two to four selections to write paragraphs which develop a line of reasoning with claims and evidence, and work on creating the commentary within the paragraph that introduces and explains evidence and advances one's line of reasoning.</p> <p>*Note – Skill 6.C (below) in Unit 3 calls for students to be aware of and employ methods of development when making argument. Narration and cause-effect are the focus in Unit 3. When students are writing this piece, it would be an effective moment to require them to utilize one or both of these methods to develop their line of reasoning and to build their argument.</p> <p>Useful questions for writing prompts:</p> <p>Option 1 / Option 2:</p> <p>Carson: Questions for Discussion, p. 405, Q5; Suggestions for Writing, p. 406, Q2, Q3, Q6</p>	3 days

			<p>Emerson: Questions for Discussion, p. 415, Q5, Q6, Q7; Suggestions for Writing, P. 416, Q1, Q2, Q3, Q4</p> <p>Leopold: Exploring the Text, p. 424, Q10, Q12 Thomas: Exploring the Text, p. 427-428, Q1, Q2, Q6 Williams: Exploring the Text, p. 435, Q2 Maathai: Exploring the Text, p. 441, Q2, Q5, Q7 McKibben: Exploring the Text, p. 444-445, Q6, Q7, Q9, Q10, Q12 Yeoman: Exploring the Text, p. 453, Q14 Achenbach: Exploring the Text, p. 460, Q13 Zhang: Exploring the Text, p. 464, Q3 Wilson: Exploring the Text, p. 470, Q14 Mooallem: Exploring the Text, p. 475, Q8 Crumb: Exploring the Text, p. 476, Q3 Royal Dutch/Shell: Exploring the Text, p. 479, Q7</p>	
Reading	Skill 5.C: Recognize and explain the use of methods of development to accomplish a purpose	Practice identifying methods of development	<p>Annotate in order to identify methods of development in the pieces students have been working with in this unit. Focus on narration (telling a story; recounting a series of events) and cause-effect (analyzing the causes leading to an effect, or the effects resulting from a cause). Writers often use more than one method of development, but in this unit, students focus on these two methods.</p> <p>All Options: Review several essays students have read for this unit. Perhaps assign small groups to identify where each writer uses narration or cause-effect to create his or her argument. Discuss the effect of these choices on advancing the argument. This skill can also be covered in initial discussions of the particular essays in close reading sessions. Chapter overview pages after p. 393 list the methods of development for many of the essays, for example:</p> <p>Carson (narration, description, cause and effect) Emerson (description, classification and division) Williams (narration, exemplification, cause and effect) Maathai (cause and effect)</p>	1 day

			Yeoman (extended example – a type of exemplification) Zhang (definition)	
Writing	Skill 6.C: Use appropriate methods of development to advance argument	Write paragraphs with appropriate method of development	See 6.A above	
		Additional grammar for rhetoric and style practice	As stated above, one section is included per unit to help students gradually learn grammatical and stylistic features not mentioned until later College Board Units. All of these will enhance student writing as you work throughout the year. Pronouns: pp. 1155-1159, assign reading and choose activities	½-1 class period homework & check
		Additional practice options and group work	AP-Style Multiple Choice: Assign pp. 503-507 to students to answer alone at first; create random groups to come up with an “answer key” for classroom completion; student discussion of multiple choice leads to stronger close reading skills for all. (Answers are located on the Teacher’s Resource flash drive.)	1 day
Total: 17 days				

AP® Unit 4 Suggested Length ~15 days

Unit 4 circles back to rhetorical analysis which was introduced in Unit 1. Attention in this unit is on deepening the quality of student writing and focusing on introductions and conclusions to clearly set up the line of reasoning to come. Additionally, students will study two more methods of development while reading and writing (comparison/contrast, definition/description). Culminating writing

assignment for this unit is a full length rhetorical analysis. Teachers should note that the language of argument is also used when talking about writing a rhetorical analysis essay – overarching thesis, claims, evidence, commentary.

Essential knowledge (Skill 1.A)::

- ✓ rhetorical situation
- ✓ exigence
- ✓ purpose of a text
- ✓ audience
- ✓ context

Essential knowledge (Skill 2.A):

- ✓ introductions and conclusions are appropriate to purpose and context of rhetorical situation
- ✓ introductions should engage and orient the reader, may present the thesis
- ✓ conclusions may present the thesis
- ✓ conclusions deepen audience involvement

Essential knowledge (Skills 3.B, 4.B):

- ✓ identify overarching thesis in an argument
- ✓ write overarching thesis that reveals the argument’s structure

Essential knowledge (Skills 5.C, 6.C):

- ✓ methods of development are used to advance an argument – identify comparison / contrast, definition / description when reading
- ✓ write arguments using methods of development – focus in this unit on comparison / contrast, definition / description
- ✓ though the unit guide does not mention other methods of development, students may notice classification and division, narration (anecdotes and stories) as additional, commonly used methods of development

Strand	AP® Skill	Instructional Purpose	<i>The Language of Composition</i> Instruction/Practice	Pacing (Based on 50-min class periods)

Reading	Skill 1.A: Identify and describe components of the rhetorical situation	Identify rhetorical situation	<p>Read/review Chapter 1, pp. 5-10, 11-24</p> <p>Review analyzing rhetorical strategies: Chapter 2: Choose from Activities on pp. 38, 40, 41</p>	1 day
			<p><i>Notes to Teachers:</i></p> <p>The Chapter 8, Community, Overview in the TE (after p. 509) outlines the particular rhetorical highlights for each of the passages.</p> <p>For each option below, as students read closely, focus on these Unit 4 skills in class discussion:</p> <ul style="list-style-type: none"> • review language of rhetorical situation (exigence, audience, speaker/writer, purpose, context, subject/overall message) • pay special attention to the introduction of an argument • note how a writer makes choices which engage the audience (for example, a quotation, a question, an anecdote, etc.) • identify thesis statements and overarching thesis in an argument • note the various ways writers reveal a thesis (explicit, implicit, beginning of the work, end of the work, somewhere in the middle, etc.) • pay special attention to the conclusion of an argument • note how the writer makes the argument matter, especially toward the end of the argument, how the writer highlights the significance of the issue for the audience or closes the piece with a memorable or clever ending that intrigues the audience • for introductions and conclusions, have students articulate why the particular writerly choices are effective for the particular piece and subject • also note – as each unit progresses and circles back over prior material to deepen skills and understanding, teachers may want to have a checklist building for students to go over the various features of 	5 days

			<p>argument that they now have in their knowledge base</p> <ul style="list-style-type: none"> • identify methods of development, especially comparison-contrast and definition-description, and write commentary explaining the effect in a particular argument • practice writing paragraphs using these methods of development • use questions at the end of each piece to deepen conversation <p>Option 1: Read the Central and Classic essays, “Letter from Birmingham Jail” by Martin Luther King, Jr. and “Where I Lived and What I Lived For” by Henry David Thoreau. Then choose 4-5 arguments from the “Other Voices” and “Visual Texts” sections of the chapter.</p> <p>Option 2: Choose 3-5 arguments from the “Other Voices” section of the chapter (Goldsmith, Putnam, Tan, Solnit, Gladwell, Smith, Brooks, Junger, Vance, Closson – graphic essay) and read the conversation on “Building Online Communities.”</p> <p>Option 3: Assign a longer work that may be thematically connected to the theme of Community and choose several short works from anywhere in this chapter to create your classroom conversation and build connections. Note lists of suggested long works to pair with Chapter 8 in the TE of <i>The Language of Composition</i> (p. xxx, Table of Contents).</p> <p>Additional long work related to the theme of Community: <i>Brave New World</i> (Aldous Huxley)</p>	
Writing	Skill 2.A: Write introductions and conclusions appropriate to the	Introducing the rhetorical analysis essay	Read Chapter 2: pp. 60-69	1 day
		Preparing to write a rhetorical	Chapter 2: Activity, p. 62	

	<p>purpose and context of the rhetorical situation</p> <p>Skill 4.B: Write a thesis statement that requires proof or defense and that may preview the structure of the argument</p>	<p>analysis</p> <p>Writing a rhetorical analysis essay</p>	<p>Chapter 2: Culminating Activity</p> <p>Students are expected to write a full length rhetorical analysis essay in Unit 4. Full length = 40-45 minutes, 3-5 paragraphs.</p> <p>Students will want to pay special attention to the introduction and conclusion, and they will need to deepen the quality of the commentary that creates the necessary depth of analysis and explanation of the writer’s choices in the argument and development of the argument, and how these choices deliver the significance of the argument to the audience.</p> <p>Students sometimes do well with a template for the introduction, at least when they are beginning to write the rhetorical analysis essay, and later on they will not need the structure as they will be more adept at building their introduction more naturally.</p> <p>Possible template for rhetorical analysis introduction: 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) _____ (describe purpose - why the writer wrote this...) 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> <p>Possible questions to prompt writing a rhetorical analysis essay. These questions will direct students to rhetorical features in the arguments that are excellent for the analysis.</p> <p>King: Questions for Discussion, p. 529, Q3, Q5, Q6, Q7; Questions on Rhetoric and Style, p. 529, Q1, Q2, Q3, Q4, Q5, Q6, Q9, Q11, Q12; Suggestions for Writing, p. 530, Q2</p>	<p>3 days (write, peer edit, revise)</p>
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			<p>Thoreau: Questions on Rhetoric and Style, p. 539, Q1, Q2, Q3, Q4, Q5, Q6, Q7, Q8, Q9, Q11, Q12</p> <p>Goldsmith: Exploring the Text, p. 543-544, Q1, Q3, Q5, Q6</p> <p>Putnam: Exploring the Text, p. 555, Q1, Q7, Q8, Q9</p> <p>Tan: Exploring the Text, p. 561, Q1, Q4, Q5</p> <p>Solnit: Exploring the Text, p. 569-570, Q1, Q2, Q3, Q5, Q6, Q7, Q8</p> <p>Gladwell: Exploring the Text, p. 579, Q1, Q2, Q3, Q4, Q5, Q6, Q7, Q8, Q9, Q10, Q11, Q12</p> <p>Smith: Exploring the Text, p. 585-586, Q1, Q3, Q4, Q5, Q6, Q7</p> <p>Brooks: Exploring the Text, p. 589-590, Q1, Q2, Q3, Q4, Q5</p> <p>Junger: Exploring the Text, p.600-601, Q1, Q2, Q3, Q4, Q5, Q6, Q7, Q8, Q9, Q10</p> <p>Vance: Exploring the Text, p. 603, Q1, Q2, Q3, Q4, Q5, Q6</p> <p>Closson (graphic argument): Exploring the Text, p. 615, Q1, Q2, Q3, Q4, Q5, Q7, Q8, Q9, Q10, Q11</p>	
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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>Skill 5.C: Recognize and explain the use of methods of development to accomplish a purpose</p>	<p>Identify thesis and argument's structure</p> <p>Recognize methods of development</p>	<p>See reading options above and the list of Unit 4 discussion points. Students can work on specific readings and Skills 3.B and 5.C together. See reading options above and the list of Unit 4 discussion points.</p> <p>Teacher-created graphic organizers can be helpful in guiding groups to work on identifying thesis and the writer's methods of development with supporting claims and evidence. For example:</p> <p>Names _____</p> <table border="1" data-bbox="772 488 1696 1094"> <tr> <td data-bbox="772 488 1140 521">Title of argument and author →</td> <td data-bbox="1140 488 1696 521"></td> </tr> <tr> <td data-bbox="772 521 1140 662">What is the writer arguing? (list specific claims; cite page)</td> <td data-bbox="1140 521 1696 662"></td> </tr> <tr> <td data-bbox="772 662 1140 820">How does the writer support this argument? (list evidence, try to identify a method of development with the evidence as presented; cite page)</td> <td data-bbox="1140 662 1696 820"></td> </tr> <tr> <td data-bbox="772 820 1140 987">Why is the argument significant? Why does this matter? What is the impact of this issue and this particular position? List impacts (and cite page where this is made clear to you).</td> <td data-bbox="1140 820 1696 987"></td> </tr> <tr> <td data-bbox="772 987 1140 1094">Thesis: write a sentence that states the writer's overarching thesis.</td> <td data-bbox="1140 987 1696 1094"></td> </tr> </table>	Title of argument and author →		What is the writer arguing? (list specific claims ; cite page)		How does the writer support this argument? (list evidence , try to identify a method of development with the evidence as presented; cite page)		Why is the argument significant? Why does this matter? What is the impact of this issue and this particular position? List impacts (and cite page where this is made clear to you).		Thesis: write a sentence that states the writer's overarching thesis.		1 day
Title of argument and author →														
What is the writer arguing? (list specific claims ; cite page)														
How does the writer support this argument? (list evidence , try to identify a method of development with the evidence as presented; cite page)														
Why is the argument significant? Why does this matter? What is the impact of this issue and this particular position? List impacts (and cite page where this is made clear to you).														
Thesis: write a sentence that states the writer's overarching thesis.														
Writing	Skill 6.C: Use appropriate methods of development to advance argument	Write paragraphs with appropriate method of development	<p>Students practice writing argumentative paragraphs using comparison and/or contrast, definition and/or description. Review claims-evidence-commentary and have students argue in 2-3 body paragraphs using one or more of these methods of development.</p> <p>Possibilities for prompts for these paragraphs:</p>	3 days (write, share, revise)										

			<p>King: Suggestions for Writing, p. 530, Q3, Q4, Q5, Q6 Thoreau: Suggestions for Writing, p. 539, Q2, Q3, Q4</p> <p>Goldsmith: Exploring the Text, p. 544, Q7 Putnam: Exploring the Text, p. 555, Q12, Q13, Q14 Tan: Exploring the Text, p. 561, Q2, Q6, Q7 Solnit: Exploring the Text, p. 569-570, Q4, Q9, Q11 Gladwell: Exploring the Text, p. 579, Q13, Q14 Smith: Exploring the Text, p. 585-586, Q8, Q9 Brooks: Exploring the Text, p. 589-590, Q6, Q7 Junger: Exploring the Text, p.600-601, Q11, Q12, Q13 Vance: Exploring the Text, p. 603, Q7, Q8 Closson (graphic argument): Exploring the Text, p. 615, Q6, Q12 Rockwell (visual text): Exploring the Text, p. 616, Q1, Q2, Q3, Q4</p>	
		Additional grammar for rhetoric and style practice	<p>As stated above, one section is included per unit to help students gradually learn grammatical and stylistic features not mentioned until later College Board Units. All of these will enhance student writing as you work throughout the year.</p> <p>Direct, Precise, and Active Verbs: pp. 1160-1163, assign reading and choose activities</p>	½-1 class period homework & check
		Additional practice options and group work	<p>AP-Style Multiple Choice: Assign pp. 640-644 to students to answer alone at first; create random groups to come up with an “answer key” for classroom completion; student discussion of multiple choice leads to stronger close reading skills for all. (Answers are located on the Teacher’s Resource flash drive.)</p>	1 day
Total: 16 days				

AP[®] Unit 5 Suggested Length: ~15 days

Attention in Unit 5 is on deepening the quality of coherence in an argument. Students will notice organization and sequence of claims and evidence which build an argument's line of reasoning. Particular features of writing that help build coherence are introduced. Students will practice developing a line of reasoning in their own arguments. They will practice using particular stylistic elements that help to focus audience attention on the line of reasoning. Culminating writing assignment: full length open argument.

Essential knowledge (Skills 5.A, 6.A)::

- ✓ overarching thesis
- ✓ line of reasoning
- ✓ commentary to explain connections among claims, evidence, and the overarching thesis
- ✓ audience awareness to build coherence and strength in argument

Essential knowledge (Skills 5.B, 6.B):

- ✓ examine unifying features of argument, especially:
- ✓ flow of ideas that build a logical coherence from paragraph to paragraph
- ✓ repetition, parallel structure, particular choice of transition words to guide understanding of the line of reasoning

Essential knowledge (Skills 7.A, 8.A):

- ✓ tone and style through word choice, comparisons, syntax
- ✓ connotation and denotation in word choice
- ✓ recognizing and using precision and strategy in word choice

Strand	AP [®] Skill	Instructional Practice	<i>The Language of Composition</i> Instruction / Practice	Pacing
Reading	Skill 5.A: Describe the line of reasoning and explain whether it supports an argument's overarching thesis	Trace reasoning and how it supports the thesis	<p><i>Notes to Teachers:</i> The Chapter 9, Sports, Overview in the TE (after p. 645) outlines the particular rhetorical highlights for each of the passages.</p> <p>For each option below, as students read closely, focus on these Unit 5 skills in class discussion:</p> <ul style="list-style-type: none"> • review language of rhetorical situation (exigence, 	10 days: schedule reading in class/at home to pace out your close reading discussions

	<p>Skill 5.B: Explain how the organization of a text creates unity and coherence and reflects a line of reasoning</p> <p>Skill 7.A: Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text</p>	<p>Explain how organization of text creates unity and coherence and reflects a line of reasoning</p> <p>Explain effect of diction, comparison, syntax on tone or style</p>	<p>audience, speaker/writer, purpose, context, subject/overall message)</p> <ul style="list-style-type: none"> • pay special attention to the body of an argument (the confirmation in classical argument) • notice how each paragraph builds and develops the line of reasoning • identify claims (overarching claim that is the thesis; additional claims throughout the body paragraphs that build the case for the main claim) • mark and discuss evidence provided to support each claim; talk about why this choice of evidence is convincing • mark and notice commentary the writer includes that connects the claims to the evidence; this is the connective tissue that makes the argument make sense to the audience • outline arguments to help students notice the sequence of claims and evidence • identify logical links that connect ideas from paragraph to paragraph • notice choices in syntax and diction that contribute to the coherence of the whole argument (examples: parallelism, repetition, connotative words, etc.) • use questions at the end of each piece to deepen conversation <p>Option 1: Read the Central and Classic essays, “The Silent Season of a Hero” by Gay Talese and from “How I Learned to Ride a Bicycle: Reflections of an Influential Nineteenth Century Woman” by Frances Willard. Then choose 4-5 arguments from the “Other Voices” and “Visual Texts” sections of the chapter.</p>	
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			<p>Option 2: Choose 3-5 arguments (or more) from the “Other Voices” section of the chapter (Roosevelt, Faulkner, Oates, Smiley, Gladwell, Rankine, Powell, Haile, Twelfth Player – cartoon, Sports Illustrated – magazine cover) and read the conversation on “Paying College Athletes.”</p> <p>Option 3: Assign a longer work that may be thematically connected to the theme of Sports and choose several short works from anywhere in this chapter to create your classroom conversation and build connections. Note lists of suggested long works to pair with Chapter 9 in the TE of <i>The Language of Composition</i> (page xxxii, Table of Contents).</p> <p>Additional long work related to the theme of Sports: <i>The Natural</i> (Bernard Malamud), <i>Shoeless Joe</i> (W.P. Kinsella).</p>	
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>Skill 8.A: Strategically use</p>	<p>Develop a line of reasoning</p> <p>Use diction, comparisons,</p>	<p>Writing full length open argument:</p> <p>*Review structure of argument – classical structure is best for first full length argument (p. 106)</p> <p>*Possible prompts for writing open argument:</p> <p>Suggestions for Writing: p. 676, Q1, Q2, Q3, Q4, Q5 Gladwell: Exploring the Text, p. 704, Q10 Suggestions for Writing: pp. 754-755, Q1-9</p>	<p>3 days: outline argument, plan sequence of claims and evidence, write draft, peer review, rewrite for final version</p>

	words, comparisons, and syntax to convey a specific tone or style in an argument	syntax to convey tone / style		
		Additional grammar for rhetoric and style practice	As stated above, one section is included per unit to help students gradually learn grammatical and stylistic features not mentioned until later College Board Units. All of these will enhance student writing as you work throughout the year. Concise Diction: pp. 1164-1166, assign reading and choose activities	½-1 class period homework & check
		Additional practice options and group work	AP-Style Multiple Choice: Assign pp. 750-755 to students to answer alone at first; create random groups to come up with an “answer key” for classroom completion; student discussion of multiple choice leads to stronger close reading skills for all. (Answers are located on the Teacher’s Resource flash drive.)	1 day
				Total: 15 Days

AP® Unit 6 Suggested Length ~15 Days

In Unit 6, conversation centers on evidence – the effectiveness of evidence, biases in specific evidence, limitations of particular evidence. Teachers will guide students through rethinking the overarching thesis of their arguments to take into account evidence that contradicts or questions one’s position. Choosing readings that present various positions on a single issue – readings that may be written from differing perspectives – is a helpful strategy for approaching the skills to be mastered in this unit. Additionally, teachers may want to link conversation about a writer’s perspective, tone, and position to the writer’s choices in connotative diction and comparisons within the text. Culminating writing assignment: synthesis argument.

Essential knowledge (Skills 3.A, 4.A):

- ✓ synthesize information and evidence from multiple sources
- ✓ evaluate credibility of sources and evidence
- ✓ discuss distinction between position and perspective
- ✓ build awareness of biases and limitations of evidence

Essential knowledge (Skills 3.B, 4.B):

- ✓ overarching thesis
- ✓ flow of ideas that build a logical coherence from paragraph to paragraph
- ✓ adjust or rethink a thesis if evidence contradicts
- ✓ adjust or rethink the line of reasoning if evidence contradicts

Essential knowledge (Skills 7.A, 8.A):

- ✓ tone and style through word choice, comparisons, syntax
- ✓ connotation and denotation in word choice
- ✓ recognizing and using precision and strategy in word choice
- ✓ note effective shifts in tone; use effective shifts in tone in writing an argument

Strand	AP® Skill	Instructional Purpose	<i>The Language of Composition</i> Instruction and Practice	Pacing
Reading	<p>Skill 3.A: Identify and explain claims and evidence within an argument</p> <p>Skill 3.B: Identify and describe the overarching thesis of an</p>	<p>Analyze claims and evidence in multiple sources</p> <p>Identify thesis and indications of structure / line of reasoning</p>	<p><i>Notes to Teachers:</i></p> <p>The Chapter 10, Money, Overview in the TE (after p. 755) outlines the particular rhetorical highlights for each of the passages.</p> <p>For each option below, as students read closely, focus on these Unit 6 skills in class discussion:</p> <ul style="list-style-type: none"> • review language of rhetorical situation (exigence, audience, speaker/writer, purpose, context, subject/overall message) • pay special attention to the structure of an argument • identify thesis statements and overarching thesis in an argument • note/outline how writers connect ideas logically from start to finish • mark and discuss credibility and convincing nature of evidence used 	10 days

	<p>argument, and any indication it provides of the argument's structure</p> <p>Skill 7.A: Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text</p>	<p>Explain expression of tone / style; note shifts in tone; note negative/positive connotations</p>	<p>to support</p> <ul style="list-style-type: none"> • note where and how writers acknowledge differing positions on an issue • identify bias in an argument • discuss the association between a position and one's perspective; discuss how one's perspective influences one's position • note where writers might make an argument stronger by mentioning and addressing other positions • when synthesizing sources for the development of an argument, note how writers must not ignore contradictory evidence, but must incorporate it into the discussion and argue one's position in light of this evidence • use questions at the end of each piece to deepen conversation <p>Option 1: Read the Central and Classic essays, from <i>Serving in Florida</i> by Barbara Ehrenreich and "A Modest Proposal" by Jonathan Swift. Then choose 4-5 arguments from the "Other Voices" and "Visual Texts" sections of the chapter.</p> <p>Option 2: Choose 3-5 arguments (or more) from the "Other Voices" section of the chapter (Carnegie, Washington, Eighner, Schlosser, Singer, Machado, Murray, Tolentino Desmond, Rivera and Florez –visual texts) and read the conversation on "The Cost of College."</p> <p>Option 3: Assign a longer work that may be thematically connected to the theme of Money and choose several short works from anywhere in this chapter to create your classroom conversation and build connections. Note lists of suggested long works to pair with Chapter 10 in the TE of <i>The Language of Composition</i> (page xxxiii, Table of Contents).</p> <p>Additional long work related to the theme of Money: <i>The Great Gatsby</i> (F.</p>	
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			Scott Fitzgerald).	
Writing	<p>Skill 4.A: Develop paragraphs comprised of a claim and evidence that supports the claim</p> <p>Skill 4.B: Write a thesis statement that requires proof or defense and that may preview the structure of the argument</p> <p>Skill 8.A: Strategically use words, comparisons, and syntax to convey a</p>	<p>Write the synthesis essay:</p> <p>Write overarching argumentative thesis statement; thesis may preview argument's structure</p> <p>Write sentences by thoughtfully choosing diction and syntax to draw comparisons, to create a particular tone and style</p>	<p>Review (or introduce) synthesis writing pp. 159-166.</p> <p>If you have not yet introduced synthesis, it would be advisable to start with the beginning of Chapter 4, p. 136.</p> <p>If you have not yet used the Conversation in Chapter 4, pp. 145-158, "Is Technology Making us Dumber," the activities throughout this conversation lead students through evaluating various sources, perspectives, and positions.</p> <p>Suggestions for synthesis prompts:</p> <ul style="list-style-type: none"> (a) Chapter 4, "Mandatory Community Service," pp. 167-175. (b) Chapter 10, "The Cost of College," Making Connections, p. 857, Q1-5; Entering the Conversation, p. 857-858, Q1-5 (c) Suggestions for Writing, p. 865-867 (d) Any of the "Conversations" in a thematic chapter include synthesis prompts at the end in the Making Connections section and the Entering the Conversation section. You might choose a few of these and give students a choice. <p>Suggestions for steps to writing:</p> <ul style="list-style-type: none"> (a) have students outline and plan their own argument using the graphic organizer included in Unit 4 above (b) have students create a list of at least 3 sources to use for evidence; their list of sources should also include a bulleted list of points they will make with each source 	4 days

specific tone or style in an argument

- (c) have students plan and share using a graphic organizer such as the one below
- (d) draft argument and peer edit; use the points in the graphic organizer as a check and edit list
- (e) another option: bring the outline and sources and write the essay in class

Name _____
Planning your synthesis argument

Subject / Topic	
What do you want to argue? (list specific claims: the first one should be your overarching thesis ; the following ones should be your logical progression of claims that you will use as topic sentences) ** Remember: check your claims to make sure they are argumentative assertions, not a statement of fact. **	(1) overarching thesis (2) (3) (4)
How will you support this argument? (list specific sources for evidence and write a couple of words to remind yourself how you will use these to support)	

			<p>Why is the argument significant? Why does this matter? What is the impact of this issue on individuals? Society? The community? The world? List impacts. If a source is associated with an impact, list source next to the impact.</p>	
			<p>Additional ideas, clever phrases, quotes you want to include (and the source), etc.</p>	

		Additional grammar for rhetoric and style practice	As stated above, one section is included per unit to help students gradually learn grammatical and stylistic features not mentioned until later College Board Units. All of these will enhance student writing as you work throughout the year. Parallel Structures: pp. 1167-1173, assign reading and choose activities	½-1 class period homework & check
		Additional practice options and group work	AP-Style Multiple Choice: Assign pp. 859-864 to students to answer alone at first; create random groups to come up with an “answer key” for classroom completion; student discussion of multiple choice leads to stronger close reading skills for all. (Answers are located on the Teacher’s Resource flash drive.)	1 day
Total: 16 Days				

AP® Unit 7 Suggested Length ~15 Days

In Unit 7, students will be fine-tuning their arguments to qualify an argument and to address a counterargument. They will look deeper into argument to articulate the complexities and nuances of various perspectives and positions, and they will try to write their own arguments with these complexities in mind. They will also be noting strategic choices in syntax and diction. Particular notice of grammatical constructions and arrangement of ideas within sentences and paragraphs is also a feature of this unit. Punctuation choices and their effect are also noted. Culminating writing assignment: rhetorical analysis, full length.

Essential knowledge (Skills 1.A, 2.A):

- ✓ review rhetorical situation
- ✓ note various ways writers begin arguments – special focus on possibilities for introductions
- ✓ note various ways writers end arguments – summation or conclusion should unify the claims, provide some closure and a memorable ending, offer a solution, connect meaningfully with the overarching thesis

Essential knowledge (Skills 3.C, 4.C)

- ✓ a strong argument will include an understanding of the complexity of an issue
- ✓ a qualified argument is a stronger argument than an absolute, one-sided argument

- ✓ students will qualify an argumentative position with their use of particular words to present the conditions under which their argumentative stance is viable

Essential knowledge (Skills 7.B, 8.B)

- ✓ stylistic choices in writing sentences and choosing words should be made in response to an awareness of the rhetorical situation
- ✓ coordination of clauses and subordination of clauses create emphasis or provide an awareness of relationships among ideas

Essential knowledge (Skills 7.C, 8.C)

- ✓ particular choices in punctuation can add emphasis or provide a means to making comparisons
- ✓ students should use punctuation correctly – provide students with reference tools to correct punctuation

Strand	AP® Skill	Instructional Purpose	<i>The Language of Composition 3e</i> Instruction/Practice	Pacing (Based on a 50-min class period)
Reading	<p>Skill 1.A: Identify and describe the components of the rhetorical situation: the exigence, audience, purpose, context, and message</p> <p>Skill 3.C: Explain ways claims are qualified through modifiers, counterarguments, and alternative</p>	<p>Identify elements of rhetorical situation</p> <p>Identify ways claims are qualified</p>	<p><i>Notes to Teachers:</i></p> <p>The Chapter 11, Gender, Overview in the TE (after p. 867) outlines the particular rhetorical highlights for each of the passages.</p> <p>For each reading option below, as students read closely, focus on these Unit 7 skills in class discussion:</p> <ul style="list-style-type: none"> • review language of rhetorical situation (exigence, audience, speaker/writer, purpose, context, subject/overall message) • pay special attention to the structure of a qualified argument • identify where writers use words that signal the limits or qualifications in an argument (for example, some, most, usually, under these circumstances, etc.) • identify counterarguments • identify and note how writers address the 	10 days

	<p>perspective</p> <p>Skill 7.B: Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas</p> <p>Skill 7.C: Explain how grammar and mechanics contribute to the clarity and effectiveness of an argument</p>	<p>Explain use of dependent and independent clauses</p> <p>Discuss use of dependent / independent clauses to enhance meaning and understanding in a text; note and explain how punctuation (colon, semi-colon, dashes, etc.) enhance meaning and effectiveness</p>	<p>counterarguments and present further evidence in opposition to the counterargument</p> <ul style="list-style-type: none"> • discuss arguments on the sentence and word level noting how writers strategically use varied, complex sentence structure and punctuation to emphasize, contrast, compare, and clarify meaning • use questions at the end of each piece to deepen conversation and to review language of rhetoric and argument introduced in earlier units <p>Opening Chapters – relevant sections for Unit 7 – to present for the first time, or to review:</p> <p>For a closer look a diction and syntax: Chapter 2, Close Reading: The Art and Craft of Analysis, pp. 38-46, Activities pp. 40, 41, 46</p> <p>For a closer look at counterargument and qualified argument: Chapter 3, p. 88, pp. 116-118, pp. 1198-1202 (with activities)</p> <ul style="list-style-type: none"> • Option – chart arguments and qualifers using Toulmin Model (pp. 1198-1202); this can help students understand how a qualification works in an argument <p>Close Reading Options:</p> <p>Option 1: Read the Central and Classic essays, “In Search of Our Mothers’ Gardens” by Alice Walker and “Professions for Women” by Virginia Woolf. Then choose 4-5 arguments from the “Other Voices” and “Visual Texts” sections of the chapter.</p> <p>Option 2: Choose 3-5 arguments (or more) from the “Other</p>	
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			<p>Voices” section of the chapter (Adams, Bronte, Brady, Gould, Staples, Carter, Adichie, Crispin, Henriquez, Williams; LeBrun, Wiley, and Miller –visual texts) and read the conversation on “Redefining Masculinity.”</p> <p>Option 3: Assign a longer work that may be thematically connected to the theme of Gender and choose several short works from anywhere in this chapter to create your classroom conversation and build connections. Note lists of suggested long works to pair with Chapter 11 in the TE of <i>The Language of Composition</i> (page xxxiv, Table of Contents).</p> <p>Additional long works related to the theme of Gender: <i>A Room of One’s Own</i> (Virginia Woolf), <i>The Mask You Live In</i> (documentary film).</p>	
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Writing	<p>Skill 2.A: Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation</p> <p>Skill 4.C: Qualify a claim using modifiers, counterarguments, or alternative perspectives</p> <p>Skill 8.B: Write sentences that clearly convey ideas and arguments</p> <p>Skill 8.C: Use established conventions of grammar and mechanics to communicate clearly and effectively.</p>	<p>Write strong introductions and conclusions</p> <p>Qualify a claim using various strategies</p> <p>Vary sentence structure to emphasize and clarify meaning</p> <p>Make strategic use of punctuation</p>	<p>Review planning and writing a rhetorical analysis essay, pp. 60-71.</p> <p>Review template for possible use with the opening paragraph: see Unit 4 above.</p> <p>If students are particularly weak, you might consider one of the following options:</p> <ul style="list-style-type: none"> (a) do a full class close reading of the selection before assigning them to write. (b) have students break up into groups, assign the Exploring the Text questions for the selection, and have students present their answers to the full group before writing their essays. (c) break students up into groups and have them write an analysis together. <p>Suggestions for rhetorical analysis prompts, Chapter 11:</p> <p>Generic prompt: Read the assigned passage carefully. Identify the writer’s persuasive purpose in the selection. Then write a clear and cohesive essay in which you analyze the writer’s choices through which he or she illuminates / reveals the intended meaning. Be sure to notice specific choices in diction, syntax, imagery, and evidence and explain the persuasive effect of each choice and its place in the overall argument. Remember: your rhetorical analysis should have an overarching thesis and follow a logical line of reasoning. Support all claims with evidence and explanation.</p> <p>Walker (pp. 871-880) paragraphs 1-10 Woolf (pp. 883-888) Suggestions for Writing, p. 890, Q1 Abigail Adams (pp. 893-894) full letter</p>	4 days
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			<p>Bronte (pp. 895-900) use Exploring the Text, p. 901, Q14 as your prompt Brady (pp. 902-904) full passage Staples (pp. 912-915) full passage Carter (pp. 916-919) full passage Adichie (pp. 919-924) full passage Crispin (pp. 924-931) use Exploring the Text, p. 931, Q11 as the prompt Henriquez (pp. 931-939) combine the generic prompt with Exploring the Text, p. 939, Q9 Williams (pp. 939-943) full passage</p> <p>Alternate suggestion for rhetorical analysis writing:</p> <p>Choose 2 selections that have contrasting or nuanced messages in the conversation, “Redefining Masculinity” (pp. 950-969). Write an essay in which you make assertions about the strengths of each argument and explain fully.</p>	
		Additional grammar for rhetoric and style practice	<p>As stated above, one section is included per unit to help students gradually learn grammatical and stylistic features not mentioned until later College Board Units. All of these will enhance student writing as you work throughout the year.</p> <p>Subordination in the Complex Sentence: pp. 1186-1191, assign reading and choose activities</p>	½ -1 class period homework & check
		Additional practice options and group work	<p>AP-Style Multiple Choice: Assign pp. 971-975 to students to answer alone at first; create random groups to come up with an “answer key” for classroom completion; student discussion of multiple choice leads to stronger close reading skills for all. (Answers are located on the</p>	1 day

			Teacher's Resource flash drive.)	
				Total: 16 Days

AP® Unit 8 Suggested Length ~ 15 Days

In Unit 8, only minimal additions are made in presenting new skills so as to leave teachers room to go back and reinforce skills that students need more work on. Irony is presented in Unit 8, so introducing students to satire and other more subtle forms of irony is advisable, if teachers have not done so already. Modifiers and parentheticals are also introduced as stylistic elements that will create clarity. Culminating writing assignment: open argument.

Essential knowledge (Skills 1.B, 2.B):

- ✓ understanding of audience determines a writer's choices
- ✓ making comparisons through simile, metaphor, analogy, anecdote is an effective tool for connecting with an audience
- ✓ the writer is aware of the rhetorical effect of choices in syntax and diction
- ✓ identifying assumptions about audience is a powerful tool to choosing effective evidence and organizing an argument

Essential knowledge (Skills 7.A, 8.A):

- ✓ syntax and diction contribute to a writer's style
- ✓ irony is an important feature and students can identify irony through diction and syntax

Essential knowledge (Skills 7.B, 8.B):

- ✓ modifiers are used to signal a qualification or limitation in an argument
- ✓ parenthetical elements are often used to clarify or provide further depth and nuance in writing

Strand	AP® Skill	Instructional Purpose	The Language of Composition Instruction / Practice	Pacing
Reading	Skill 1.B: Explain how an argument demonstrates understanding of	Note how writers connect with their audiences using various	Notes to Teachers: The Chapter 12, Justice, Overview in the TE (after p. 977) outlines the particular rhetorical highlights for each of the passages.	10 days

	<p>an audience's beliefs, values, or needs</p> <p>Skill 7.A: Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text</p> <p>Skill 7.B: Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas</p>	<p>types of comparisons</p> <p>Introduce irony, reinforce tone</p> <p>Note use of modifiers and appositives and other parenthetical elements to clarify meaning, and to introduce qualifications and complexities in argument</p>	<p>For each reading option below, as students read closely, focus on these Unit 7 and 8 skills in class discussion:</p> <ul style="list-style-type: none"> • review language of rhetorical situation (exigence, audience, speaker/writer, purpose, context, subject/overall message) • pay special attention to the structure of a qualified argument • identify where writers use words that signal the limits or qualifications in an argument (for example, some, most, usually, under these circumstances, etc.) • identify counterarguments • identify and note how writers address the counterarguments and present further evidence in opposition to the counterargument • discuss arguments on the sentence and word level noting how writers strategically use varied, complex sentence structure and punctuation to emphasize, contrast, compare, and clarify meaning • read satire and note irony in argument • identify effective comparisons writers make in order to reach a particular audience • use questions at the end of each piece to deepen conversation and to review language of rhetoric and argument introduced in earlier units <p>For a closer look at counterargument and qualified argument: Chapter 3, p. 88, pp. 116-118, pp. 1198-1202 (with activities)</p> <ul style="list-style-type: none"> • Option – chart arguments and qualifers using Toulmin Model (pp. 1198-1202); this can help students understand how a qualification works in an argument 	
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			<p>For a closer look at irony, read “A Modest Proposal” (Jonathan Swift) if you did not read it while doing Chapter 10.</p> <p>Close Reading Options (Units 8 and 9 can utilize readings from Chapter 12 as this is a lengthy chapter with a multitude of excellent readings):</p> <p>Option 1: Read the Central and Classic essays, from <i>Between the World and Me</i> by Ta-Nehisi Coates and “On the Duty of Civil Disobedience” by Henry David Thoreau. Then choose 4-5 arguments from the “Other Voices” and “Visual Texts” sections of the chapter.</p> <p>Option 2: Choose 3-5 arguments (or more) from the “Other Voices” section of the chapter (Lincoln, Pankhurst, Orwell, Warren, Kennedy, Reagan, Solomon, Nye, Gawande, Obama, Lackey, Landrieu, Stevendon, Keefe, and Biddle, Delacroix and Birk –visual texts) and read the conversation on “The Limits of Free Speech.”</p> <p>Option 3: Assign a longer work that may be thematically connected to the theme of Justice and choose several short works from anywhere in this chapter to create your classroom conversation and build connections. Note lists of suggested long works to pair with Chapter 12 in the TE of <i>The Language of Composition</i> (page xxxv, Table of Contents).</p> <p>Additional long works related to the theme of Justice: <i>Twelve Angry Men</i> (Reginald Rose), <i>Serial</i> (podcast)</p>	
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Writing	<p>Skill 2.B: Demonstrate an understanding of an audience’s beliefs, values, or needs</p> <p>Skill 8.A: Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.</p> <p>Skill 8.B: Write sentences that clearly convey ideas and arguments</p>	<p>Write to show understanding of audience</p> <p>Use comparisons, irony, nuance in argument</p> <p>Use modifiers and appositives to create clarity in argument</p>	<p>Writing full length open argument:</p> <p>*Review planning and writing an open argument, pp. 106-121, 126-135.</p> <p>*Possible prompts for writing open argument:</p> <p>Suggestions for Writing: p. 997, Q1 Suggestions for Writing: p. 1015, Q1, Q3, Q4, Q5, Q6 Entering the Conversation: p. 1135, Q1-4 Suggestions for Writing: pp. 1142-1143, Q1-10</p> <p>Options for Writing:</p> <ol style="list-style-type: none"> (1) have students use the graphic organizer in Unit 6 to outline their argument (2) have students write in class and then take home to type (3) have students peer review each other’s arguments (4) have students mark up the line of reasoning in their (or each other’s) arguments, putting a box around the overarching thesis and each argumentative claim, thus following the logical line through the entire argument (5) rewrite/submit 	3 days
		Additional grammar for rhetoric and style practice	<p>As stated above, one section is included per unit to help students gradually learn grammatical and stylistic features not mentioned until later College Board Units. All of these will enhance student writing as you work throughout the year.</p> <p>Review: Appositives & Modifiers: pp. 1145-1155</p> <p>Cumulative, Periodic, and Inverted Sentences: pp. 1178-1185,</p>	½-1 class period homework & check

			assign reading and choose activities	
		Additional practice options and group work	AP-Style Multiple Choice: Assign pp. 1136-1141 to students to answer alone at first; create random groups to come up with an “answer key” for classroom completion; student discussion of multiple choice leads to stronger close reading skills for all. (Answers are located on the Teacher’s Resource flash drive.)	1 day
				Total: 15 days

AP® Unit 9 Suggested Length ~15 Days

In Unit 9, focus is on multiple perspectives on an issue and how writers make their arguments stronger by entering the conversation with these views. Addressing a counterargument, making a concession, and provide qualifications all strengthen an argument. Culminating writing assignment: synthesis argument.

Essential knowledge (Skills 3.C, 4.C):

- ✓ understand qualified arguments; note modifiers, counterarguments, and alternate perspectives
- ✓ provide strong evidence that reveals one’s understanding of opposing views
- ✓ note how writers make concessions

Strand	AP® Skill	Instructional Purpose	<i>The Language of Composition</i> Instruction / Practice	Pacing
Reading	Skill 3.C: Explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives	Analyze treatment of counterarguments; note multiple perspectives and how writers present these	<i>Notes to Teachers:</i> The Chapter 12, Justice, Overview in the TE (after p. 977) outlines the particular rhetorical highlights for each of the passages. For each reading option below, as students read closely, focus on these Unit 7 and 8 skills in class discussion:	6 days

			<ul style="list-style-type: none"> • review language of rhetorical situation (exigence, audience, speaker/writer, purpose, context, subject/overall message) • pay special attention to the structure of a qualified argument • identify where writers use words that signal the limits or qualifications in an argument (for example, some, most, usually, under these circumstances, etc.) • identify counterarguments • identify and note how writers address the counterarguments and present further evidence in opposition to the counterargument • discuss arguments on the sentence and word level noting how writers strategically use varied, complex sentence structure and punctuation to emphasize, contrast, compare, and clarify meaning • read satire and note irony in argument • identify effective comparisons writers make in order to reach a particular audience • use questions at the end of each piece to deepen conversation and to review language of rhetoric and argument introduced in earlier units <p>For a closer look at counterargument and qualified argument: Chapter 3, p. 88, pp. 116-118, pp. 1198-1202 (with activities)</p> <ul style="list-style-type: none"> • Option – chart arguments and qualifiers using Toulmin Model (pp. 1198-1202); this can help students understand how a qualification works in an argument <p>For a closer look at irony, read “A Modest Proposal” (Jonathan Swift) if you did not read it while doing Chapter 10.</p>	
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			<p>Close Reading Options printed under Unit 8 are repeated here. Units 8 and 9 can utilize readings from Chapter 12 as this is a lengthy chapter with a multitude of excellent readings.</p> <p>Option 1: Read the Central and Classic essays, from <i>Between the World and Me</i> by Ta-Nehisi Coates and “On the Duty of Civil Disobedience” by Henry David Thoreau. Then choose 4-5 arguments from the “Other Voices” and “Visual Texts” sections of the chapter.</p> <p>Option 2: Choose 3-5 arguments (or more) from the “Other Voices” section of the chapter (Lincoln, Pankhurst, Orwell, Warren, Kennedy, Reagan, Solomon, Nye, Gawande, Obama, Lackey, Landrieu, Stevendon, Keefe, and Biddle, Delacroix and Birk –visual texts) and read the conversation on “The Limits of Free Speech.”</p> <p>Option 3: Assign a longer work that may be thematically connected to the theme of Justice and choose several short works from anywhere in this chapter to create your classroom conversation and build connections. Note lists of suggested long works to pair with Chapter 12 in the TE of <i>The Language of Composition</i> (page xxxv, Table of Contents).</p> <p>Additional long works related to the theme of Justice: <i>Twelve Angry Men</i> (Reginald Rose), <i>Serial</i> (podcast)</p>	
Writing	Skill 4.C: Qualify a claim using modifiers, counterarguments or alternative perspectives	Write a synthesis essay; employ counterargument and qualification; position one’s argument among	<p>Review Synthesis Essay: Chapter 4, pp. 159-166.</p> <p>Options for Writing:</p> <ul style="list-style-type: none"> (1) have students use the graphic organizer in Unit 6 to outline their argument (2) have students write in class and then take home to type 	4 days

		<p>other voices on the issue; employ qualifications to deepen sophistication</p>	<p>(3) have students peer review each other's arguments (4) have students mark up the line of reasoning in their (or each other's) arguments, putting a box around the overarching thesis and each argumentative claim, thus following the logical line through the entire argument (5) rewrite/submit</p> <p>Writing prompts for synthesis:</p> <p>(1) if you have not yet used the conversations in Chapter 4, you may consider using them now. (2) if you did not yet use the conversation at the end of Chapter 12, you may consider using this one now. Entering the Conversation prompts on p. 1135 are appropriate for the synthesis task. (3) choose your own topic for synthesis and have students research sources (if students are going to do their own research, it would be advisable to provide them with particular acceptable sources that are less biased than some; a good resource for this information is the Media Bias Chart created by Vanessa Otero (4) if you choose #3, students can write the synthesis prompt using a past exam as a template</p>	
		<p>Additional grammar for rhetoric and style practice</p>	<p>As stated above, one section is included per unit to help students gradually learn grammatical and stylistic features not mentioned until later College Board Units. All of these will enhance student writing as you work throughout the year.</p> <p>Short Simple Sentences and Fragments: pp. 1173-1178, assign reading and choose activities</p>	<p>½-1 class period homework & check</p>
Total: 11 Days				

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