

This slide deck contains a combination of “The College Board Pacing Guide for Flipped Classrooms” for AP English Language and Composition and a modified pacing guide for *The Language of Composition*, 3e.

- The Units are color-coded and align with the number of weeks suggested by College Board.
- While planning, consider how to use the AP Classroom Topic Questions and Progress Checks for each Unit.

Weeks 1-2 – Jan. 4-15 – Unit 4

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.

<p>Essential knowledge (Skill 1.A):</p> <ul style="list-style-type: none">● rhetorical situation● exigence● purpose of a text● audience● context	<p>Essential knowledge (Skill 2.A):</p> <ul style="list-style-type: none">● 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
<p>Essential knowledge (Skills 3.B, 4.B):</p> <ul style="list-style-type: none">● identify overarching thesis in an argument● write overarching thesis that reveals the argument's structure	<p>Essential knowledge (Skills 5.C, 6.C):</p> <ul style="list-style-type: none">● 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

Skill	Recommended Asynchronous Student Assignments	Options for Synchronous Instructional Focus*	Check for Understanding
1.A: Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.	AP Daily Video 1 AP Daily Video 2 AP Daily Video 3	RHS-1.I: The introduction of an argument introduces the subject and/or writer of the argument to the audience. An introduction may present the argument's thesis. An introduction may orient, engage, and/or focus the audience by presenting quotations, intriguing statements, anecdotes, questions, statistics, data, contextualized information, or a scenario.	💡 Topic Questions

- Read/review
 - Chapter 1, pp. 5-10, 11-24
- Review analyzing rhetorical strategies:
 - Chapter 2: Choose from Activities on pp. 38, 40, 41

Notes to Teachers: The Chapter 8, Community, Overview in the TE (after p. 509) outlines the particular rhetorical highlights for each of the passages. For each option below, as students read closely, focus on these Unit 4 skills in class discussion:

- 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 argument that they now have in their knowledge base
- 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

Choose one of the following options

- 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 2 arguments from the “Other Voices” and “Visual Texts” sections of the chapter.
- Option 2: Choose 2 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.”

Skill	Recommended Asynchronous Student Assignments	Options for Synchronous Instructional Focus*	Check for Understanding
2.A: Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation.	AP Daily Video 1 AP Daily Video 2 AP Daily Video 3	RHS-1.J: The conclusion of an argument brings the argument to a unified end. A conclusion may present the argument's thesis. It may engage and/or focus the audience by explaining the significance of the argument within a broader context, making connections, calling the audience to act, suggesting a change in behavior or attitude, proposing a solution, leaving the audience with a compelling image, explaining implications, summarizing the argument, or connecting to the introduction.	💡 Topic Questions

- Read/review
 - Read Chapter 2: pp. 60-69
 - Chapter 2: Activity, p. 62

Chapter 2: Culminating Activity

- Students are expected to write a full length rhetorical analysis essay in Unit 4. Full length = 40-45 minutes, 3-5 paragraphs.
- 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.
- 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.

Possible template for rhetorical analysis introduction:




Intro Paragraph: State author/subject/purpose/set context

_____ (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 how 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).

Chapter 2: Culminating Activity cont.

Choose 1 text and 1 question from the follow options to prompt writing a rhetorical analysis essay. These questions will direct students to rhetorical features in the arguments that are excellent for the analysis.




- 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
- Thoreau: Questions on Rhetoric and Style, p. 539, Q1, Q2, Q3, Q4, Q5, Q6, Q7, Q8, Q9, Q11, Q12
- Goldsmith: Exploring the Text, p. 543-544, Q1, Q3, Q5, Q6
- Putnam: Exploring the Text, p. 555, Q1, Q7, Q8, Q9
- Tan: Exploring the Text, p. 561, Q1, Q4, Q5
- Solnit: Exploring the Text, p. 569-570, Q1, Q2, Q3, Q5, Q6, Q7, Q8
- Gladwell: Exploring the Text, p. 579, Q1, Q2, Q3, Q4, Q5, Q6, Q7, Q8, Q9, Q10, Q11, Q12
- Smith: Exploring the Text, p. 585-586, Q1, Q3, Q4, Q5, Q6, Q7
- Brooks: Exploring the Text, p. 589-590, Q1, Q2, Q3, Q4, Q5
- Junger: Exploring the Text, p.600-601, Q1, Q2, Q3, Q4, Q5, Q6, Q7, Q8, Q9, Q10
- Vance: Exploring the Text, p. 603, Q1, Q2, Q3, Q4, Q5, Q6
- Closson (graphic argument): Exploring the Text, p. 615, Q1, Q2, Q3, Q4, Q5, Q7, Q8, Q9, Q10, Q11

Skill	Recommended Asynchronous Student Assignments	Options for Synchronous Instructional Focus*	Check for Understanding
3.B: Identify and describe the overarching thesis of an argument, and any indication it provides of the argument's structure.	AP Daily Video 1 AP Daily Video 2	CLE-1.O: A thesis statement may preview the line of reasoning of an argument. This is not to say that a thesis statement must list the points of an argument, aspects to be analyzed, or specific evidence to be used in an argument.	 Topic Questions
4.B: Write a thesis statement that requires proof or defense and that may preview the structure of the argument.	AP Daily Video 1 AP Daily Video 2 AP Daily Video 3	CLE-1.O: A thesis statement may preview the line of reasoning of an argument. This is not to say that a thesis statement must list the points of an argument, aspects to be analyzed, or specific evidence to be used in an argument.	 Topic Questions
5.C: Recognize and explain the use of methods of development to accomplish a purpose.	AP Daily Video 1 AP Daily Video 2 AP Daily Video 3	REO-1.G: Methods of development are common approaches writers frequently use to develop and organize the reasoning of their arguments. A method of development provides an audience with the means to trace a writer's reasoning in an argument.	 Topic Questions

See reading options on the previous slide and the list of Unit 4 discussion points.

- Students can work on specific readings and Skills 3.B and 5.C together and can complete a graphic organizers such as the one on the next slide to work on identifying a writer's thesis and methods of development with supporting claims and evidence.

Title of Argument and Author	
What is the writer arguing? (List specific claims and cite page numbers.)	
How does the writer support this argument? (List evidence, and try to identify a method of development with the evidence as presented. Cite page numbers.)	
Why is the argument significant? Why does this matter? What is the impact of this issue and the particular position? (List effects and cite pages where this is made clear.)	
Write a sentence that states the writer's overarching thesis.	

Skill	Recommended Asynchronous Student Assignments	Options for Synchronous Instructional Focus*	Check for Understanding
6.C: Use appropriate methods of development to advance an argument.	AP Daily Video 1 AP Daily Video 2	<p>REO-1.K: When developing ideas through comparison-contrast, writers present a category of comparison and then examine the similarities and/or differences between the objects of the comparison. When analyzing similarities and/or differences, like categories of comparison must be used.</p> <p>REO-1.L: When developing ideas through a definition or description, writers relate the characteristics, features, or sensory details of an object or idea, sometimes using examples or illustrations.</p>	<p> Topic Questions</p> <p> Personal Progress Check</p>
Unit 5			
5.A: Describe the line of reasoning and explain whether it supports an argument's overarching thesis.	AP Daily Video 1 AP Daily Video 2	REO-1.M: The body paragraphs of a written argument make claims, support them with evidence, and provide commentary that explains how the paragraph contributes to the reasoning of the argument.	 Topic Questions

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.

See prompt possibilities for these paragraphs on the following slides.

These prompts provide different writing opportunities than those in Week 1, but it would be advisable to choose a different text for students to explore

King: Suggestions for Writing, p. 530, Q3, Q4, Q5, Q6

Thoreau: Suggestions for Writing, p. 539, Q2, Q3, Q4

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

Weeks 4-5 – Jan. 25 - Feb. 5 – Unit 5

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

Weeks 4-5 – Jan. 25 - Feb. 5 – Unit 5

Notes to Teachers: The Chapter 9, Sports, Overview in the TE (after p. 645) outlines the particular rhetorical highlights for each of the passages. For each option below, as students read closely, focus on these Unit 5 skills in class discussion:

- review language of rhetorical situation (exigence, audience, speaker/writer, purpose, context, subject/overall message)
- 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

Skill	Recommended Asynchronous Student Assignments	Options for Synchronous Instructional Focus*	Check for Understanding
5.A: Describe the line of reasoning and explain whether it supports an argument’s overarching thesis.	AP Daily Video 1 AP Daily Video 2	REO-1.M: The body paragraphs of a written argument make claims, support them with evidence, and provide commentary that explains how the paragraph contributes to the reasoning of the argument.	🔔 Topic Questions
5.B: Explain how the organization of a text creates unity and coherence and reflects a line of reasoning.	AP Daily Video 1 AP Daily Video 2	REO-1.N: Coherence occurs at different levels in a piece of writing. In a sentence, the idea in one clause logically links to an idea in the next. In a paragraph, the idea in one sentence logically links to an idea in the next. In a text, the ideas in one paragraph logically link to the ideas in the next.	🔔 Topic Questions

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.

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.”

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 The Language of Composition (page xxxii, Table of Contents).

Skill	Recommended Asynchronous Student Assignments	Options for Synchronous Instructional Focus*	Check for Understanding
6.A: Develop a line of reasoning and commentary that explains it throughout an argument.	AP Daily Video 1 AP Daily Video 2	REO-1.M: The body paragraphs of a written argument make claims, support them with evidence, and provide commentary that explains how the paragraph contributes to the reasoning of the argument.	💡 Topic Questions
6.B: Use transitional elements to guide the reader through the line of reasoning of an argument.	AP Daily Video 1 AP Daily Video 2	REO-1.O: Repetition, synonyms, pronoun references, and parallel structure may indicate or develop a relationship between elements of a text. REO-1.P: Transitional elements are words or other elements (phrases, clauses, sentences, or paragraphs) that assist in creating coherence among sentences, paragraphs, or sections in a text by showing relationships among ideas. REO-1.Q: Transitional elements can be used to introduce evidence or to indicate its relationship to other ideas or evidence in that paragraph or in the text as a whole.	💡 Topic Questions

Writing full length open argument:

- Review structure of argument – classical structure is best for first full length argument (p. 106)
- Possible prompts for writing open argument:
 - 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

Additional grammar for rhetoric and style practice for Unit 5

- Concise Diction: pp. 1164-1166, assign reading and choose activities

Additional practice options and group work

- AP-Style Multiple Choice: pp. 750-755

Week 6-8 Feb. 8-26 – Unit 6

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

Week 6-8 Feb. 8-26 – Unit 6

Notes to Teachers: The Chapter 10, Money, Overview in the TE (after p. 755) outlines the particular rhetorical highlights for each of the passages. For each option below, as students read closely, focus on these Unit 6 skills in class discussion:

- 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 for support
- 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

Skill	Recommended Asynchronous Student Assignments	Options for Synchronous Instructional Focus*	Check for Understanding
3.A: Identify and explain claims and evidence within an argument.	AP Daily Video 1 AP Daily Video 2	CLE-1.P: When synthesizing, writers draw upon arguments from multiple sources, strategically select the most relevant information, and combine apt and specific source material as part of their own argument.	💡 Topic Questions
3.B: Identify and describe the overarching thesis of an argument, and any indication it provides of the argument's structure.	AP Daily Video 1	CLE-1.U: Consideration and use of new evidence may require revision of the thesis statement and/or changes to the line of reasoning.	💡 Topic Questions
7.A: Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.	AP Daily Video 1 AP Daily Video 2 AP Daily Video 3	STL-1.D: A writer's tone is the writer's attitude or feeling about a subject, conveyed through word choice and writing style.	💡 Topic Questions

Option 1: Read the Central and Classic essays, from *Serving in Florida* 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.

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.”

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 *The Language of Composition* (page xxxiii, Table of Contents).

Skill	Recommended Asynchronous Student Assignments	Options for Synchronous Instructional Focus*	Check for Understanding
4.A: Develop a paragraph that includes a claim and evidence supporting the claim.	AP Daily Video 1	<p>CLE-1.Q: A source provides information for an argument, and some sources are more reliable or credible than others.</p> <p>CLE-1.R: A position and a perspective are different. Sources may have the same position on a subject, yet each comes from a different perspective based on their background, interests, and expertise.</p> <p>CLE-1.S: When incorporating evidence or sources into an argument, the strongest arguments recognize and acknowledge the biases and limitations of the material and account for those limitations in their reasoning.</p> <p>CLE-1.T: The degree to which a source does or does not consider other positions reflects the degree to which that source is biased.</p>	💡 Topic Questions
4.B: Write a thesis statement that requires proof or defense and that may preview the structure of the argument.	AP Daily Video 1 AP Daily Video 2 AP Daily Video 3	<p>CLE-1.U: Consideration and use of new evidence may require revision of the thesis statement and/or changes to the line of reasoning.</p>	💡 Topic Questions
8.A: Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.	AP Daily Video 1 AP Daily Video 2	<p>STL-1.E: Readers infer a writer's tone from the writer's word choice, and especially the positive, negative, or other connotations of those words.</p> <p>STL-1.F: A writer's shifts in tone from one part of a text to another may suggest the writer's qualification, refinement, or reconsideration of their perspective on a subject.</p>	💡 Topic Questions 🔄 Personal Progress Check

- Review (or introduce) synthesis writing pp. 159-166.
- If you have not yet introduced synthesis, it would be advisable to start with the beginning of Chapter 4, p. 136.
- 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.

See the next slide for prompt and writing suggestions.

Suggestions for synthesis prompts:

- Chapter 4, “Mandatory Community Service,” pp. 167-175
- Chapter 10, “The Cost of College,” Making Connections, p. 857, Q1-5 or Entering the Conversation, p. 857-858, Q1-5
- Suggestions for Writing, p. 865-867
- 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 even choose a few of these and give students a choice.

Suggestions for steps to writing:

- have students outline and plan their own argument using the graphic organizer included in Unit 4 above
- 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
- have students plan and share using a graphic organizer such as the one on the next slide
- draft argument and peer edit; use the points in the graphic organizer as a check and edit list
- another option: bring the outline and sources and write the essay in class

<p>Subject/Topic</p>	
<p>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.</p> <p>** Remember – check your claims to make sure they are argumentative assertions and not statements of fact.</p>	
<p>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 for support.</p>	
<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 the source next to the impact></p>	
<p>Additional ideas, clever phrases, quotes you want to include (and the source), etc.</p>	

Week 8 - Feb. 22-26 – Units 6-7

Use this week to

- Review Parallel Structures, pp. 1167-1173: Assign reading and choose activities
- Practice AP-Style Multiple Choice Question: 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.)
- Complete Unit 6 Progress Checks
- Start on Unit 7 (See the following Unit 7 slides for details.)

Weeks 9-10 – March 1-12 – Unit 7

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.

<p>Essential knowledge (Skills 1.A, 2.A):</p> <ul style="list-style-type: none">● 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	<p>Essential knowledge (Skills 3.C, 4.C)</p> <ul style="list-style-type: none">● 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
<p>Essential knowledge (Skills 7.B, 8.B)</p> <ul style="list-style-type: none">● 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	<p>Essential knowledge (Skills 7.C, 8.C)</p> <ul style="list-style-type: none">● 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

Week 9-10 March 1-12 – Unit 7

Notes to Teachers: The Chapter 11, Gender, Overview in the TE (after p. 867) outlines the particular rhetorical highlights for each of the passages. For each reading option below, as students read closely, focus on these Unit 7 skills in class discussion:

- 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
- use questions at the end of each piece to deepen conversation and to review language of rhetoric and argument introduced in earlier units

Skill	Recommended Asynchronous Student Assignments	Options for Synchronous Instructional Focus*	Check for Understanding
1.A: Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.	AP Daily Video 1 AP Daily Video 2	RHS-1.I: The introduction of an argument introduces the subject and/or writer of the argument to the audience. An introduction may present the argument's thesis. An introduction may orient, engage, and/or focus the audience by presenting quotations, intriguing statements, anecdotes, questions, statistics, data, contextualized information, or a scenario.	💡 Topic Questions
3.C: Explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives.	AP Daily Video 1 AP Daily Video 2 AP Daily Video 3	CLE-1.V: A lack of understanding of the complexities of a subject or an issue can lead to oversimplification or generalizations.	💡 Topic Questions
7.B: Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas.	AP Daily Video 1 AP Daily Video 2	STL-1.G: Writers express ideas in sentences. Sentences are made up of clauses, at least one of which must be independent.	💡 Topic Questions
7.C: Explain how grammar and mechanics contribute to the clarity and effectiveness of an argument.	AP Daily Video 1 AP Daily Video 2	STL-1.M: Grammar and mechanics that follow established conventions of language enable clear communication.	💡 Topic Questions

Opening Chapters – relevant sections for Unit 7 – to present for the first time, or to review:



- For a closer look at diction and syntax:
 - Chapter 2, Close Reading: The Art and Craft of Analysis, pp. 38-46, Activities pp. 40, 41, 46
- For a closer look at counterargument and qualified argument:
 - Chapter 3, p. 88, pp. 116-118, pp. 1198-1202 (with activities)

Option – chart arguments and qualifiers using Toulmin Model (pp. 1198-1202); this can help students understand how a qualification works in an argument.

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 3-4 arguments from the “Other Voices” and “Visual Texts” sections of the chapter.

Option 2: Choose 2-3 arguments (or more) from the “Other 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.”

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 *The Language of Composition* (page xxxiv, Table of Contents).




Skill	Recommended Asynchronous Student Assignments	Options for Synchronous Instructional Focus*	Check for Understanding
2.A: Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation.	AP Daily Video 1 AP Daily Video 2	RHS-1.J: The conclusion of an argument brings the argument to a unified end. A conclusion may present the argument's thesis. It may engage and/or focus the audience by explaining the significance of the argument within a broader context, making connections, calling the audience to act, suggesting a change in behavior or attitude, proposing a solution, leaving the audience with a compelling image, explaining implications, summarizing the argument, or connecting to the introduction.	 Topic Questions
4.C: Qualify a claim using modifiers, counterarguments, or alternative perspectives.	AP Daily Video 1 AP Daily Video 2 AP Daily Video 3	CLE-1.W: Because arguments are usually part of ongoing discourse, effective arguments often avoid expressing claims, reasoning, and evidence in absolute terms. CLE-1.X: Writers may strategically use words, phrases, and clauses as modifiers to qualify or limit the scope of an argument.	 Topic Questions

- Review planning and writing a rhetorical analysis essay, pp. 60-71.
- Review template for possible use with the opening paragraph: see Unit 4 above.

If students need additional support, you might consider one of the following options:

- do a full class close reading of the selection before assigning them to write.
- 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.
- break students up into groups and have them write an analysis together.

Suggestions for rhetorical analysis prompts:

Skill	Recommended Asynchronous Student Assignments	Options for Synchronous Instructional Focus*	Check for Understanding
8.B: Write sentences that clearly convey ideas and arguments.	AP Daily Video 1 AP Daily Video 2	<p>STL-1.H: The arrangement of sentences in a text can emphasize particular ideas.</p> <p>STL-1.I: Subordination and coordination are used to express the intended relationship between ideas in a sentence.</p> <p>STL-1.J: Writers frequently use coordination to illustrate a balance or equality between ideas.</p> <p>STL-1.K: Writers frequently use subordination to illustrate an imbalance or inequality between ideas.</p> <p>STL-1.L: The arrangement of clauses, phrases, and words in a sentence can emphasize ideas.</p>	<p> Topic Questions</p>
8.C: Use established conventions of grammar and mechanics to communicate clearly and effectively.	AP Daily Video 1 AP Daily Video 2	<p>STL-1.N: Writers use punctuation strategically to demonstrate the relationships among ideas in a sentence.</p> <p>STL-1.O: Punctuation (commas, colons, semicolons, dashes, hyphens, parentheses, quotation marks, or end marks) advances a writer's purpose by clarifying, organizing, emphasizing, indicating purpose, supplementing information, or contributing to tone.</p> <p>STL-1.P: Some design features, such as italics or boldface, create emphasis.</p>	<p> Topic Questions</p> <p> Personal Progress Check</p>

- Chapter 11
 - 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.
- Walker (pp. 871-880) paragraphs 1-10
- Woolf (pp. 883-888) Suggestions for Writing, p. 890, Q1
- Abigail Adams (pp. 893-894) full letter

Suggestions for rhetorical analysis prompts continued:

- 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

Alternate suggestion for rhetorical analysis writing:

- 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.

If time allows, additional practice could include

- Subordination in the Complex Sentence: pp. 1186-1191, assign reading and choose activities
- AP-Style Multiple Choice, pp. 971-975 (Answers are located on the Teacher’s Resource flash drive.)

Weeks 11-13 – March 15 - April 2 – Unit 8

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

Weeks 11-13 – March 15 - April 2 – Unit 8

Notes to Teachers: 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:

- 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

Skill	Recommended Asynchronous Student Assignments	Options for Synchronous Instructional Focus*	Check for Understanding
1.B: Explain how an argument demonstrates understanding of an audience's beliefs, values, or needs.	AP Daily Video 1 AP Daily Video 2	RHS-1.K: Writers may make comparisons (e.g., similes, metaphors, analogies, or anecdotes) in an attempt to relate to an audience. Effective comparisons must be shared and understood by the audience to advance the writer's purpose.	 Topic Questions
7.A: Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.	AP Daily Video 1 AP Daily Video 2	STL-1.Q: A writer's style is made up of the mix of word choice, syntax, and conventions employed by that writer.	 Topic Questions
7.B: Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas.	AP Daily Video 1 AP Daily Video 2	STL-1.S: Modifiers—including words, phrases, or clauses—qualify, clarify, or specify information about the thing with which they are associated. To reduce ambiguity, modifiers should be placed closest to the word, phrase, or clause that they are meant to modify.	 Topic Questions

For a closer look at counterargument and qualified argument:

- Read Chapter 3, p. 88, pp. 116-118, pp. 1198-1202 (with activities)
- Option – chart arguments and qualifiers using Toulmin Model (pp. 1198-1202); this can help students understand how a qualification works in an argument





For a closer look at irony:

- Read “A Modest Proposal” (Jonathan Swift) if you did not read it in Unit 6.

Option 1: Read the Central and Classic essays, from *Between the World and Me* by Ta-Nehisi Coates and “On the Duty of Civil Disobedience” by Henry David Thoreau. Then choose 3-4 arguments from the “Other Voices” and “Visual Texts” sections of the chapter.

Option 2: Choose 2-3 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.”

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 *The Language of Composition* (page xxxv, Table of Contents).

Skill	Recommended Asynchronous Student Assignments	Options for Synchronous Instructional Focus*	Check for Understanding
2.B: Demonstrate an understanding of an audience's beliefs, values, or needs.	AP Daily Video 1 AP Daily Video 2	<p>RHS-1.L: Writers' choices regarding syntax and diction influence how the writer is perceived by an audience and may influence the degree to which an audience accepts an argument.</p> <p>RHS-1.M: Word choice may reflect writers' biases and may affect their credibility with a particular audience.</p> <p>RHS-1.N: Because audiences are unique and dynamic, writers must consider the perspectives, contexts, and needs of the intended audience when making choices of evidence, organization, and language in an argument.</p>	 Topic Questions
8.A: Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument. 8.B: Write sentences that clearly convey ideas and arguments.	<p>AP Daily Video 1 AP Daily Video 2</p> <p>AP Daily Video 1 AP Daily Video 2</p>	<p>STL-1.R: Writers may signal a complex or ironic perspective through stylistic choices. Irony may emerge from the differences between an argument and the readers' expectations or values.</p> <p>STL-1.T: Parenthetical elements—though not essential to understanding what they are describing—interrupt sentences to provide additional information that may address an audience's needs and/or advance a writer's purpose.</p>	<p> Topic Questions</p> <p> Topic Questions</p> <p> Personal Progress Check</p>

Writing full length open argument:

- Review planning and writing an open argument, pp. 106-121, 126-135.
- Possible prompts for writing open argument:
 - 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

Options for Writing:

- have students use the graphic organizer in Unit 6 to outline their argument
- have students write in class and then take home to type
- have students peer review each other's arguments
- 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 rewrite/submit

If time allows, additional practice could include

- Review: Appositives & Modifiers: pp. 1145-1155
- Cumulative, Periodic, and Inverted Sentences: pp. 1178-1185, assign reading and choose activities
- AP-Style Multiple Choice: pp. 1136-1141 (Answers are located on the Teacher's Resource flash drive.)
- Start on Unit 9

Week 14 – April 5-9 – Unit 9

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

Week 14 – April 5-9 – Unit 9

Notes to Teachers: 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:

- 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

Skill	Recommended Asynchronous Student Assignments	Options for Synchronous Instructional Focus*	Check for Understanding
3.C: Explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives.	AP Daily Video TBD	CLE-1.Y: Effectively entering into an ongoing conversation about a subject means engaging the positions that have already been considered and argued about.	 Topic Questions

For a closer look at counterargument and qualified argument:

- Chapter 3, p. 88, pp. 116-118, pp. 1198-1202 (with activities)



Option – chart arguments and qualifiers using Toulmin Model (pp. 1198-1202); this can help students understand how a qualification works in an argument.

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.

Option 1: Read the Central and Classic essays, from *Between the World and Me* by Ta-Nehisi Coates and “On the Duty of Civil Disobedience” by Henry David Thoreau. Then choose 3-4 arguments from the “Other Voices” and “Visual Texts” sections of the chapter.

Option 2: Choose 2-3 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.”

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 *The Language of Composition* (page xxxv, Table of Contents).

Skill	Recommended Asynchronous Student Assignments	Options for Synchronous Instructional Focus*	Check for Understanding
4.C: Qualify a claim using modifiers, counterarguments, or alternative perspectives.	AP Daily Video TBD	<p>CLE-1.Z: Evidence and sources will either support, complement, or contradict a writer’s thesis.</p> <p>CLE-1.AA: Writers enhance their credibility when they refute, rebut, or concede opposing arguments and contradictory evidence.</p> <p>CLE-1.AB: When writers concede, they accept all or a portion of a competing position or claim as correct, agree that the competing position or claim is correct under a different set of circumstances, or acknowledge the limitations of their own argument.</p> <p>CLE-1.AC: When writers rebut, they offer a contrasting perspective on an argument and its evidence or provide alternative evidence to propose that all or a portion of a competing position or claim is invalid.</p> <p>CLE-1.AD: When writers refute, they demonstrate, using evidence, that all or a portion of a competing position or claim is invalid.</p> <p>CLE-1.AE: Transitions may be used to introduce counterarguments.</p> <p>CLE-1.AF: Not all arguments explicitly address a counterargument.</p>	<p> Topic Questions</p> <p> Personal Progress Check</p>

- Review Synthesis Essay: Chapter 4, pp. 159-166.
- Options for Writing:
 - have students use the graphic organizer in Unit 6 to outline their argument
 - have students write in class and then take home to type
 - have students peer review each other’s arguments
 - 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
 - rewrite/submit

Writing prompts for synthesis:

- If you have not yet used the conversations in Chapter 4, you may consider using them now.
- 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.
- 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.
- If you choose the third option, students can write the synthesis prompt using a past exam as a template.

If time allows, assign Short Simple Sentences and Fragments: pp. 1173-1178, assign reading and choose activities