

Waynesville High School  
 Pacing Guide - Advanced Placement English Language and Composition Quarter 2  
 L. Applegate

Quarter 2			
Unit/Topics	State Standards	Textbook/Supplemental Materials	Assessments/Assignments
Unit 3  Defining an Argument  Synthesizing Sources – Using sources to Inform an Argument		<p><b>Reading:</b> <i>The Scarlet Letter</i>, Staples, Brent, “Just Walk on By: Black Men and Public Spaces” Miller’s <i>The Crucible</i>, Goodman, Ellen, “Putting in a Good Word for Guilt”, Readings on Current Event:                      Theme related articles, articles that reflect claims or central ideas made by the authors studied in this unit, submissions from students with teacher’s approval</p> <p><b>Viewing:</b> Miller, Arthur, <i>The Crucible</i> (selected scenes), Senator Joseph McCarthy attacks Edward R. Murrow on CBS, video clip, <a href="http://www.AmericanRhetoric.com">www.AmericanRhetoric.com</a></p>	<p><b>Assessments:</b>                      Quizzes: Students are given a quiz on most readings. These check for understanding of meaning and strategies, Quiz : Vocabulary from readings, AP Test Practice, Multiple choice exercises and essay exercises                      Test: <i>The Scarlet Letter</i></p> <p><b>Composition: Analysis:</b> Read the following passage (paragraph 7, “Hester sought not, . . . wrong, beneath.”) for the text, chapter 5 “Hester at her Needle”. Then write an essay analyzing the author’s use of clothing to reveal Hester’s self-perception, the attitude of Hester’s neighbors, and the nature of her daughter’s conception. Consider such rhetorical device as diction, imagery, syntax, irony, and tone. [SC 5]  <b>Composition: Writers Response Journal</b> – Prompt: How well does Hawthorn use the technique of syntax in his writing? If you were to write a short story mimicking his (in your opinion the most obvious syntax style) what would you use?  <b>Composition: Comparison/Contrast:</b> Read the following passages “The Market Place” (paragraph 11, “The young woman . . . by herself”). Passage 2 is from chapter 3, “The Recognition” (paragraphs 1 and 2, “From this intense . . . his lips”). Then write a carefully reasoned and fully elaborated analysis of Hawthorne’s attitude toward these two characters. Consider allusion, irony, imagery, syntax, organization of details and other rhetorical devices. [SC 13 &amp; 15]  <b>Composition: Journal entry</b> - What does guilt imply about free will and choice? If we had no free will and choice, how would guilt likely affect us?  <b>Composition: Letter to the editor</b> – write a letter to the local newspaper expressing your views on the treatment of a minority group or an outsider in your community. What suggestions or solutions do you have to offer? [SC1]   <b>Composition: Synthesis</b> – Who are considered outsiders in our society? Why are they in this position? How does society treat them? Should society be more tolerant of them? Using at least</p>

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			<p>five sources from this unit, including <i>The Scarlet Letter</i>, write an essay that discusses the position of the outsider in society. You must also find and use two additional sources in support of this topic. These sources should be credible and represent both primary and secondary sources. Remember to attribute both direct and indirect citations, using MLA format. Refer to the sources by author’s last names or by titles. Avoid paraphrasing or summary. [SC 9 &amp; 11]</p> <p><b>Composition: Writers Response Journal</b> – Prompt: Analyze your use of the Rhetorical triangle in your Synthesis Essay. How did you take the Rhetorical triangle into consideration? What will you do differently in for future compositions?</p>
<p>Unit 4</p> <p>Analyzing Arguments –</p> <p>Claims and Evidence –</p> <p>Shaping argument – The Toulmin Model, APA Research</p>		<p><b>Reading:</b> Ebert, Roger, “Star Wars”, Quindlen, Anna, from the C Word in the Hallways, O’Connor, Sandra Day and Roy Romer, “Not by Math Alone”, Jefferson, Thomas “The Declaration of Independence”, Stanton, Elizabeth Cady, “The Declaration of Sentiments”, Binyon, Michael, “Comment: Absurd decision on Obama Makes a Mockery of the Nobel Peace Prize”</p> <p><b>Viewing:</b> Visual texts- Stieglitz, Alfred “The Steerage, Heroes of 2001, Toles “Obama Nobel Prize”, “The Horse Throwing His Master” (1779, political cartoon of King George; Library of Congress)</p>	<p><b>Assessments:</b> Daily reading quiz, Vocabulary quizzes, in-class response writings [SC 3], AP Test Practice, Multiple choice exercises and essay exercises</p> <p><b>Composition: Analysis (collaborative) magazine writing</b> – Your small group has been awarded a grant to start up an Arts Magazine. The community has yearly presented a small, well known art show. Your magazine will highlight this year’s show with two famous art works. Your group has been assigned the task of selecting two additional foundation pieces that could be of a different medium (pottery, installation, etc.) Your magazine must have an Editor’s Welcome, Table of Contents, four analysis using SCANS or OPTICs on the foundation pieces, and an Editorial. Our focus is organization, repetition, transition and emphasis [SC 2, 5, 6]</p> <p><b>Composition: Compare/Contrast</b>          Prompt: Compare Jefferson’s Declaration of Independence to Stanton’s Declaration of Sentiments and Resolutions. As you write this comparison, note how each author states his or her main idea and then develops that idea with detailed evidence. Note: students complete this assignment in class and will use the argument template to analyze each other’s work to evaluate the essays on the use of detail to develop a general idea. [SC 2, 4, 15]</p> <p><b>Composition: Writers Response Journal</b> - Prompt: Complete the following – My Declaration of . . .</p>

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<p>Unit 5</p> <p>Community –        What is the relationship of the individual to the community?</p>		<p><b>Reading:</b> King’s Letter From a Birmingham Jail, Thoreau’s Where I lived and What I lived For, Alvord, Lori Arviso, “Walking the Path Between Worlds” Readings on current events that reflect the claims or central ideas made by the authors studied in this unit: submissions from students with teacher’s approval articles based on Immigration</p> <p><b>Viewing:</b> <i>In America</i>, 2004; or <i>A Better Life</i>, 2009 theme related images, video clips and/or cartoons from current media outlets. Students may contribute selections for viewing with teacher’s approval.</p>	<p><b>Assessments:</b> Students are given a quiz on most readings. These check for understanding of meaning and strategies. Quiz: vocabulary from readings, Quiz: Grammar (from warm-up exercises, syntax discussions, and/or reading annotations), AP Test Practice, essay exercises.</p> <p><b>Composition: Synthesis Essay Prompt:</b> Does the government have a duty to its citizens and a duty to social justice? Where does the path of immigration fit? In an essay that synthesizes and uses the texts from this unit, discuss the roles of immigration and its effect on our society. You must also find and use two additional sources in support of the topic. These sources should be credible and represent both primary and secondary sources. Remember to appropriately attribute your sources using APA style. Avoid mere paraphrase or summary. [SC 9, 10]</p> <p><b>Composition: Writers Response Journal</b> - Prompt: Select one of the authors from this unit. Write a short dialogue having this author order a pizza at our local restaurant. This dialogue must mimic the author’s rhetorical style.</p>
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