

Do we need to convince you that teaching AP[®] English Language and Composition is incredibly rewarding? You know we've got the rhetorical chops to do it. But, happily, you likely already know why people love teaching this course: we get to engage students in relevant, real, and rich discussions based on brilliant writing. This is the dream!

We want our students to engage deeply with the texts in this book, so we spent countless hours reading and discussing — and yes, definitely debating — the Table of Contents for *The Language of Composition*, Fourth Edition. We strove to curate a collection of texts that offer many perspectives and voices on a wide variety of topics. We are so excited for students to enter into conversations around their content and craft.

We also want our students to be engaged citizens. So, our assignments and assessments support the range of situations in which students will call upon their knowledge of rhetoric, from writing letters to local politicians, to delivering a persuasive speech in front of peers, to evaluating the credibility of the sources they encounter online every day.

Just as we care about student outcomes, we want you to be supported, too. So, nine chapters in this edition make it easy to align to the AP[®] Course and Exam Description's nine units, while still offering the flexibility to teach thematically.

The first three chapters introduce students to all the reading and writing skills for the course; Chapter 1 focuses on Rhetorical Analysis, Chapter 2 on Argument, and Chapter 3 on Synthesis. Each chapter contains guided instruction and scaffolded practice activities, to build the skills necessary for success on the AP[®] Exam, in college, and beyond. You can use these chapters at the pace of our AP[®]-aligned Pre-Built Units, or at a pace and sequence of your choice, to establish a solid foundation from which to build.

You can then choose how to incorporate selections from our thematic chapters (Chapters 4–9) for practice and exploration — our AP[®]-aligned Pre-Built Units offer one potential path, but there are endless ways to make valuable connections between the opening chapters' skill-building and these six collections of high-interest readings. The themes explored are:

4 Identity

5 Environment

6 Money

7 Community

8 Justice

9 Culture

Ultimately, these thematic chapters provide you with the flexibility you need to align the content of your course with the needs and interests of your students. We recognize that one class of students may be able to throw down with Thoreau, while another may learn more by kicking it with McKibben. The broadness of the themes even allows you to seamlessly trade out readings to integrate other works you may prefer to teach.

Within each thematic chapter, you'll find a Central Essay, a Classic Essay, and several texts that fall in the category of Other Voices.

The Central Essay provides multiple entry points to think through the overarching chapter theme, thus establishing what we call the “philosophical ballast” for the chapter. That is, the Central Essay serves as a grounding, central point that encourages students to lean toward other texts and then return to the theme with a more nuanced perspective. Central Essays also serve as exemplars of brilliant rhetorical writing, and the writers are among the best to have been published in contemporary times.

Our Classic Essays are pieces of writing that continue to move people's hearts and minds, no matter how many years have elapsed since they were first printed. Tried and true, these are the comfort food of the AP[®] English Language course. Students may grapple with some of the antiquated language in these pieces, but the ideas remain relevant, rhetorically rich, and worth the rigor.

If the Central and Classic Essays are the keystones, the Other Voices are the stones that complete the arch. You'll never be able to assign them all within a given year — let's just reality check our expectations — but we know you'll be tempted, because each text has the potential to widen students' perspectives and deepen their understanding of the chapter's theme. (We apologize in advance for the moment when you just can't decide which text to assign. Take heart in knowing there is no wrong choice, and there's always the Pre-Built Units to help out if needed.)

After each Central Essay, Classic Essay, and each Other Voices reading, we provide guided questions in three categories: Understanding and Interpreting; Analyzing Language, Style, and Structure; and Topics for Composing (where you'll find an AP[®]-style Rhetorical Analysis prompt and Argument prompt). Each of these questions is tagged with one or more AP[®] Big Ideas, so you can strategically target the skill area(s) in which students need practice. We intend our question library to both inspire deep reflection and provoke engaging class discussion.

Each thematic chapter also contains a Conversation, structured similarly to the AP[®] Exam's Synthesis free-response question. These sections invite students to use texts created by others to develop their own arguments on far-ranging topics such as animal conservation, celebrity activism and free speech. Questions after each Conversation text help students examine different viewpoints on the issue at hand. After engaging with each Conversation text on its own, Making Connections questions then help students compare and contrast various arguments, a key intermediary step in moving from analysis toward synthesis. After they synthesize the written and visual sources provided, students are ready to develop their own voices and positions by responding to an AP[®]-style Synthesis free-response question that begins each Entering the Conversation question set.

To round out students' preparation for the AP[®] Exam, each thematic chapter also includes three sets of AP[®]-style multiple-choice questions — two reading passages (from the Central and Classic Essays) and one set of composition questions — and Suggestions for Writing modeled after either AP[®] prompts or college-level writing assignments.

With its prolific pathways and range of resources, we're confident this Teacher's Edition will provide you with the support and flexibility you need to use *The Language of Composition, 4th Edition* as the foundation of your instruction.

Before You Begin

Here are suggestions to consider as you prepare to teach an AP[®] English Language and Composition course:

1. **Read the information available on the AP[®] English Language and Composition course home page**, available on AP[®] Central (apcentral.collegeboard.com). Many of the resources on the course page are referenced in this Teacher’s Edition, including previously released exam questions and AP[®] Classroom resources.
2. **Attend a College Board workshop** and look for other professional development opportunities. One- and two-day workshops designed as an introduction to the AP[®] English Language course are offered by the College Board during the school year. The College Board also provides week-long summer institutes (APSI) around the country led by College Board–endorsed consultants, including the authors of *The Language of Composition* and its resources. These workshops will help you take developing and teaching your class to the next level.
3. **Participate in the AP[®] Teacher Community**, an online forum for AP[®] teachers (apcommunity.collegeboard.org). Here you can ask questions, get advice, give suggestions, and share resources. It is a great way to become a member of a wider teacher community.
4. **Complete the AP[®] Course Audit**. Audit approval of a teacher’s syllabus is required before teaching an AP[®] English Language course. See the AP[®] Coordinator at your school or go to the College Board’s AP[®] Central website for more information. Use the AP[®] Alignment Table and Pre-Built Units found in the Teacher’s Edition to help create your syllabus and ensure it gains AP[®] audit approval.
5. **Decide how you will cover the reading and writing skills for the course**. Some teachers elect to teach Chapters 1–3 straight through at the beginning of the year. This approach will allow students to focus on one essay type at a time: rhetorical analysis, then argument, then synthesis. If you choose this approach, you can explore the thematic chapters in the order you wish, perhaps considering any additional major works you teach and where they will best fit within the course. You may also choose to teach the themes in greater depth, choosing 3 or 4 of the total 6 to round out your school year.

Or, maybe you’d like to stay in closer alignment with the CED’s progression of units. If this approach appeals to you, you can teach Section 1 of each opening chapter to cover Units 1–3, then Section 2 of each opening chapter paired with a thematic chapter to cover Units 4–6, then Section 3 of each opening chapter paired with a thematic chapter to cover Units 7–9:

A Year with the AP[®] English Language Units

| AP [®] Unit and PPC | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|------------------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| Opening Chapters | Ch. 1 Section 1 | Ch. 2 Section 1 | Ch. 3 Section 1 | Ch. 1 Section 2 | Ch. 2 Section 2 | Ch. 3 Section 2 | Ch. 1 Section 3 | Ch. 2 Section 3 | Ch. 3 Section 3 |
| Thematic Chapters | | | | Ch. 4 | Ch. 5 | Ch. 6 | Ch. 7 | Ch. 8 | Ch. 9 |

To help you plan for this approach, we've drafted Pre-Built Units that can be found in the Planning Pages of each chapter. You can also find editable pacing guides in the Teacher's Resource Materials that convert the Pre-Built Units into flexible, customizable jumping-off points. Let it be said: there is no "right" way of teaching AP[®] English Language and Composition, and your curriculum planning will depend on numerous factors, some of which we can predict and many, we humbly acknowledge, we cannot. Our aim is to provide you with the tools, resources, and materials you might need to take an informed and successful approach.

6. Get to know the Table of Contents. Decide what you will cover as a class and what students might do on their own as independent work, homework, or over school breaks. The Text Overview and Pacing table in the Planning Pages for each thematic chapter in this Teacher's Edition provides information on each reading, including a summary of the subjects, rhetorical and argumentative highlights, level of difficulty, Lexile text complexity measures, and suggested pacing.

7. Give some thought to formative and summative assessments. Chapters 1–3 provide foundational reading and writing skills for the course, and the following chapters provide opportunities to practice and build complexity.

To specify, each Central Essay, Classic Essay, and Other Voices reading in Chapters 4–9 offers Topics for Composing prompts that can be used to help your students develop their writing skills. These sets always start off with at least one Rhetorical Analysis and one Argument free-response question using the stable prompt wording of the AP[®] Exam. From there, the prompts branch out to other tasks, including multimodal and research projects, speaking and listening opportunities, and more. Next, each thematic chapter includes a Conversation centered on a Synthesis free-response question. Finally, Suggestions for Writing at the end of the chapter give students the chance to dive into the overarching chapter themes.

Please note the Teacher's Resource Materials contain editable rubrics for each type of prompt in the book, giving you a ready-made starting point for evaluating student progress and performance. We also provide a collection of graded sample essays written by real high school students to further calibrate your evaluation.

8. Make use of AP[®] Classroom. AP[®] Classroom will offer your students valuable practice and information on each of the skills taught in this course. Here, students can find information about the course objectives, tips on the content and format of the exam, and instructional videos for each skill, which can be used for remediation or extra practice. Additionally, AP[®] Classroom provides Personal Progress Checks (PPCs) to close out each unit, using both multiple-choice and free-response questions to help you gauge your students' progress.

Delivering Your Course

First, Chapters 1–3 provide the foundation for all of the Big Ideas and skills embedded in the AP[®] English Language and Composition course, offering scaffolded Activities to give students valuable practice. Next, Chapters 4–9 include high-interest selections followed by post-reading questions. Each question is labeled with one or more Big Ideas, allowing you to target specific skills. These questions serve many functions, but can best be thought of as mini lesson plans. You might use them to guide class discussion, structure small-group work, or assign independent practice or homework.

Finally, take advantage of the visual elements of the book, for students often improve their ability to analyze by practicing on visual texts. These visuals, which often appear as Extending Beyond the Text features, are accompanied by questions, too — open-ended, provocative, and lively points of departure that stir interest and prompt engagement.

Differentiation in Your Classroom

With a variety of students in mind, we have included multiple avenues for differentiation throughout this book to help you support all learners:

- Text** ▶ What texts will I use to teach the standards and appeal to my students' needs and interests?
- Task** ▶ How will students demonstrate their proficiency with a standard or skill?
- Process** ▶ How will I teach this text or skill in a way that addresses student needs?

Differentiation by Text

The **Text Overview and Pacing** table in the Planning Pages of each chapter of this Teacher's Edition includes information on the level of complexity of each reading in the book. This information will allow you to tailor your curricular choices to your students' needs while keeping all students working on the same skills.

- ▶ **Foundational** texts are designed to be entry-level texts that all students could read and analyze with minimal background information. These texts are usually brief and of high interest, with generally straightforward language and structure.
- ▶ **On-level** texts are designed to be exemplars of the skills at the heart of the course. They are at a level that teachers can reasonably expect AP[®] English Language students to be able to read, evaluate, and analyze, although they may need additional context and teacher support.
- ▶ **Challenging** texts, the most demanding texts in each chapter, provide the level of challenge seen in college courses. The texts are rich and sophisticated in terms of language, conceptual or thematic complexity, structure, and necessary context. With that said, the work that students are expected to do with these texts is appropriate for an AP[®] English Language course.

Differentiation by Task

When you have a classroom of students of multiple levels, it is important to recognize that all students might not need the same assignment. This book is designed to give you maximum flexibility to assign tasks to students based on their individual needs.

For example:

- ▶ **Questions following readings:** At the end of each reading, **Understanding and Interpreting** questions and **Analyzing Language, Style, and Structure** questions allow you to target student needs and interests, while still covering the Big Ideas and essential skills of the course. In addition, in your Teacher's Resource Materials, you will find Vocabulary in Context handouts, which help support student reading by asking them to discover the meaning of a word, consider its connotation, and think about what effect that word choice has on the sentences.
- ▶ **Topics for Composing, Entering the Conversation, and Suggestions for Writing prompts:** In these prompts, in addition to prominently featured AP[®]-style free-response questions, you will find personal and creative questions designed to help students connect with the text, research prompts to provide rigorous academic extension opportunities for advanced learners, multimodal prompts for students who excel in modes of expression beyond writing, and more. Rubrics for each type of AP[®]-style prompt are provided in the Teacher's Resource Materials.

Differentiation by Process

When we have multiple levels of students in the same classroom, not only do we need to differentiate the texts they read and the products they produce, but we also need to vary our own instructional practices to meet our students' needs. To support this type of differentiation, we have included the following:

- ▶ **Differentiation notes** in the Teacher's Edition provide teachers with specific ideas for large-group, small-group, paired, and independent work. When a note in the Teacher's Edition calls for a specific instructional strategy, such as an Interrupted Reading, a description and best practices for that strategy can be found in the Teacher's Resource Materials and is called out with a **TRM** tag.
- ▶ **Individualized Grammar Workshops:** Not all students commit the same kinds of errors with grammar and conventions, so at the end of the book, we have included fifteen different grammar lessons with tiered activities that guide students from understanding to application. These workshops focus on a range of grammar concerns, and you can assign them to students individually based on their own needs. In the Teacher's Resource Materials, you will find easily reproducible grammar handouts that align with these exercises, as well as answer keys for the exercises.

ELL Support

English Language Learners are capable of high-level academic work, and with the right supports they can succeed in this course. That's why — in addition to the supports already built into the book, such as Key Context notes, Vocabulary in Context questions, and foundational-level texts as denoted in the Text Overview and Pacing tables in the Planning Pages of this Teacher's Edition — we offer ELL Essential Guide handouts for every page of the book in the Teacher's Resource Materials. These handouts offer a suite of ELL supports, such as a summary that previews the text, additional context or information to help build background knowledge, detailed help with vocabulary, and more. Additionally, a Glossary/Glosario in the back of the book provides helpful definitions and examples of academic vocabulary in both English and Spanish.

Cultural Relevance

In addition to supporting students through the differentiation tools we've just described, we also recognize students come from a wide range of cultural backgrounds and, therefore, we have built in several components to support culturally-relevant teaching practices in the AP[®] English Language classroom. First, research has shown that students need to have opportunities to see themselves in the texts they read, so in every chapter, you will find texts by writers from a wide array of backgrounds and experiences.

Second, throughout this Teacher's Edition are notes written by skilled and thoughtful teachers currently working in classrooms and as teacher trainers around the country. These marginal supports include suggestions for culturally responsive practices, including questions to ask, pitfalls to be aware of, and contexts to provide. No students should feel unsafe or disconnected in our classrooms because of their cultural background, and these resources are intended to help us support all of our students, leading them on the path to success in AP[®] courses, college, and beyond.

Preparing Students for the AP[®] English Language and Composition Exam

The skills to be tested on the AP[®] English Language and Composition Exam are outlined in the College Board's Course and Exam Description (CED). We used this CED to build three foundational chapters, which cover all material that can be tested on the AP[®] Exam. These opening chapters are organized by essay type: Rhetorical Analysis, Argument, and Synthesis. They begin with scaffolded skills instruction and advance to full essay drafting, before ultimately introducing the nuance and complexity that will help students earn the sophistication point on the AP[®] rubric. By using these chapters to provide practice with each essay type, and by providing feedback using AP[®] rubrics, you will build students' confidence as writers and test takers. To help students strengthen their metacognition, you can have them apply the relevant rubric to their own essay responses, to each other's responses, or to sample student responses provided in the online Teacher's Resource Materials.

Because reading widely (on a variety of subjects and from a range of time periods) is another essential component of exam preparation, we encourage you to explore our six thematic collections. Each text is followed by a Rhetorical Analysis and Argument free-response prompt as part of Topics for Composing, and each chapter contains a Conversation with a Synthesis prompt. To provide multiple-choice practice, look no further than the AP[®]-style multiple-choice questions at the end of each thematic chapter. Your students need to experience these AP[®]-style questions frequently; practice using time constraints too, so that students are ready for the timed nature of the exam.

In addition to our materials, we recommend taking advantage of the College Board's resources for exam preparation, including AP[®] Central, AP[®] Classroom, and your AP[®] Audit account. For instance, there are personal progress checks (PPCs) available on AP[®] Classroom and skill-building videos available through AP[®] Classroom and AP[®] Language's YouTube channel. Further, you can use released AP[®] multiple-choice questions or free-response prompts on tests, assign them for homework, or have students complete them in class. If you assign released AP[®] essay prompts for homework, be aware that students can access the sample essays. Please note, anything found on your protected AP[®] Audit course page can *only* be used in the classroom.

Understanding the structure of the AP[®] Exam will also put your students in a position for success. Section I consists of forty-five multiple-choice questions to be answered in sixty minutes. This section accounts for 45 percent of the exam score. There is no penalty for guessing, so make sure your students answer every question. Questions are not in order of difficulty, so encourage students to avoid spending too long on any one question, as there may be easier questions after it. Section II consists of three essays (synthesis, rhetorical analysis, and argument) to be written in two hours and fifteen minutes — approximately forty minutes per essay plus fifteen minutes for reading the synthesis texts. Again, students are responsible for managing their time, so they should avoid spending too long on one essay to the detriment of the others. The essay section accounts for 55 percent of the exam score. If possible, provide students with at least one full-length practice exam so they can experience the authentic pressure of a timed exam.

What to Do after the Exam

Depending on your school calendar, there may be a few days to more than a month between the exam and the end of the year. Here are some suggestions of how to make creative use of this class time:

- 1. Read some literature.** If your students will be taking AP[®] English Literature and Composition the following year, consider reading one of the novels or plays available in the Digital Collection of Full-Length Works in the Teacher's Resource Materials. Another option is to provide your students with choice. Put them into literature circles and let them choose their final book of the year.
- 2. Plan a film festival.** Have students write proposals to view a documentary related to one of the chapter themes. Use a poll to choose among the contenders.
- 3. Work on college essays.** Your students will be able to put their rhetoric and argument skills to good use as college application season ramps up.
- 4. Assign a research project.** This is an especially good idea if you have about a month between the AP[®] Exam and the end of the school year. The Topics for Composing questions after each reading and Suggestions for Writing at the end of each thematic chapter (Chs. 4–9) include many opportunities for research projects — simply look for prompts labeled *Research*. Students can practice MLA style and prepare for college-level research.
- 5. Write letters to next year's students.** Now that they have a year's worth of experience under their belts, consider assigning students to write a letter that starts with “Dear New AP[®] Lang student” and includes advice, suggestions, and encouragement to students who will be taking the class next year. When the time comes, you can greet your next class of students at the door and hand them one of the letters to read on the first day of class.
- 6. Invite guest speakers.** This is a fun and interesting way to keep students engaged with some of the central topics of the course and opens the door to discussion of how the ideas and issues of the readings relate to the world today.

Pacing Your Course

The Teacher's Resource Materials contain Pre-Built Units aligned to the AP[®] Course Framework. They are designed to help you plan and pace for the entire school year. These pacing guides can be found in two places: as a static resource in the Teacher's Edition Planning Pages, and as editable Microsoft Word documents in the Teacher's Resource Materials. They are available in an editable format so you can easily adapt them for your unique classroom environment, schedule, and specific student needs. Should changes be made to the AP[®] Course Framework in the future, updated pacing guides showing alignment to the AP[®] English Language course will be placed on our AP[®] updates page at go.bfwpub.com/ap-course-updates.