

## AP ENGLISH LANGUAGE AND COMPOSITION

# AP Pacing Guide for Flipped Classrooms: Jan.–April 2021

## Overview

Due to the challenges associated with hybrid and remote learning in 2020–21, a significant amount of the content and skills colleges are requiring for credit will likely need to be assigned to students as homework or independent learning. This guide allows students who are currently behind to complete all course topics from the course and exam description by May. This guide assumes students will complete approximately 30 minutes of AP Daily videos (~10 minutes each) and topic questions each day in lieu of, or addition to, assignments the teacher would ordinarily give.

## How to Implement

This guide assumes students covered only ~33% of the course content and skills in the fall of 2020. For classes that have been forced off schedule, there may not be time for teacher-led instruction of all remaining topics.

- Teachers should **assign the AP Daily videos and topic questions** listed below as student assignments each week.
- Using the reports generated by the topic questions, teachers should focus their limited, direct class time on the Essential Knowledge where students need more help.
- If students are ahead of the pace indicated below, teachers will be able to incorporate additional days or weeks to spend more time on challenging topics, practicing course skills, or reviewing for the exam.

## Week 1: Jan. 4–8 Unit 4

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

\*Prioritize the most challenging Essential Knowledge for your students for direct, synchronous instruction.

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

 **Week 2: Jan. 11–15**

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		 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.

**📅 Week 3: Jan. 18–22**

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	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.  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.	💡 Topic Questions ✔️ Personal Progress Check
<b>Unit 5</b>			
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

**📅 Week 4: Jan. 25–29 Unit 5**

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
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

Skill	Recommended Asynchronous Student Assignments	Options for Synchronous Instructional Focus*	Check for Understanding
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

 **Week 5: Feb. 1–5**

Skill	Recommended Asynchronous Student Assignments	Options for Synchronous Instructional Focus*	Check for Understanding
7.A: Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.	AP Daily Video 1	STL-1.A: Words have both connotative and denotative meanings.	 Topic Questions
8.A: Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.	AP Daily Video 1	STL-1.B: Descriptive words, such as adjectives and adverbs, not only qualify or modify the things they describe but also convey a perspective toward those things.  STL-1.C: Precise word choice reduces confusion and may help the audience perceive the writer’s perspective.	 Topic Questions  Personal Progress Check

 **Week 6: Feb. 8–12 Unit 6**

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
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
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

**📅 Week 7: Feb. 15–19**

Skill	Recommended Asynchronous Student Assignments	Options for Synchronous Instructional Focus*	Check for Understanding
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.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

**📅 Week 8: Feb. 22–26**

Skill	Recommended Asynchronous Student Assignments	Options for Synchronous Instructional Focus*	Check for Understanding
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	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.  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.	💡 Topic Questions 📋 Personal Progress Check
<b>Unit 7</b>			
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

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

 **Week 9: Mar. 1–5 Unit 7**

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 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
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
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

 **Week 10: Mar. 8–12**

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	STL-1.H: The arrangement of sentences in a text can emphasize particular ideas. STL-1.I: Subordination and coordination are used to express the intended relationship between ideas in a sentence. STL-1.J: Writers frequently use coordination to illustrate a balance or equality between ideas. STL-1.K: Writers frequently use subordination to illustrate an imbalance or inequality between ideas. STL-1.L: The arrangement of clauses, phrases, and words in a sentence can emphasize ideas.	 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
8.C: Use established conventions of grammar and mechanics to communicate clearly and effectively.	AP Daily Video 1 AP Daily Video 2	STL-1.N: Writers use punctuation strategically to demonstrate the relationships among ideas in a sentence. 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. STL-1.P: Some design features, such as italics or boldface, create emphasis.	 Topic Questions  Personal Progress Check

**📅 Week 11: Mar. 15–19 Unit 8**

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
2.B: Demonstrate an understanding of an audience’s beliefs, values, or needs.	AP Daily Video 1 AP Daily Video 2	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.  RHS-1.M: Word choice may reflect writers’ biases and may affect their credibility with a particular audience.  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.	💡 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

**📅 Week 12: Mar. 22–26**

Skill	Recommended Asynchronous Student Assignments	Options for Synchronous Instructional Focus*	Check for Understanding
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	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.	💡 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

**📅 Week 13: Mar. 29–Apr. 2**

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	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.	💡 Topic Questions ✔️ Personal Progress Check
<b>Unit 9</b>			
3.C: Explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives.	AP Daily Video 1 AP Daily Video 2	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

**📅 Week 14: Apr. 5–9 Unit 9**

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 1 AP Daily Video 2	<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>	💡 Topic Questions ✔️ Personal Progress Check