



Marietta City Schools
2023–2024 District Unit Planner

AP Language and Composition

Unit title	<i>Synthesis</i>	Unit duration (8 weeks)
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Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

[AP Language and Composition](#)
[Big Ideas and Skill Categories](#)

CLE	3.A Identify and explain claims and evidence within an argument.	REO	5.A Describe the line of reasoning and explain whether it supports an argument's overarching thesis.	REO	5.C Recognize and explain the use of methods of development to accomplish a purpose.
CLE	4.A Develop a paragraph that includes a claim and evidence supporting the claim.	REO	6.A Develop a line of reasoning and commentary that explains it throughout an argument.	REO	6.C Use appropriate methods of development to advance an argument.

Key concept

Related Concept

Approaching and examining sources in an argument. Synthesizing sources. Using sources to inform an argument. Using sources to appeal to an audience. Summarizing a source. Analyzing quantitative evidence. Using visual text as evidence. Comparing and contrasting sources. Conceding and refuting. Identifying key issues and formulating your position. Developing a thesis statement for a synthesis essay. Choosing evidence for a synthesis essay. Developing commentary for a synthesis essay. Making effective rhetorical choices in a synthesis essay. Documenting sources.

Essential questions

What are the elements of a synthesis essay?

How do you use sources to inform an argument and appeal to an audience?

How do you approach and examine sources in an argument?

How do you create a defensible thesis?

How do you support a thesis with relevant and compelling evidence?

How do you establish a clear line of reasoning?

How do you identify key issues and formulate your position?

How do you choose evidence for a synthesis essay?

How do you develop commentary for a synthesis essay?

How do you analyze literary texts for themes?

Assessment Tasks

Common Formatives:

MCQ assessment from Language and Composition Test Bank

Text dependent questions from Language and Composition textbook.

Paragraph analyzing the strengths of the argument in from “I Take Responsibility” and the Limits of Celebrity Activism”

Evaluating Sources activity on understanding the source, its argument and potential limitations.

Write a paragraph based on either a closed, open or counter argument thesis

MCQ assessment on rhetoric and style

AP Classroom Topic Questions for 3A, 4A, 5A, 6A, 5C & 6C

MCQ on literary texts.

Common Summatives:

College Board Multiple Choice Personal Progress Check

Synthesis Essay: How Free is Speech?

Synthesis Essay using *Passing* and *The Great Gatsby* to analyze what statements the author's are making about success and the American Dream in both texts?

Learning Experiences

Add additional rows below as needed.

Objective or Content	Learning Experiences	Personalized Learning and Differentiation
3.A: Identify and explain claims and evidence within an argument, 4.A: Develop a paragraph that includes a claim and evidence supporting the claim.	<ol style="list-style-type: none">1. Teacher will gauge student understanding of claims and evidence within an argument to address learning gaps.2. Teacher will provide mini-lesson on developing a thesis.3. Teacher will provide a mini-lesson on evidence and developing a line of reasoning.4. Students will examine anchor text(s) for claims, evidence and line or reasoning.5. Students will write a paragraph using evidence from a text to support a model thesis.6. Students will peer review their responses.7. Teacher will provide individual feedback.	<ul style="list-style-type: none">● Utilize AP Personal Progress Check (PPC) multiple choice questions to identify retention and/or instructional gaps to be addressed in mini-lessons.● Partners to discuss and refine thinking before sharing with a full group.● Gradual release for understanding sources, evaluating their strengths and weaknesses and synthesizing sources to support an argument.
5.A: Describe a line of reasoning and explain whether it supports an argument's overarching thesis. 6.A: Develop a line of reasoning and commentary that explains it throughout an argument.	<ol style="list-style-type: none">1. Teacher will gauge student understanding of line of reasoning and how it supports an overarching thesis.2. Teacher will provide mini-lesson on examining sources in an argument.3. Teacher will provide a mini-lesson on synthesizing sources.4. Teacher will provide a mini-lesson on the BEAM method.5. Students will examine anchor text(s) for claims, evidence and line or reasoning.6. Students will peer review their responses.7. Teacher will provide individual feedback.	<ul style="list-style-type: none">● Utilize AP Personal Progress Check (PPC) multiple choice questions to identify retention and/or instructional gaps to be addressed in mini-lessons.● Partners to discuss and refine thinking before sharing with a full group.● Gradual release for analyzing elements of a line of reasoning and commentary.

<p>5.C: Recognize and explain the use of methods of development to accomplish a purpose.</p> <p>6.C: Use appropriate methods of development to advance an argument.</p>	<ol style="list-style-type: none"> 1. Teacher will gauge student understanding of various methods to accomplish a purpose. 2. Teacher will provide mini-lesson on comparing and contrasting sources 3. Teacher will provide mini-lesson on conceding and refuting. 4. Students will examine anchor text for evidence synthesis and methods of development. 5. Teacher will provide a mini-lesson on using sources to inform an argument 6. Students will write a paragraph one a thesis, developing commentary bridging the claim made in the topic sentence to the evidence students have chosen. 7. Students will peer review their responses. 8. Teacher will provide individual feedback. 	<ul style="list-style-type: none"> ● Utilize AP Personal Progress Check (PPC) multiple choice questions to identify retention and/or instructional gaps to be addressed in mini-lessons. ● Partners to discuss and refine thinking before sharing with a full group. ● Gradual release for developing methods to advance an argument.
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Content Resources

Common Anchor Text (s)

From: *The Language of Composition*, 4th edition

Seabiscuit by Laura Hillenbrand

A Level Playing Field: African American Athletes and the Republic of Sports by Gerald L. Early

Words Don't Mean What they Mean by Steven Pinker

The Stuff of Thoughts: Language as a Window into Human Nature by Steven Pinker

The Evolutionary Social Psychology of Off-Record Indirect Speech Acts by Steven Pinker

Individual Pursuits Tear an Nation's Social Fabric

Why Nuclear Power Must Be Part of the Energy Solution by Richard Rhodes

I Oversaw the U.S. Nuclear Power Industry. Now I think It Should be Banned by Gregory Jaczko

What are the Safest and Cleanest Sources of Energy? Hannah Ritchie and Max Roser

Nuclear Is Hot, for the Moment by Robinson Meyer

Beyonce and Why Celebrity Activists Matter by Joshua Ostroff

Celebrity Influence on Voting (survey)

Dream Crazy (Colin Kaepernick ad)

When Did We Start Taking Famous People Seriously? By Jessica Grose

I Take Responsibility and the Limits of Celebrity Activism by Jordan Coley

Athletes, Speak Up by Naomi Osaka

Should Neo-Nazi's Be Allowed Free Speech?

Free Speech Isn't Always Valuable. That's Not the Point by Lata Nott

The Case for Restricting Hate Speech by Lura Beth Nielsen

Free Speech (Political Cartoon) by Signe Wilkinson

The U.N. Hates Hate Speech More THan It Loves Free Speech by Jacob Mchangama

Graph: College Students' Views on Whether Hate SPeech Should Be Protected by the First Amendment

Common Supplemental/Ancillary Text (s)

The Great Gatsby by F. Scott Fitzgerald

Passing by Nella Larsen

Texts from the College Board's AP Classroom

[Tupac, The Rose that grew from Concrete](#)

[Emma Lazarus, The New Colossus](#)

[Langston Hughes, Let America Be America Again](#)

[Joseph Bruchac, Ellis Island \(great for ESOL\)](#)

["Mi Problema", from Chicana Falsa, Michelle Serros](#)

[Whitman, I hear America singing](#)

AP Classroom Daily Videos:

[3: Skill 5.A Daily Video 1](#)In this video, we will focus on the concept of a line of reasoning and some ways we may see a line of reasoning unfold in a work and connect to an overall focus.

[3: Skill 5.A Daily Video 2](#)In this video, we will look at the overall scheme of a speech and highlight indicators of one type of line of reasoning.

[3: Skill 5.A Daily Video 3](#)In this video, we will practice determining line of reasoning and tracking it throughout a short, complex piece.

[3: Skill 6.A Daily Video 1](#)In this video, we will focus on choosing good evidence as the foundation of a strong argument.

[3: Skill 6.A Daily Video 2](#)In this video, we will focus on developing meaningful and appropriate commentary for the synthesis free-response question.

*3: Skill 6.A Daily Video 3*In this video, we will focus on developing meaningful and appropriate commentary for the rhetorical analysis free-response question.

*3: Skill 5.C Daily Video 1*In this video, we will look at the various ways writers organize an argument to achieve their purpose.

*3: Skill 5.C Daily Video 2*In this video, we will consider identifiable patterns of development common in most arguments.

*3: Skill 5.C Daily Video 3*In this video, we will focus on the close reading of an argument and practice recognizing the connection between organization and purpose.

*3: Skill 6.C Daily Video 1*In this video, we will focus on how to employ definition as a method of development to advance an argument.

*3: Skill 6.C Daily Video 2*In this video, we will focus on how to employ cause-and-effect and compare-contrast as methods of development to advance an argument.

*3: Skill 6.C Daily Video 3*In this video, we will focus on description and narration as methods of development to advance an argument.