



Marietta City Schools
2023–2024 District Unit Planner

AP Language and Composition

Unit title	<i>Unit 4: Identity and Environment</i>	Unit duration (hrs)	<i>6 weeks</i>
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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](#)

Standards

RHS	1.A Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.	CLE	3.B Identify and describe the overarching thesis of an argument, and any indication it provides of the argument's structure.	REO	5.A Describe the line of reasoning and explain whether it supports an argument's overarching thesis.		
RHS	2.A Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation.	CLE	4.B Write a thesis statement that requires proof or defense and that may preview the structure of the argument.	REO	6.A Develop a line of reasoning and commentary that explains it throughout an argument.	STL	7.A Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.
				REO	5.B Explain how the organization of a text creates unity and coherence and reflects a line of reasoning.	STL	8.A Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.

Concepts/Skills to be Mastered by Students

Key concept
Related concept(s)
Essential Questions
<p>Rhetorical Analysis:</p> <ul style="list-style-type: none"> How do authors use rhetorical strategies to effectively communicate their ideas? In what ways do rhetorical choices impact the overall message of a text? <p>Persuasive Techniques:</p> <ul style="list-style-type: none"> What persuasive techniques are commonly employed in written and spoken discourse? How do writers appeal to ethos, pathos, and logos to influence their audience? <p>Critical Reading:</p> <ul style="list-style-type: none"> What skills are essential for critically analyzing and interpreting complex texts? How does close reading contribute to a deeper understanding of the author's intentions? <p>Synthesis of Information:</p> <ul style="list-style-type: none"> How can information from multiple sources be synthesized to create a cohesive and persuasive argument? What challenges arise when integrating diverse perspectives into a unified piece of writing? <p>Argumentation and Counterargument:</p> <ul style="list-style-type: none"> How do writers construct effective arguments, and what role do counterarguments play in strengthening a position? In what ways can acknowledging and addressing counterarguments enhance the credibility of a writer's stance? <p>Style and Tone:</p> <ul style="list-style-type: none"> How does an author's choice of style and tone contribute to the overall impact of a text? In what situations is a formal or informal tone most appropriate, and how does it shape the audience's perception? <p>Language and Diction:</p> <ul style="list-style-type: none"> How does the selection of language and diction influence the tone and purpose of a text? In what ways can an author's word choice contribute to the overall effectiveness of their communication? <p>Media Literacy:</p> <ul style="list-style-type: none"> What role does media play in shaping public opinion, and how can readers critically evaluate media messages? How does the use of visual elements, such as images and graphics, impact the rhetorical appeal of a piece? <p>Cultural and Historical Context:</p> <ul style="list-style-type: none"> How does the cultural and historical context of a text influence its meaning and reception? In what ways can an understanding of the context enhance the analysis of rhetorical choices? <p>Revision and Editing:</p>

- What strategies are effective for revising and editing written work to improve clarity and coherence?
- How does the writing process contribute to the development of a polished and persuasive argument?

Assessment Tasks

Rhetorical Analysis Essay:

- Task: Analyze a given text's rhetorical strategies, identifying and explaining how the author employs ethos, pathos, and logos to convey their message.
- Criteria: Clarity of analysis, incorporation of relevant textual evidence, understanding of rhetorical devices.

Persuasive Writing Assignment:

- Task: Compose a persuasive essay on a contemporary issue, incorporating rhetorical appeals and persuasive techniques studied in class.
- Criteria: Effectiveness of argumentation, coherence of ideas, proper use of ethos, pathos, and logos.

Critical Reading Response:

- Task: Respond to a challenging text with a critical analysis, demonstrating an understanding of the author's purpose, tone, and overall rhetorical choices.
- Criteria: Depth of analysis, clarity of expression, engagement with the text.

Synthesis Essay:

- Task: Synthesize information from multiple sources to create a cohesive and well-argued essay on a given topic or prompt.
- Criteria: Integration of sources, development of a strong thesis, clarity in presenting synthesized information.

Argumentative Essay with Counterargument:

- Task: Craft an argumentative essay that acknowledges and addresses a counterargument, strengthening the overall persuasiveness of the essay.
- Criteria: Skillful handling of counterargument, clarity of thesis, effective use of evidence.

Style and Tone Analysis:

- Task: Analyze an excerpt from a text, focusing on the author's use of style and tone to convey their intended message.
- Criteria: Identification of stylistic elements, understanding of tone, insightful analysis.

Language and Diction Exercise:

- Task: Identify and analyze the impact of specific language choices and diction in a given passage, highlighting their contribution to the overall rhetorical effect.
- Criteria: Precision in language analysis, connection between diction and rhetorical appeal.

Media Literacy Project:

- Task: Create a media analysis project where students critically evaluate a news article, advertisement, or visual representation, considering its rhetorical elements.
- Criteria: Awareness of media strategies, clear articulation of analysis, incorporation of visual elements.

Contextual Analysis Essay:

- Task: Explore how the cultural and historical context of a given text influences its meaning and rhetorical choices.
- Criteria: Insightful analysis of context, connection to rhetorical strategies, clarity of expression.

Revision and Editing Exercise:

- Task: Revise and edit a previously written essay or analysis, focusing on improving clarity, coherence, and the effective use of rhetorical devices.
- Criteria: Demonstration of effective revision strategies, improved overall quality of the writing.

Learning Experiences

Big Idea	Learning Experiences	Personalized Learning and Differentiation
1a: Synthesis Across Texts	- Comparative analysis of multiple texts on a common theme or topic. - Group discussions on the interconnectedness of ideas in different texts. - Collaborative essay writing synthesizing information from various sources.	- Provide additional scaffolding for struggling readers to comprehend complex texts. - Allow advanced students to explore more diverse and challenging texts for synthesis. - Offer choice in text selection to accommodate varied interests.
2a: Rhetorical Analysis	- Close reading of speeches, articles, or visual texts. - Identifying and analyzing rhetorical devices, tone, and appeals. - Group activities analyzing how different audiences may interpret rhetorical choices.	- Provide graphic organizers or templates for students who benefit from visual aids. - Offer differentiated texts based on varying reading levels within the class. - Allow students to choose a text aligned with their personal interests for analysis.

3b: Argumentation	<ul style="list-style-type: none"> - Engage in debates on contemporary issues. - Constructing and presenting persuasive speeches. - Analyzing the effectiveness of counterarguments in written pieces. 	<ul style="list-style-type: none"> - Offer additional support for students struggling with structuring arguments through targeted mini-lessons. - Encourage peer collaboration for students who may benefit from teamwork. - Provide options for diverse forms of expression, such as oral debates or multimedia presentations.
4b: Revision and Editing	<ul style="list-style-type: none"> - Peer review workshops focusing on revision strategies. - Analyzing and editing sentences for clarity and conciseness. - Revising own work based on feedback and self-reflection. 	<ul style="list-style-type: none"> - Differentiate feedback based on individual student needs, emphasizing specific areas for improvement. - Provide additional resources (grammar guides, writing tips) for students requiring extra support. - Encourage the use of technology tools for self-editing and revision.
5a: Language Use in Context	<ul style="list-style-type: none"> - Analyzing how language choices contribute to a text's overall impact. - Exploring the cultural and contextual influences on language use. - Writing exercises focusing on adapting language for different audiences. 	<ul style="list-style-type: none"> - Differentiate readings to include texts with varying linguistic complexities. - Encourage bilingual or multilingual students to explore language nuances in their native languages. - Provide real-world examples of language use in diverse contexts.
5b: Sentence Structure and Formation	<ul style="list-style-type: none"> - Analyzing sentence structures in mentor texts. - Constructing sentences of varying lengths and styles. - Peer review activities focusing on sentence clarity and effectiveness. 	<ul style="list-style-type: none"> - Offer sentence structure models for students who benefit from explicit examples. - Provide sentence-level challenges for advanced students, such as crafting complex sentences. - Incorporate kinesthetic activities for students who learn through movement (sentence-building games).

6a: Creation of Arguments	<ul style="list-style-type: none"> - Independent research projects culminating in argumentative essays. - Class debates on controversial topics. - Peer review sessions for argument construction and evidence use. 	<ul style="list-style-type: none"> - Provide additional research support for students who may struggle with independent inquiry. - Offer structured argument templates for students needing organizational assistance. - Allow for flexibility in the format of the final argumentative piece (essay, podcast, infographic) to accommodate diverse strengths.
6c: Evaluation of Evidence	<ul style="list-style-type: none"> - Analyzing the credibility and relevance of evidence in texts. - Constructing an annotated bibliography for research projects. - Peer review activities focusing on the strength of evidence presented. 	<ul style="list-style-type: none"> - Provide guidance on effective research strategies for students needing additional support. - Scaffold the process of evaluating evidence by breaking it down into smaller steps. - Encourage advanced students to explore primary sources and more complex forms of evidence.
7a: Effective Communication Techniques	<ul style="list-style-type: none"> - Oral presentations on selected topics. - Peer review sessions for refining communication skills. - Analyzing speeches for effective communication strategies. 	<ul style="list-style-type: none"> - Offer speech coaching or additional support for students with public speaking anxiety. - Provide visual aids or multimedia options for conveying ideas for visual learners. - Incorporate peer collaboration for practicing effective communication in a supportive environment.
8a: Digital Literacy and Technology Use	<ul style="list-style-type: none"> - Analyzing online sources for credibility and bias. - Creating multimedia presentations or digital essays. - Incorporating technology tools for collaborative writing and editing. 	<ul style="list-style-type: none"> - Provide guidance on navigating digital platforms and discerning reliable online sources. - Allow for flexibility in the choice of digital tools to accommodate varying levels of technological proficiency. - Encourage collaborative digital projects for students who thrive in group settings.

Content Resources

AP Classroom resources

Coontz, The Myth of Male Decline: The Roots of Men and Trauma

Ferdman, The Perils of Being Manly

Yang, The Data Are Clear: The Boys Are Not All Right

French, Grown Men Are the Solution, Not the Problem

Gender and Social Pressure

Pitts, My Year of Reading Women

Meyerson, Do We Need to Redefine Masculinity – Or Get Rid of It?

Black, The Boys Are Not Alright

Visual Text: Kahlo, Self-Portrait on the Borderline between Mexico and the United States

Tan, Mother Tongue

Hurston, How It Feels to Be Colored Me

Baldwin, A Talk to Teachers

Willard, How I Learned to Ride the Bicycle

Woolf, Professions for Women

Staples, Just Walk on By

Ward, Cracking the Code

Haile, How Black Books Lit My Way along the Appalachian Trail(e-book)

Smarsh, Country Pride(e-book)

Kaminsky, Searching for a Lost Odessa—and a Deaf Childhood(e-book)

Morris, My Mustache, My Self(e-book)

Ramaswamy, The Plural Individual(e-book)

Rommel, Organic Chemistry Taught Me to Fully Inhabit My Mixed Identities(e-book)

Tobar, Home Country: What Does It Mean to Be Latino?(e-book)

Central Essay: Bill McKibben, 2050: How Earth Survived(e-book)

Classic Essay: Rachel Carson, from Silent Spring(e-book)

Other Voices

Ralph Waldo Emerson, from Nature(e-book)

Terry Tempest Williams, The Clan of One-Breasted Women(e-book)

Wangari Maathai, Nobel Prize Lecture(e-book)

Pope Francis, from On Care for Our Common Home(e-book)

E. O. Wilson, A Biologist's Manifesto for Preserving Life on Earth(e-book)

Katharine Hayhoe, How to Talk about Climate Change(e-book)

Fuzzy Bitar, Climate Change, My Daughter, and Me(e-book)

Robin Wall Kimmerer, Greed Does Not Have to Define Our Relationship...(e-book)

David McDermott Hughes, To Save the Climate, Give Up the Demand for Constant Electricity(e-book)

Ayana Elizabeth Johnson, What I Know about the Ocean(e-book)

Xiye Bastida, Calling In(e-book)

Greta Thunberg, There Are No Real Climate Leaders Yet(e-book)

Visual Text: Brittany Greeson, from We Fear the Water (photo essay)(e-book)

Nguyen, Advice for Artists Whose Parents Want Them to Be Engineers(e-book)

1. R. Alexander Pyron, from We Don't Need to Save Endangered Species...(e-book)

2. World Wildlife Fund, We Endanger the Future with One Shot (advertisement)(e-book)

3. Mylène Ratelle and Jeffrey Fabian, Indigenous Hunters Are Protecting ...(e-book)

4. Threats to Species Populations (graphs)(e-book)

5. Karlyn Marcy, Why Zoos and Aquariums Are Beneficial(e-book)

6. Emma Marris, from *The Case against Zoos* (e-book)

