



Marietta City Schools
2023–2024 District Unit Planner

AP Language and Composition

Unit title	<i>Unit 5:</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.	STL	7.B Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas.
				REO	6.A Develop a line of reasoning and commentary that explains it throughout an argument.	STL	8.B Write sentences that clearly convey ideas and arguments.
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	5.B Explain how the organization of a text creates unity and coherence and reflects a line of reasoning.		
				REO	6.B Use transitional elements to guide the reader through the line of reasoning of an argument.		

Concepts/Skills to be Mastered by Students

Key concept
Related concept(s)

Essential Questions

Rhetorical Analysis:

- How do authors use rhetorical strategies to effectively communicate their ideas?
- In what ways do rhetorical choices impact the overall message of a text?

Persuasive Techniques:

- What persuasive techniques are commonly employed in written and spoken discourse?
- How do writers appeal to ethos, pathos, and logos to influence their audience?

Critical Reading:

- 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?

Synthesis of Information:

- 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?

Argumentation and Counterargument:

- 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?

Style and Tone:

- 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?

Language and Diction:

- 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?

Media Literacy:

- 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?

Cultural and Historical Context:

- 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?
- Revision and Editing:
- 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	- Provide graphic organizers or templates for students who benefit from visual aids. - Offer differentiated texts based on varying reading

	analyzing how different audiences may interpret rhetorical choices.	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 	<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. -

	different audiences.	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"> - Class debates on argumentative 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.
7b: Analyze the use of Clauses	-Analyzing a variety of texts to explain how writers create, combine and place dependent and independent clauses to show relationships among ideas.	<ul style="list-style-type: none"> - Provide additional support for students who may be struggling with understanding dependent and independent clauses.

8b: Writing to Clearly Convey Ideas	<ul style="list-style-type: none">- Reviewing and revising writing to show relationships among ideas.	<ul style="list-style-type: none">- Individual conferencing or small group workshops on creating relationships among ideas and a clear line of reasoning.
Content Resources		
<p>Martin Luther King Jr. “Letter from a Birmingham Jail”</p> <p>Thomas Paine “Common Sense”</p> <p>Frederick Douglass “What to the Slave is the Fourth of July”</p> <p>Henry David Thoreau “On the Duty of Civil Disobedience”</p> <p>Kadir Nelson “American Uprising” (visual text)</p> <p>Eugene Delacroix “Liberty Leading the People” (visual text)</p> <p>Joan Didion “On Self-Respect”</p> <p>“Politics and the English Language” George Orwell</p> <p><i>The Language of Composition</i> Practice Exams</p>		

AP Classroom Practice Exams

Five Steps to a Five Practice Exams

Students Self-Selected Novels

Selected poems for American Lit. EOC practice