

MCS (AP Language) Subject Group Overview

Unit Name		Unit 1: Rhetorical Analysis	Unit 2: Argument	Unit 3: Synthesis	Unit 4: Identity and Environment	Unit 5: Money and Community	Unit 6: Justice and Culture
Time Frame		6 weeks	6 weeks	6 weeks	6 weeks	6 weeks	6 weeks
	<a href="#">AP Language and Composition Big Ideas and Skill Categories</a>	1.A. 3.A. 4.A.	1.B. 2.B. 3.A. 4.A. 3.B. 4.B.	3.A. 4.A. 5.A. 6.A. 5.C.	1.A. 2.A. 3.B.. 4.B. 5.A. 5.B. 6.A. 6.B.. 6.C. 7.A. 8.A.	1.A. 2.A. 3.A 3.B 3.C. 4.A. 4.B. 4.C 7.B.. 7.C. 8.A 8.B. 8.C	1.B. 2.B. 7.A. 7.B.. 8.A. 8.B. 3.C. 4.C.

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	<b>Content Specific Information</b>	<ul style="list-style-type: none"> <li>The rhetorical situation, rhetorical appeals and analyzing rhetorical appeals, style, claims, evidence, commentary..</li> <li>Understanding the elements of the rhetorical situation.</li> <li>Creating a claim and supporting it with evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Elements of an argument, Context (audience's beliefs, values and/or needs), claim, evidence, thesis, structure.</li> <li>Understanding the elements of an argument and how to create a thesis, support it with evidence and create a clear line of reasoning (commentary).</li> </ul>	<ul style="list-style-type: none"> <li>Approaching sources in arguments, synthesizing sources, using sources to appeal to an audience.</li> <li>Both describing and developing claims, evidence, a line or reasoning and commentary used to advance an argument. Synthesize information from multiple sources in order to do so.</li> </ul>	<ul style="list-style-type: none"> <li>Developing introductions and conclusions for the purpose of rhetorical analysis.</li> <li>Writing a thesis statement that previews the structure of an argument.</li> <li>Develop a sustained line of reasoning to support a claim.</li> <li>Use diction and syntax strategically in an argument.</li> <li>Introduce SOAPSTONE and PASTA</li> </ul>	<ul style="list-style-type: none"> <li>Explain how claims are qualified through modifiers, counterarguments, or alternative perspectives</li> <li>Qualify arguments</li> <li>Understand and explain how grammar and mechanics contribute to the clarity and effectiveness of an argument and how independent and dependent clauses show relationships between ideas.</li> <li>Introduce approaches to argument: Toulmin, Rogerian and Classical.</li> </ul>	<ul style="list-style-type: none"> <li>Explain how word choice, comparisons and syntax contribute to the specific tone or style of a text.</li> <li>Strategically use diction, grammar, tone and style in an argument.</li> <li>Clearly convey ideas and arguments.</li> </ul>
	<b>Common Assessments / Performance Projects</b>	<p>Students will write a paragraph analyzing the rhetorical situation, as well as identifying a claim, evidence and commentary.</p> <p>Students will draft a rhetorical analysis essay</p> <p>Peer Review</p>	<p>Students will analyze an argument and identify the supporting evidence for the claim and how it supports the claim.</p> <p>Students will draft an argument essay.</p> <p>Peer Review</p>	<p>Students will read multiple sources on the same subject and compose a claim that can be supported by three pieces of evidence from those sources.</p> <p>Students will draft a synthesis essay.</p> <p>Peer Review</p> <p>Mid-Term Exam (Mock AP)</p>	<ul style="list-style-type: none"> <li>Multiple Choice practice</li> <li>Introduction paragraphs</li> <li>Conclusion paragraphs</li> <li>Rhetorical analysis essay</li> </ul>	<ul style="list-style-type: none"> <li>Multiple Choice Practice</li> <li>Qualifying arguments paragraph practice</li> <li>Argument Essay</li> </ul>	<ul style="list-style-type: none"> <li>Synthesis Essay</li> <li>Exam Review</li> <li>College Board AP Language and Composition Test</li> <li>Alternative Exam (objective and essay) for non-tested students.</li> </ul>
	<b>Differentiation For Tiered Learners</b>	Marietta City Schools teachers provide specific differentiation of learning experiences for all students. Details for differentiation for learning experiences are included on the district unit planners.					