

MCS AP Language and Composition Subject Group Overview

Unit Name	Unit 1: Rhetorical Analysis	Unit 2: Argument	Unit 3: Synthesis	Unit 4: EOC and AP Review
Time Frame	9 weeks approx. 20 classes	9 weeks	9 weeks	6 weeks
AP Language and Composition Big Ideas and Skill Categories	1.A. 3.A. 4.A. 2.B 3.B 4.B 7.A 8.A	1.A 2.A 3.B 4.B 3.A 4.A 5.A 6.A 5.B 6.B 5.C 6.C	1.A 2.A 3.A. 4.A. 1.B 2.B 3.B 4.B 7.A 8.A 7.B 8.B 3.C 4.C 7.C 8.C .	1.A 2.A 3.A. 4.A. 1.B 2.B 3.B 4.B 7.A 8.A 7.B 8.B 3.C 4.C 7.C 8.C .

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<p>Content Specific Information</p>	<ul style="list-style-type: none"> • The rhetorical situation, rhetorical appeals and analyzing rhetorical appeals, style, claims, evidence, commentary. • Understanding the elements of the rhetorical situation. • Creating a claim and supporting it with evidence. 	<ul style="list-style-type: none"> • Elements of an argument, Context (audience’s beliefs, values and/or needs), claim, evidence, thesis, structure. • Understanding the elements of an argument and how to create a thesis, support it with evidence and create a clear line of reasoning (commentary). • Construct claims and develop lines of reasoning and commentary. • Recognize and explain the use of methods of development to accomplish a purpose. • Use appropriate methods of development to advance an argument. 	<ul style="list-style-type: none"> • Approaching sources in arguments, synthesizing sources, using sources to appeal to an audience. • 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. 	<ul style="list-style-type: none"> • The rhetorical situation, rhetorical appeals and analyzing rhetorical appeals, style, claims, evidence, commentary. • Elements of an argument, Context (audience’s beliefs, values and/or needs), claim, evidence, thesis, structure. • Synthesizing information from multiple sources in order to support an argument
<p>Common Assessments/ Performance Projects</p>	<p>Students will write paragraphs analyzing the rhetorical situation, as well as identifying a claim, evidence and commentary.</p> <p>Students will write paragraphs that demonstrate an understanding of the rhetorical situation, varying their writing based on those elements.</p> <p>Students will take multiple choice reading quizzes from AP classroom.</p> <p>Students will draft a rhetorical analysis essay,</p> <p>Peer Review</p> <p>Students will revise essays based on peer feedback and teacher conferencing and submit rhetorical analysis essay.</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 write paragraphs that demonstrate an understanding of the development of a claim and line of reasoning.</p> <p>Students will take multiple choice reading quizzes from AP classroom.</p> <p>Students will draft an argument essay.</p> <p>Peer Review</p> <p>Students will revise essays based on peer feedback and teacher conferencing and submit their argument essays.</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 write paragraphs that demonstrate their understanding of using multiple sources to support a claim and line of reasoning.</p> <p>Students will take multiple choice reading quizzes from AP classroom.</p> <p>Students will draft a synthesis essay.</p> <p>Peer Review</p> <p>Students will revise essays based on peer feedback and teacher conferencing and submit their Synthesis Essays</p> <p>Mock AP Exam</p>	<ul style="list-style-type: none"> • Multiple Choice Practice • In-Class Essay Writing Practice • EOC Review and Practice

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Differentiation For Tiered Learners

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.