



Marietta City Schools  
2024-2025 District Unit Planner

*AP Language and Composition*

Unit title

*Argument*

Unit duration (9 weeks)

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](#)

- 1.B: Explain how an argument demonstrates understanding of an audience's beliefs, values, or needs.
- 2.B: Demonstrate an understanding of an audience's beliefs, values or needs.
- 3.A: Identify and explain claims and evidence within an argument.
- 3.B: Identify and describe the overarching thesis of an argument, and any indication it provides of the argument's structure.
- 4.A: Develop a paragraph that includes a claim and evidence supporting the claim.
- 4.B: Write a thesis statement that requires proof or defense and that may preview the structure of the argument.
- 5.A: Describe the line of reasoning and explain whether it supports an argument's overarching thesis.
- 5.B: Explain how the organization of a text creates unity and cohesion and reflects a line of reasoning.
- 5.C: Recognize and explain the use of methods of development to
- 6.A: Develop a line of reasoning and commentary that develops it throughout an argument.
- 6.B: Use transitional elements to guide the reader through the line of reasoning of an argument.
- 6.C: Use appropriate methods of development to advance an argument.

**Enduring Understandings Topics of Instruction**

Understanding elements of an argument and how to create a thesis and support it with evidence and a clear line of reasoning.  
Quantitative and qualitative evidence.

Induction, deduction, classical argument, Rogerian argument, The Toulmin Model.

Methods of development (narration, cause and effect, comparison and contrast, definition, and description)

### Essential questions

What are the elements of an argument?

What are the types of claims?

What are the elements of context?

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?

What are the types of arguments?

What are the methods of development?

What are logical fallacies?

### Assessment Tasks

#### Common Formatives:

- MCQ assessment on types of claims
- Paragraph analyzing claims of fact, value and policy
- Paragraph analyzing evidence in “Hi, There, Want to Triple Voter Turnout?”
- Paragraph analyzing method of development in an argument
- MCQ assessment on rhetoric and style
- AP Classroom Topic Questions for 1B, 2B,3A,4A,3B,4B

#### Common Summatives:

- College Board Multiple Choice Personal Progress Check

- College Board Free Response Question: Argument Essay

**Learning Experiences**

Add additional rows below as needed.

Objective or Content	Learning Experiences	Personalized Learning and Differentiation
<p>1.B: Explain how an argument demonstrates understanding of an audience’s beliefs, values, or needs.</p> <p>2.B: Demonstrate an understanding of an audience’s beliefs, values, or needs.</p>	<ol style="list-style-type: none"> <li>Teacher will provide mini-lessons on argument, including understanding claims and analyzing evidence.</li> <li>Teacher will model annotations.</li> <li>Teacher will model close reading focusing on specific elements of an argument.</li> <li>Students will examine anchor text(s) for strong textual details that reveal intricacies of an argument.</li> <li>Students will write an argument, considering their audience’s beliefs, values, or needs.</li> <li>Students will peer review their responses using the AP rubric.</li> <li>Teacher will provide individual and trended feedback.</li> </ol>	<ul style="list-style-type: none"> <li>Utilize AP Personal Progress Check (PPC) multiple choice questions to identify retention and/or instructional gaps to be addressed in mini-lessons.</li> <li>Partners to discuss and refine thinking before sharing with a full group.</li> <li>Gradual release for analyzing elements of an argument.</li> </ul>
<p>3.A: Identify and explain claims and evidence within an argument,</p> <p>4.A: Develop a paragraph that includes a claim and evidence supporting the claim.</p>	<ol style="list-style-type: none"> <li>Teacher will gauge student understanding of claims and evidence within an argument to address learning gaps.</li> <li>Teacher will provide mini-lesson on developing a thesis.</li> <li>Teacher will provide a mini-lesson on evidence and developing a line of reasoning.</li> <li>Students will examine anchor text(s) for claims, evidence and line or reasoning.</li> <li>Students will write a paragraph using evidence from a text to support a model thesis.</li> <li>Students will peer review their responses.</li> <li>Teacher will provide individual feedback.</li> </ol>	<ul style="list-style-type: none"> <li>Utilize AP Personal Progress Check (PPC) multiple choice questions to identify retention and/or instructional gaps to be addressed in mini-lessons.</li> <li>Partners to discuss and refine thinking before sharing with a full group.</li> <li>Gradual release for analyzing elements of claims, evidence and lines or reasoning.</li> </ul>
<p>3.B: Identify and describe the overarching thesis of an argument, and any indication it provides of the argument’s structure.</p> <p>4.B: Write a thesis statement that requires proof or defense and that may preview the structure of an argument</p>	<ol style="list-style-type: none"> <li>Teacher will gauge student understanding of a thesis and how it provides evidence of an argument’s structure.</li> <li>Teacher will provide mini-lesson on shaping an argument.</li> <li>Teacher will provide mini-lesson on types of evidence.</li> <li>Students will examine anchor text for evidence of argument structure and types of evidence.</li> </ol>	<ul style="list-style-type: none"> <li>Utilize AP Personal Progress Check (PPC) multiple choice questions to identify retention and/or instructional gaps to be addressed in mini-lessons.</li> <li>Partners to discuss and refine thinking before sharing with a full</li> </ul>

	<ol style="list-style-type: none"> <li>5. Students will write a paragraph analyzing elements of an argument in a model text.</li> <li>6. Students will peer review their responses.</li> <li>7. Teacher will provide individual feedback.</li> </ol>	<ul style="list-style-type: none"> <li>● group.</li> <li>● Gradual release for analyzing types of argument structures.</li> </ul>
<p>5.A: Describe the line of reasoning and explain whether it supports an argument’s overarching thesis.</p> <p>5.B: Explain how the organization of a text creates unity and cohesion and reflects a line of reasoning.</p> <p>5.C: Recognize and explain the use of methods of development to</p>	<ol style="list-style-type: none"> <li>1. Teacher will provide a review of line of reasoning.</li> <li>2. Teacher will provide a lesson on methods of development.</li> <li>3. Students will examine texts to identify the line or reasoning in an argument.</li> <li>4. Students will complete activities where they identify methods of development in arguments.</li> <li>5. Students will recognize and explain the author’s choice pertaining to methods of development.</li> <li>6. Students will identify transitional elements in arguments that create unity and reflect a line of reasoning.</li> </ol>	<ul style="list-style-type: none"> <li>● Utilize AP Personal Progress Check (PPC) multiple choice questions to identify retention and/or instructional gaps to be addressed in mini-lessons.</li> <li>● Partners to discuss and refine thinking before sharing with a full group.</li> <li>● Gradual release for analyzing elements of claims, evidence and lines or reasoning.</li> </ul>
<p>6.A: Develop a line of reasoning and commentary that develops it throughout an argument.</p> <p>6.B: Use transitional elements to guide the reader through the line of reasoning of an argument.</p> <p>6.C: Use appropriate methods of development to advance an argument.</p>	<ol style="list-style-type: none"> <li>1. Students will practice writing argument paragraphs using multiple methods of development.</li> <li>2. Students will write an argument essay employing multiple methods of development and using transitional elements to guide the reader through their line or reasoning.</li> <li>3. Students will use transitional elements to guide readers through the line of reasoning in their argument essays.</li> </ol>	<ul style="list-style-type: none"> <li>● Utilize AP Personal Progress Check (PPC) multiple choice questions to identify retention and/or instructional gaps to be addressed in mini-lessons.</li> <li>● Partners to discuss and refine thinking before sharing with a full group.</li> <li>● Gradual release for analyzing elements of claims, evidence and lines or reasoning.</li> </ul>
<b>Content Resources</b>		
<p><b>Common Anchor Text (s)</b></p> <p><b>From: <i>The Language of Composition</i>, 4th edition</b></p> <p>Luis A. Miranda, Jr. “Latino Communities Can Redefine American Generosity”</p> <p>DeAnne Hoskins and Zoe Towns “How the Language of Criminal Justice Inflicts Lasting Harm”</p>		

Genevieve Guenther “Who are the ‘We’ in We are Causing Climate Change?”

Tina Rosenberg “Hi There. Want to Triple Voter Turnout?”

Sarah Henren “The Simplest Tool for Improving Cities is Also Free”

Florence Kelley, Speech on Child Labor

Swift, Jonathan *A Modest Proposal*

Emerson, Ralph Waldo *from Nature*

Thunberg, Greta “There are No Real Climate Leaders Yet”

Neale Hurston, Zora “How It Feels to Be Colored Me”

*Thank You For Arguing*

**Visual Texts:** PETA Campaign

**Common Supplemental/Ancillary Text (s)**

*George H. W. Bush to the Presidential Search Committee of Gallaudet University.*

From "My Parents Were Deported" by Diane Guerrero (AP Classroom)

*Texts from the College Board’s AP Classroom*

*Passing* by Nella Larsen

*Ken Robinson’s TedTalk: Do Schools Kill Creativity?*

*James Baldwin’s Pin Drop Speech*

AP Classroom Daily Videos:

*2: Skill 1.B Daily Video 1*In this video, we will have an initial discussion about the importance of a writer's consideration of audience and ways to determine the writer's assumptions about an audience.

*2: Skill 1.B Daily Video 2*In this video, we will focus on opportunities to analyze an author's understanding of an audience of one, as with direct correspondence (e.g., letters).

*2: Skill 1.B Daily Video 3*In this video, we will focus on a text with a wider audience and address how that author understands and appeals to that wider audience.

*2: Skill 2.B Daily Video 1*In this video, we will discuss various ways we know or can get to know an audience and ways to show that knowledge through appeals.

*2: Skill 2.B Daily Video 2 In this video, we will focus on understanding and addressing an audience that may easily agree with or support the message.*

*2: Skill 2.B Daily Video 3 In this video, we will focus on understanding and addressing an audience that may oppose the message.*

*2: Skill 3.A Daily Video 1 In this video, we will focus on how writers use evidence strategically to illustrate, set a mood, exemplify, or amplify a point.*

*2: Skill 3.A Daily Video 2 In this video, we will focus on how evidence strengthens the validity and reasoning of an argument, relates to an audience's emotions and values, and increases a writer's credibility.*

*2: Skill 3.A Daily Video 3 In this video, we will focus on how evidence that is apt and sufficient in quality and quantity improves the effectiveness of an argument.*