



**Marietta City Schools**  
**2024-2025 District Unit Planner**

*AP Language and Composition*

<b>Unit title</b>	<i>Unit 4: The Road to the Exam: AP Lang Review</i>	<b>Unit duration (hrs)</b>	<i>7 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](#)

- 1A.** Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.
- 1B.** Explain how an argument demonstrates understanding of an audience's beliefs, values, or needs.
- 3A.** Identify and explain claims and evidence within an argument.
- 3B.** Identify and describe the overarching thesis of an argument, and any indication it provides of the argument's structure.
- 3C.** Explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives.
- 5A.** Describe the line of reasoning and explain whether it supports an argument's overarching thesis.
- 5B.** Explain how the organization of a text creates unity and coherence and reflects a line of reasoning.
- 5C.** Recognize and explain the use of methods of development to accomplish a purpose.
- 7A.** Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.
- 7B.** Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas.
- 7C.** Explain how grammar and mechanics contribute to the clarity and effectiveness of an argument.

**Key concept**

**Related concept(s)**

Identify and describe the overarching thesis of an argument, and any indication it provides of the argument's structure. Explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives. Describe the line of reasoning and explain whether it supports an argument's overarching thesis. Explain how the organization of a text creates unity and coherence and reflects a line of reasoning. Recognize and explain the use of methods of development to accomplish a purpose. Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text. Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas. Explain how grammar and mechanics contribute to the clarity and effectiveness of an argument.

**Essential Questions**

**Rhetorical Situation & Audience Awareness**

1. How do the components of the rhetorical situation (exigence, audience, writer, purpose, context, message) shape a text?
2. How does an author's understanding of their audience influence their rhetorical choices?
3. How do writers establish credibility and appeal to their audience's beliefs, values, or needs?
4. How does context (historical, cultural, social, political) influence the effectiveness of an argument?

**Claims, Evidence, and Argument Structure**

5. How can we distinguish between explicit and implicit claims in an argument?
6. What makes evidence credible, relevant, and persuasive in supporting an argument?
7. How does a thesis statement shape the structure and effectiveness of an argument?
8. What strategies do writers use to qualify their claims and acknowledge alternative perspectives?
9. How do counterarguments strengthen an argument?

**Reasoning, Organization, and Methods of Development**

10. How can we determine whether an argument's line of reasoning is logical and well-supported?
11. What organizational structures enhance the clarity and persuasiveness of an argument?
12. How do different methods of development (e.g., cause and effect, comparison, problem-solution) help writers achieve their purpose?
13. How do logical fallacies weaken an argument's effectiveness?

**Style, Syntax, and Mechanics**

14. How does word choice affect tone, style, and meaning in a text?

15. How do sentence structure and syntax influence the clarity and persuasiveness of an argument?
16. How do writers use punctuation and grammatical structures to clarify relationships between ideas?
17. In what ways do grammar and mechanics impact the effectiveness of an argument?
18. How do rhetorical devices (such as figurative language, repetition, and parallel structure) enhance an argument's persuasiveness?

### Assessment Tasks

#### **Common Formatives:**

MCQ assessment from Language and Composition Test Bank

Text dependent questions from Language and Composition textbook.

Weekly EOC practice MCQs

Short and Extended Responses based on College Board FRQ prompts

MCQ AP Classroom Assessments

Full Synthesis essay College Board FRQ prompt

Practice AP Exams

#### **Common Summatives:**

MCQ AP Classroom Assessments

Short and Extended Responses based on College Board FRQ prompts (after previous practice and feedback)

Text Based Assessments on class readings

Practice AP Exams

## Learning Experiences

Big Idea	Learning Experiences	Personalized Learning and Differentiation
<p><b>1A.</b> Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.</p> <p><b>1B.</b> Explain how an argument demonstrates understanding of an audience’s beliefs, values, or needs.</p>	<ul style="list-style-type: none"> <li>- Analyze famous speeches (e.g., MLK’s “Letter from Birmingham Jail”) to identify exigence, audience, writer, purpose, context, and message.</li> <li>- Compare two texts on the same issue but targeted at different audiences. Analyze tone, diction, and evidence</li> </ul>	<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 understanding sources, evaluating their strengths and weaknesses and synthesizing sources to support an argument.</li> </ul>
<p><b>3A.</b> Identify and explain claims and evidence within an argument.</p> <p><b>3B.</b> Identify and describe the overarching thesis of an argument, and any indication it provides of the argument’s structure.</p> <p><b>3C.</b> Explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives.</p>	<ul style="list-style-type: none"> <li>- Analyze sample arguments to identify explicit and implicit claims.</li> <li>- Examine professional essays to determine thesis placement and its indication of argument structure.</li> <li>- Break down an argument’s organization (introduction, body, and conclusion) through group discussions.</li> <li>- Identify and analyze counterarguments and qualifications in opinion editorials.</li> <li>- Practice rewriting claims with qualifiers and considering alternative perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>● Provide graphic organizers or templates for students who benefit from visual aids.</li> <li>● Offer differentiated texts based on varying reading levels within the class.</li> <li>● Allow students to choose a text aligned with their personal interests for analysis.</li> </ul>

<p><b>5A.</b> Describe the line of reasoning and explain whether it supports an argument’s overarching thesis.</p> <p><b>5B.</b> Explain how the organization of a text creates unity and coherence and reflects a line of reasoning.</p> <p><b>5C.</b> Recognize and explain the use of methods of development to accomplish a purpose.</p>	<ul style="list-style-type: none"> <li>- Analyze sample argumentative essays to trace the line of reasoning.</li> <li>- Students rewrite an argument with a faulty line of reasoning and then revise it for coherence and logical progression.</li> <li>- Work in groups to critique and improve each other’s argument structures.</li> <li>- Use a graphic organizer to map out claims, evidence, and their connections to the thesis.</li> <li>- Engage in a class discussion about how logical reasoning strengthens or weakens an argument.</li> <li>- Compare two essays with different structures to determine which is more coherent and unified.</li> <li>- Break down sample essays to identify transitions, paragraph organization, and progression of ideas.</li> <li>- Students reorder scrambled paragraphs of an argument to create a logical flow.</li> </ul>	<ul style="list-style-type: none"> <li>● Offer additional support for students struggling with structuring arguments through targeted mini-lessons. -</li> <li>● Encourage peer collaboration for students who may benefit from teamwork. -</li> <li>● Offer one-on-one teacher feedback for students who need additional support.</li> </ul>
<p><b>7A.</b> Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.</p> <p><b>7B.</b> Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas.</p> <p><b>7C.</b> Explain how grammar and mechanics contribute to the clarity and effectiveness of an argument.</p>	<ul style="list-style-type: none"> <li>- Students analyze mentor texts (e.g., speeches, editorials, essays) to identify how diction, figurative language, and syntax shape tone.</li> <li>- Compare two passages with different styles and discuss the impact of language choices.</li> <li>- Students rewrite a formal passage in an informal tone and vice versa to explore the effect of word choice and syntax.</li> <li>- Students analyze complex sentences from professional writers and break them down into independent and dependent clauses.</li> <li>- Practice sentence combining and restructuring to enhance clarity and rhetorical effect.</li> <li>- Work in groups to edit and improve sentences by adjusting syntax for better relationships between</li> </ul>	<ul style="list-style-type: none"> <li>● Differentiate feedback based on individual student needs, emphasizing specific areas for improvement.</li> <li>● Provide scaffolded annotation guides for identifying key stylistic elements.</li> <li>● Provide targeted mini-lessons based on common grammar issues from student work.</li> <li>● Offer individualized feedback and small-group</li> </ul>

ideas.

instruction.

**Content Resources**

AP Classroom Resources

MLK "Letter from Birmingham Jail"

Paine "Common Sense"

Various selections from *The Language of Composition*