

MCS AP Language and Composition Subject Group Overview

Unit Name	Unit 1: Rhetorical Analysis	Unit 2: Argument	Unit 3: Synthesis	Unit 4: AP Review / Exam Prep
Time Frame	9 weeks approx. 20 classes	9 weeks	9 weeks	6 weeks
AP Language and Composition Big Ideas and Skill Categories	<p>1.A Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.</p> <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> <p>2.B Demonstrate an understanding of an audience’s beliefs, values, or needs.</p> <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 the argument.</p> <p>7.A Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.</p> <p>8.A Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.</p>	<p>1.A Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.</p> <p>2.A Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation.</p> <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> <p>5.A Describe the line of reasoning and explain whether it supports an argument’s overarching thesis.</p> <p>6.A Develop a line of reasoning and commentary that explains it throughout an argument.</p> <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 the argument.</p> <p>5.B Explain how the organization of a text creates unity and coherence and reflects a line of reasoning.</p> <p>6.B Use transitional elements to guide the reader through the line of reasoning of an argument.</p> <p>5.C Recognize and explain the use of methods of development to accomplish a purpose.</p> <p>6.C Use appropriate methods of development to advance an argument.</p>	<p>1.A Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.</p> <p>2.A Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation.</p> <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> <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> <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 the argument.</p> <p>7.A Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.</p> <p>8.A Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.</p> <p>7.B Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas.</p> <p>8.B Write sentences that clearly convey ideas and arguments.</p> <p>3.C Explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives.</p>	<p>1.A Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.</p> <p>2.A Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation.</p> <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> <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> <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 the argument.</p> <p>7.A Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.</p> <p>8.A Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.</p> <p>7.B Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas.</p> <p>8.B Write sentences that clearly convey ideas and arguments.</p> <p>3.C Explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives.</p>

Published: 8/2025 – Resources, materials, assessments not linked to SGO or unit planner will be reviewed at the local school level.

[ELA Resources](#)
[Approved Novel List](#)

MCS AP Language and Composition Subject Group Overview

			<p>8.B Write sentences that clearly convey ideas and arguments.</p> <p>3.C Explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives.</p> <p>3.C Qualify a claim using modifiers, counterarguments, and alternative perspectives.</p> <p>7.C Explain how grammar and mechanics contribute to the clarity and effectiveness of an argument.</p> <p>8.C Use established conventions of grammar and mechanics to communicate clearly and effectively..</p>	<p>3.C Qualify a claim using modifiers, counterarguments, and alternative perspectives.</p> <p>7.C Explain how grammar and mechanics contribute to the clarity and effectiveness of an argument.</p> <p>8.C Use established conventions of grammar and mechanics to communicate clearly and effectively..</p> <p>.</p>
Content Specific Information	<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
Common Assessments/ Performance Projects	<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 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 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>	<ul style="list-style-type: none">Multiple Choice PracticeIn-Class Essay Writing PracticeEOC Review and Practice

MCS AP Language and Composition Subject Group Overview

	<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 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 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>	
<p>Differentiation For Tiered Learners</p>	<p>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.</p>			