



Marietta City Schools
2024-2025 District Unit Planner

AP Language and Composition

Unit title	<i>Synthesis</i>	Unit duration (weeks) 11
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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](#)

- 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.C:** Explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives.
- 4.D:** Qualify a claim using modifiers, counterarguments, or alternative perspectives.
- 6.A:** Develop a line of reasoning and commentary that explains it through an argument.
- 6.B:** Use transitional elements to guide the reader through the line of reasoning in an argument.
- 6.C:** Use appropriate methods of development to advance an argument.
- 7.A:** Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.
- 7.B:** Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas.
- 8.A:** Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.
- 8.B:** Write sentences that clearly convey ideas and arguments.

8.C: Use established conventions of grammar and mechanics to communicate clearly and effectively.

Key concept

Related Concept

Approaching and examining sources in an argument. Synthesizing sources. Using sources to inform an argument. Using sources to appeal to an audience. Summarizing a source. Analyzing quantitative evidence. Using visual text as evidence. Comparing and contrasting sources. Conceding and refuting. Identifying key issues and formulating your position. Developing a thesis statement for a synthesis essay. Choosing evidence for a synthesis essay. Developing commentary for a synthesis essay. Making effective rhetorical choices in a synthesis essay. Documenting sources.

Essential questions

What are the elements of a synthesis essay?

How do you use sources to inform an argument and appeal to an audience?

How do you approach and examine sources in an argument?

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?

How do you identify key issues and formulate your position?

How do you choose evidence for a synthesis essay?

How do you develop commentary for a synthesis essay?

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

Common Summatives:

MCQ AP Classroom Assessments

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

Synthesis essay College Board FRQ prompt (after previous practice and feedback)

Learning Experiences

Add additional rows below as needed.

Objective or Content	Learning Experiences	Personalized Learning and Differentiation
<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.A: Develop a paragraph that includes a claim and evidence supporting the claim.</p>	<ol style="list-style-type: none"> 1. Analyze sample synthesis prompts to identify thesis statements and structure. 2. Conduct group discussions to break down the key components of arguments from sources. 3. Practice identifying overarching theses in professional essays. 4. Model writing a paragraph with a clear claim and supporting evidence. 5. Use mentor texts to analyze how claims are supported with evidence. 	<ul style="list-style-type: none"> ● Utilize AP Personal Progress Check (PPC) multiple choice questions to identify retention and/or instructional gaps to be addressed in mini-lessons. ● Partners to discuss and refine thinking before sharing with a full

	<ol style="list-style-type: none"> 6. Students write paragraphs using teacher-provided prompts and feedback. 7. Teacher will provide a mini-lesson on synthesizing sources. 8. Teacher will provide a mini-lesson on the BEAM method. 9. Students will examine anchor text(s) for claims, evidence and line or reasoning. 10. Students will peer review their responses. 11. Teacher will provide individual feedback. 	<p>group.</p> <ul style="list-style-type: none"> ● Gradual release for understanding sources, evaluating their strengths and weaknesses and synthesizing sources to support an argument.
<p>4.C: Explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives.</p> <p>4.D: Qualify a claim using modifiers, counterarguments, or alternative perspectives.</p>	<ol style="list-style-type: none"> 1. Analyze sample essays for qualifiers and counterarguments. 2. Conduct peer workshops to revise claims with added qualifiers and perspectives. 3. Practice writing claims with explicit counterarguments. 4. Model writing a qualified claim using a real-world example. 5. Students practice rewriting unqualified claims into qualified ones. 6. Students will brainstorm to write counterarguments for common claims. 	<ul style="list-style-type: none"> ● Utilize AP Personal Progress Check (PPC) multiple choice questions to identify retention and/or instructional gaps to be addressed in mini-lessons. ● Partners to discuss and refine thinking before sharing with a full group. ● Gradual release for analyzing elements of a line of reasoning and commentary.
<p>6.A: Develop a line of reasoning and commentary that explains it through an argument.</p> <p>6.B: Use transitional elements to guide the reader through the line of reasoning in an argument.</p> <p>6.C: Use appropriate methods of development to advance an argument.</p>	<ol style="list-style-type: none"> 1. Teacher will gauge student understanding of various methods to accomplish a purpose. 2. Teacher will provide mini-lesson on comparing and contrasting sources 3. Teacher will provide mini-lesson on conceding and refuting. 4. Students will examine anchor text for evidence synthesis and methods of development. 5. Teacher will provide a mini-lesson on using sources to inform an argument 6. Students will write a paragraph one a thesis, developing commentary bridging the claim made in the topic sentence to the evidence students have chosen. 7. Students will peer review their responses. 8. Teacher will provide individual feedback. 	<ul style="list-style-type: none"> ● Utilize AP Personal Progress Check (PPC) multiple choice questions to identify retention and/or instructional gaps to be addressed in mini-lessons. ● Partners to discuss and refine thinking before sharing with a full group. ● Gradual release for developing methods to advance an argument.
<p>7.B: Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among</p>	<ol style="list-style-type: none"> 1. Analyze professional essays for stylistic choices and tone. 2. Conduct sentence-level practice to adjust tone through diction and syntax. 3. Students rewrite sample paragraphs to achieve different tones. 	<ul style="list-style-type: none"> ● Utilize AP Personal Progress Check (PPC) multiple choice questions to identify retention and/or instructional gaps to be addressed

<p>ideas.</p> <p>8.A, 8.B, 8.C: Strategically use words, comparisons, syntax, and grammar to clearly convey ideas and arguments.</p>	<ol style="list-style-type: none"> 4. Conduct a grammar mini-lesson on clause types and their uses. 5. Students rewrite sentences to combine ideas using clauses effectively. 6. Use mentor texts to analyze how professional writers use clauses. 7. Conduct workshops on sentence clarity and grammar usage. 8. Students practice rewriting unclear sentences for precision and style. 9. Peer review sessions focused on clarity and grammar in essays. 	<p>in mini-lessons.</p> <ul style="list-style-type: none"> ● Partners to discuss and refine thinking before sharing with a full group. ● Gradual release for developing methods to advance an argument.
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Content Resources

Common Anchor Text (s)

From: *The Language of Composition*, 4th edition

Seabiscuit by Laura Hillenbrand

A Level Playing Field: African American Athletes and the Republic of Sports by Gerald L. Early

Words Don't Mean What they Mean by Steven Pinker

The Stuff of Thoughts: Language as a Window into Human Nature by Steven Pinker

The Evolutionary Social Psychology of Off-Record Indirect Speech Acts by Steven Pinker

Individual Pursuits Tear an Nation's Social Fabric

Why Nuclear Power Must Be Part of the Energy Solution by Richard Rhodes

I Oversaw the U.S. Nuclear Power Industry. Now I think It Should be Banned by Gregory Jaczko

What are the Safest and Cleanest Sources of Energy? Hannah Ritchie and Max Roser

Nuclear Is Hot, for the Moment by Robinson Meyer

Beyonce and Why Celebrity Activists Matter by Joshua Ostroff

Celebrity Influence on Voting (survey)

Dream Crazy (Colin Kaepernick ad)

When Did We Start Taking Famous People Seriously? By Jessica Grose

I Take Responsibility and the Limits of Celebrity Activism by Jordan Coley

Athletes, Speak Up by Naomi Osaka

Should Neo-Nazis Be Allowed Free Speech?

Free Speech Isn't Always Valuable. That's Not the Point by Lata Nott

The Case for Restricting Hate Speech by Lura Beth Nielsen

Free Speech (Political Cartoon) by Signe Wilkinson

The U.N. Hates Hate Speech More Than It Loves Free Speech by Jacob Mchangama

Graph: College Students' Views on Whether Hate Speech Should Be Protected by the First Amendment

Common Supplemental/Ancillary Text (s)

Texts from the College Board's AP Classroom

AP Classroom Daily Videos:

[3: Skill 5.A Daily Video 1](#)In this video, we will focus on the concept of a line of reasoning and some ways we may see a line of reasoning unfold in a work and connect to an overall focus.

[3: Skill 5.A Daily Video 2](#)In this video, we will look at the overall scheme of a speech and highlight indicators of one type of line of reasoning.

[3: Skill 5.A Daily Video 3](#)In this video, we will practice determining line of reasoning and tracking it throughout a short, complex piece.

[3: Skill 6.A Daily Video 1](#)In this video, we will focus on choosing good evidence as the foundation of a strong argument.

[3: Skill 6.A Daily Video 2](#)In this video, we will focus on developing meaningful and appropriate commentary for the synthesis free-response question.

[3: Skill 6.A Daily Video 3](#)In this video, we will focus on developing meaningful and appropriate commentary for the rhetorical analysis free-response question.

[3: Skill 5.C Daily Video 1](#)In this video, we will look at the various ways writers organize an argument to achieve their purpose.

[3: Skill 5.C Daily Video 2](#)In this video, we will consider identifiable patterns of development common in most arguments.

[3: Skill 5.C Daily Video 3](#)In this video, we will focus on the close reading of an argument and practice recognizing the connection between organization and purpose.

[3: Skill 6.C Daily Video 1](#)In this video, we will focus on how to employ definition as a method of development to advance an argument.

3: Skill 6.C Daily Video 2 In this video, we will focus on how to employ cause-and-effect and compare-contrast as methods of development to advance an argument.

3: Skill 6.C Daily Video 3 In this video, we will focus on description and narration as methods of development to advance an argument.