



Marietta City Schools
2023–2024 District Unit Planner

AP Language and Composition

Unit title	<i>Argument</i>	Unit duration (6 weeks)
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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](#)

RHS 1.B Explain how an argument demonstrates understanding of an audience's beliefs, values, or needs.	CLE 3.A Identify and explain claims and evidence within an argument.	CLE 3.B Identify and describe the overarching thesis of an argument, and any indication it provides of the argument's structure.
RHS 2.B Demonstrate an understanding of an audience's beliefs, values, or needs.	CLE 4.A Develop a paragraph that includes a claim and evidence supporting the claim.	CLE 4.B Write a thesis statement that requires proof or defense and that may preview the structure of the argument.

Key concept Related Concept	
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	

Published: Month, Year

Resources, materials, assessments not linked to SGO or unit planner will be reviewed at the local school level.

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?

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

Published: Month, Year

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<u>Learning Experiences</u> Add additional rows below as needed.		
Objective or Content	Learning Experiences	Personalized Learning and Differentiation
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.	1. Teacher will provide mini-lessons on argument, including understanding claims and analyzing evidence. 2. Teacher will model annotations. 3. Teacher will model close reading focusing on specific elements of an argument. 4. Students will examine anchor text(s) for strong textual details that reveal intricacies of an argument. 5. Students will write an argument, considering their audience's beliefs, values, or needs. 6. Students will peer review their responses using the AP rubric. 7. Teacher will provide individual and trended 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 analyzing elements of an argument.
3.A: Identify and explain claims and evidence within an argument, 4.A: Develop a paragraph that includes a claim and evidence supporting the claim.	1. Teacher will gauge student understanding of claims and evidence within an argument to address learning gaps. 2. Teacher will provide mini-lesson on developing a thesis. 3. Teacher will provide a mini-lesson on evidence and developing a line of reasoning. 4. Students will examine anchor text(s) for claims, evidence and line or reasoning. 5. Students will write a paragraph using evidence from a text to support a model thesis. 6. Students will peer review their responses. 7. 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 analyzing elements of claims, evidence and lines or reasoning.
3.B: Identify and describe the overarching thesis of an argument, and any indication it provides of the argument's structure. 4.B: Write a thesis statement that requires proof or defense and that may preview the structure of an argument	1. Teacher will gauge student understanding of thesis and how it provides evidence of an argument's structure. 2. Teacher will provide mini-lesson on shaping an argument. 3. Teacher will provide mini-lesson on types of evidence. 4. Students will examine anchor text for evidence of argument structure and types of evidence. 5. Students will write a paragraph analyzing elements of an argument in a model text.	<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

	6. Students will peer review their responses. 7. Teacher will provide individual feedback.	group. • Gradual release for analyzing types of argument structures.
Content Resources		
<p>Common Anchor Text (s)</p> <p>From: <i>The Language of Composition</i>, 4th edition</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> <p>Genevieve Guenther “Who are the ‘We’ in We are Causing Climate Change?”</p> <p>Tina Rosenberg “Hi There. Want to Triple Voter Turnout?”</p> <p>Sarah Henren “The Simplest Tool for Improving Cities is Also Free”</p> <p>Florence Kelley, Speech on Child Labor</p> <p>Common Supplemental/Ancillary Text (s)</p> <p><i>George H. W. Bush to the Presidential Search Committee of Gallaudet University.</i></p> <p>From "My Parents Were Deported" by Diane Guerrero (AP Classroom)</p> <p><i>Texts from the College Board’s AP Classroom</i></p> <p>AP Classroom Daily Videos:</p> <p>2: Skill 1.B Daily Video 1In this video, we will have an initial discussion about the importance of a writer's consideration of audience and ways to determine writer's assumptions about an audience.</p> <p>2: Skill 1.B Daily Video 2In 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).</p> <p>2: Skill 1.B Daily Video 3In this video, we will focus on a text with a wider audience and address how that author understands and appeals to that wider audience.</p>		

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

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

2: Skill 3.A Daily Video 1In 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 2In this video, we will focus on how evidence strengthens the validity and reasoning of an argument, relates to an audience's e values, and increases a writer's credibility.

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