

Wallenpaupack Area School District Planned Course Curriculum Guide

**Department
High School English**

**Name of Course
Advanced Placement Literature and Composition**

Course Description:

AP Literature and Composition is a rigorous, college-level high school course focused on critically reading, analyzing, and writing about imaginative literature, including fiction, poetry, and drama. Students develop advanced skills in literary analysis, such as identifying literary devices and understanding how structure, style, and language create meaning. The course requires strong analytical and thematic essays and culminates in an AP Exam that assesses these skills.

Initial Creation Date (if applicable) and Revision Dates:

Revised October 2025

Wallenpaupack Area School District Curriculum	
COURSE: AP Literature and Composition	GRADE/S: 12
UNIT 1: Short Fiction	TIMEFRAME: Approx. 18 days

PA COMMON CORE/NATIONAL STANDARDS:
 CCSS.ELA-LITERACY.RL.11-12.1 – Cite strong and thorough textual evidence.
 CCSS.ELA-LITERACY.RL.11-12.2 – Determine two or more themes or central ideas.
 CCSS.ELA-LITERACY.W.11-12.1 – Write arguments to support claims with valid reasoning and evidence.
 CCSS.ELA-LITERACY.W.11-12.9 – Draw evidence from literary texts to support analysis.
 CCSS.ELA-LITERACY.L.11-12.4 – Determine or clarify the meaning of unknown words and phrases.

UNIT OBJECTIVES (SWBATS):
 Students will be able to analyze short fiction for characterization, tone, and theme. They will identify and explain how authors use narrative perspective and style to develop meaning.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- Close reading and annotation of texts
- Guided literary discussions and Socratic seminars
- Journaling and vocabulary development
- Essay drafting, peer review, and revision cycles
- Timed in-class writings and AP-style FRQ practice
- Integration of multimedia and AP Classroom resources

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- Diagnostic writing sample at unit start
- Formative assessments through journals and discussions
- Literary analysis essays scored on AP 6-point rubric (1 thesis, 4 evidence/commentary, 1 sophistication)
- Unit quizzes and vocabulary assessments
- Summative assessment: major literary analysis essay or AP FRQ response

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

- Opportunities for essay revision and resubmission
- Choice of text analysis topics
- Extended readings or critical theory enrichment
- Targeted feedback conferences

RESOURCES (Technology Based Resources, Text Resources, etc.):
 Texts: “The Story of an Hour” by Kate Chopin, “Cathedral” by Raymond Carver.

KEY VOCABULARY: Tone, diction, imagery, syntax, symbolism, theme, motif, characterization, structure, point of view, irony, and narrative voice.

Wallenpaupack Area School District Curriculum	
COURSE: AP Literature and Composition	GRADE/S: 12
UNIT 2: Poetry	TIMEFRAME: Approx. 18 days

PA COMMON CORE/NATIONAL STANDARDS:
 CCSS.ELA-LITERACY.RL.11-12.1 – Cite strong and thorough textual evidence.
 CCSS.ELA-LITERACY.RL.11-12.2 – Determine two or more themes or central ideas.
 CCSS.ELA-LITERACY.W.11-12.1 – Write arguments to support claims with valid reasoning and evidence.
 CCSS.ELA-LITERACY.W.11-12.9 – Draw evidence from literary texts to support analysis.
 CCSS.ELA-LITERACY.L.11-12.4 – Determine or clarify the meaning of unknown words and phrases.

UNIT OBJECTIVES (SWBATS):
 Students will be able to analyze poetic structure, diction, and imagery to determine meaning. They will explore speaker and situation, as well as tone and figurative language.

- INSTRUCTIONAL STRATEGIES/ACTIVITIES:**
- Close reading and annotation of texts
 - Guided literary discussions and Socratic seminars
 - Journaling and vocabulary development
 - Essay drafting, peer review, and revision cycles
 - Timed in-class writings and AP-style FRQ practice
 - Integration of multimedia and AP Classroom resources

- ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):**
- Diagnostic writing sample at unit start
 - Formative assessments through journals and discussions
 - Literary analysis essays scored on AP 6-point rubric (1 thesis, 4 evidence/commentary, 1 sophistication)
 - Unit quizzes and vocabulary assessments
 - Summative assessment: major literary analysis essay or AP FRQ response

- DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):**
- Opportunities for essay revision and resubmission
 - Choice of text analysis topics
 - Extended readings or critical theory enrichment
 - Targeted feedback conferences

RESOURCES (Technology Based Resources, Text Resources, etc.):
 Texts: “Landlady” by PK Page, “Shaving” by Richard Blanco, and “The Man with the Saxophone” by Ai.

KEY VOCABULARY: Tone, diction, imagery, syntax, symbolism, theme, motif, characterization, structure, point of view, irony, and narrative voice.

Wallenpaupack Area School District Curriculum	
COURSE: AP Literature and Composition	GRADE/S: 12
UNIT 3: Longer Fiction	TIMEFRAME: Approx. 20 days

PA COMMON CORE/NATIONAL STANDARDS:
 CCSS.ELA-LITERACY.RL.11-12.1 – Cite strong and thorough textual evidence.
 CCSS.ELA-LITERACY.RL.11-12.2 – Determine two or more themes or central ideas.
 CCSS.ELA-LITERACY.W.11-12.1 – Write arguments to support claims with valid reasoning and evidence.
 CCSS.ELA-LITERACY.W.11-12.9 – Draw evidence from literary texts to support analysis.
 CCSS.ELA-LITERACY.L.11-12.4 – Determine or clarify the meaning of unknown words and phrases.

UNIT OBJECTIVES (SWBATS):
 Students will analyze how complex characters and settings advance themes. They will compare authorial choices across texts and evaluate social and historical context within literature.

- INSTRUCTIONAL STRATEGIES/ACTIVITIES:**
- Close reading and annotation of texts
 - Guided literary discussions and Socratic seminars
 - Journaling and vocabulary development
 - Essay drafting, peer review, and revision cycles
 - Timed in-class writings and AP-style FRQ practice
 - Integration of multimedia and AP Classroom resources

- ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):**
- Diagnostic writing sample at unit start
 - Formative assessments through journals and discussions
 - Literary analysis essays scored on AP 6-point rubric (1 thesis, 4 evidence/commentary, 1 sophistication)
 - Unit quizzes and vocabulary assessments
 - Summative assessment: major literary analysis essay or AP FRQ response

- DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):**
- Opportunities for essay revision and resubmission
 - Choice of text analysis topics
 - Extended readings or critical theory enrichment
 - Targeted feedback conferences

RESOURCES (Technology Based Resources, Text Resources, etc.):
 Texts: *The Great Gatsby* by F. Scott Fitzgerald and either *Things Fall Apart* by Chinua Achebe or *Their Eyes Were Watching God* by Zora Neale Hurston.

KEY VOCABULARY: Tone, diction, imagery, syntax, symbolism, theme, motif, characterization, structure, point of view, irony, and narrative voice.

Wallenpaupack Area School District Curriculum	
COURSE: AP Literature and Composition	GRADE/S: 12
UNIT 4: Short Fiction II	TIMEFRAME: Approx. 18 days

PA COMMON CORE/NATIONAL STANDARDS:
 CCSS.ELA-LITERACY.RL.11-12.1 – Cite strong and thorough textual evidence.
 CCSS.ELA-LITERACY.RL.11-12.2 – Determine two or more themes or central ideas.
 CCSS.ELA-LITERACY.W.11-12.1 – Write arguments to support claims with valid reasoning and evidence.
 CCSS.ELA-LITERACY.W.11-12.9 – Draw evidence from literary texts to support analysis.
 CCSS.ELA-LITERACY.L.11-12.4 – Determine or clarify the meaning of unknown words and phrases.

UNIT OBJECTIVES (SWBATS):
 Students will refine analytical writing by evaluating authorial style and structure. They will practice synthesis and integration of evidence in preparation for the AP exam.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- Close reading and annotation of texts
- Guided literary discussions and Socratic seminars
- Journaling and vocabulary development
- Essay drafting, peer review, and revision cycles
- Timed in-class writings and AP-style FRQ practice
- Integration of multimedia and AP Classroom resources

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- Diagnostic writing sample at unit start
- Formative assessments through journals and discussions
- Literary analysis essays scored on AP 6-point rubric (1 thesis, 4 evidence/commentary, 1 sophistication)
- Unit quizzes and vocabulary assessments
- Summative assessment: major literary analysis essay or AP FRQ response

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

- Opportunities for essay revision and resubmission
- Choice of text analysis topics
- Extended readings or critical theory enrichment
- Targeted feedback conferences

RESOURCES (Technology Based Resources, Text Resources, etc.):
 Texts: “A Rose for Emily” by William Faulkner, selected sci-fi short stories by Ray Bradbury, and at least three AP FRQ 2 practice prose excerpts.

KEY VOCABULARY: Tone, diction, imagery, syntax, symbolism, theme, motif, characterization, structure, point of view, irony, and narrative voice.

Wallenpaupack Area School District Curriculum	
COURSE: AP Literature and Composition	GRADE/S: 12
UNIT 5: Test Prep	TIMEFRAME: Approx. 16 days

PA COMMON CORE/NATIONAL STANDARDS:

CCSS.ELA-LITERACY.RL.11-12.1 – Cite strong and thorough textual evidence.
 CCSS.ELA-LITERACY.RL.11-12.2 – Determine two or more themes or central ideas.
 CCSS.ELA-LITERACY.W.11-12.1 – Write arguments to support claims with valid reasoning and evidence.
 CCSS.ELA-LITERACY.W.11-12.9 – Draw evidence from literary texts to support analysis.
 CCSS.ELA-LITERACY.L.11-12.4 – Determine or clarify the meaning of unknown words and phrases.

UNIT OBJECTIVES (SWBATS):

Students will practice timed writing, multiple-choice strategies, and test-taking skills. They will demonstrate growth through self-assessment and final AP-style essays.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- Close reading and annotation of texts
- Guided literary discussions and Socratic seminars
- Journaling and vocabulary development
- Essay drafting, peer review, and revision cycles
- Timed in-class writings and AP-style FRQ practice
- Integration of multimedia and AP Classroom resources

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- Diagnostic writing sample at unit start
- Formative assessments through journals and discussions
- Literary analysis essays scored on AP 6-point rubric (1 thesis, 4 evidence/commentary, 1 sophistication)
- Unit quizzes and vocabulary assessments
- Summative assessment: major literary analysis essay or AP FRQ response

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

- Opportunities for essay revision and resubmission
- Choice of text analysis topics
- Extended readings or critical theory enrichment
- Targeted feedback conferences

RESOURCES (Technology Based Resources, Text Resources, etc.):

Texts: AP Classroom released prompts and multiple-choice sets, student-selected practice essays.

KEY VOCABULARY: Tone, diction, imagery, syntax, symbolism, theme, motif, characterization, structure, point of view, irony, and narrative voice.