11th Grade AP Lang and Comp Instructional Plan

Created on August 5th, 2026

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WHAT IS AP(ADVANCED PLACEMENT)?

- AP courses aim to teach students the skills and information needed to pass an end of year exam given by College Board. Any student who receives a score of three (or above) on College Board's five-point grading system typically receives college credit by most public colleges.
- Moreover, regardless of exam score, many colleges and universities view participation in the AP program as a sign of a motivated student. The course is advanced not only in reading and writing, but in the depth of the material. Students taking this course will learn at an accelerated pace and must exhibit responsibility, good work ethic, and a drive to learn to achieve college readiness skills and (potential) college credit.

COURSE DESCRIPTION

An AP English Language and Composition (AP Lang) course cultivates the reading and writing skills that students need for college success and for intellectually responsible civic engagement. The course guides students in becoming curious, critical, and responsive readers of diverse texts and becoming flexible, reflective writers of texts addressed to diverse audiences for diverse purposes. The reading and writing students do in the course should deepen and expand their understanding of how written language functions rhetorically: to communicate writers' intentions and elicit readers' responses in particular situations. If there are any concerns about course content, please refer to this link about what AP Stands for: https://apcentral.collegeboard.org/about-ap/what-ap-stands-for?SFMC_cid=EM977017-&rid=47030236

COURSE ACTIVITIES (What we will be doing)
Below you will find descriptions of the most common activities that students will participate in during the course of each semester.

- Organizing and drafting writing
- Reading a variety of texts on different topics to deepen understanding of the course topics
- Answering questions and engaging in projects that connect to class reading
- Unit Progress Checks (MC and FRQ)
- Independent studies
- Preparing for the AP Exam

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AP with WE Service:

- AP with WE Service is a service-learning program that AP teachers can implement within their existing AP courses. The program empowers students to apply course content and skills to service-learning projects. It's delivered in collaboration with educational partner WE Charity, which provides experiential service-learning programs designed to create social change.
- Students have the opportunity to earn a National Service Distinction for meeting the set expectations for this program.
- All students enrolled in AP Lang at YWLA will participate in a WE Service project. They will be given some class time and guidance for their project, but the entire project is student lead and focused.

4 Parts to the WE Service Project:

1. **Investigate and Learn**
    a. Undertakes a student-led investigation of a topic at local and global levels, and evaluates existing programs that take action on the topic, making clear connections to AP course topics.
2. **Action Plan**
    a. Develops an achievable plan to carry out one global and one local action in the form of direct service, indirect service, or advocacy, which includes clear tasks, responsibilities, resources needed, and a timeline.
3. **Take Action**
    a. Participates in a project that has local and global significance, involving direct service, indirect service, and/or advocacy.
4. **Report and Celebrate**
    a. Creates a portfolio that showcases the service learning project and explains the impact of the project and its significance. May participate in a celebration.

COURSE OBJECTIVES AND TOPICS

Course Big Ideas:

1. RHETORICAL SITUATION (RHS)
    a. Enduring Understanding RHS-1: Individuals write within a particular situation and make strategic writing choices based on that situation.
2. CLAIMS AND EVIDENCE (CLE)
    a. Enduring Understanding CLE-1: Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments.
3. REASONING AND ORGANIZATION (REO)

   a. Enduring Understanding REO-1: Writers guide understanding of a text's lines of reasoning and claims through that text's organization and integration of evidence.
4. STYLE (STL)
   a. Enduring Understanding STL-1: The rhetorical situation informs the strategic stylistic choices that writers make.

Curricular Requirements

- CR1 The course is structured by unit, theme, genre, or other organizational approach that provides opportunities to engage with the big ideas throughout the course: Rhetorical Situation, Claims and Evidence, Reasoning and Organization, Style.
- CR2 The course requires an emphasis on nonfiction readings (e.g., essays, journalism, political writing, science writing, nature writing, autobiographies/ biographies, diaries, history, criticism) that are selected to give students opportunities to identify and explain an author's use of rhetorical strategies and techniques.
- CR3 The course provides opportunities for students to develop the skills in Skill Category 1 – Rhetorical Situation (Reading): Explain how writers' choices reflect the components of the rhetorical situation.
- CR4 The course provides opportunities for students to develop the skills in Skill Category 2 – Rhetorical Situation (Writing): Make strategic choices in a text to address a rhetorical situation.
- CR5 The course provides opportunities for students to develop the skills in Skill Category 3 – Claims and Evidence (Reading): Identify and describe the claims and evidence of an argument.
- CR6 The course provides opportunities for students to develop the skills in Skill Category 4 – Claims and Evidence (Writing): Analyze and select evidence to develop and refine a claim.
- CR7 The course provides opportunities for students to develop the skills in Skill Category 5 – Reasoning and Organization (Reading): Describe the reasoning, organization, and development of an argument.
- CR8 The course provides opportunities for students to develop the skills in Skill Category 6 – Reasoning and Organization (Writing): Use organization and commentary to illuminate the line of reasoning in an argument.
- CR9 The course provides opportunities for students to develop the skills in Skill Category 7 – Style (Reading): Explain how writers' stylistic choices contribute to the purpose of an argument.
- CR10 The course provides opportunities for students to develop the skills in Skill Category 8 – Style (Writing): Select words and use elements of composition to advance an argument.
- CR11 The course provides opportunities for students to write argumentative essays synthesizing material from a variety of sources.

- CR12 The course provides opportunities for students to write essays analyzing authors' rhetorical choices.
- CR13 The course provides opportunities for students to write essays that proceed through multiple stages or drafts, including opportunities for conferring and collaborating with teacher and/or peers.

AP Language and Composition Course Content:
The course is divided into 9 units which address all CR's listed above. Each unit will touch on at least one of the big ideas of the course, connect to ideas in American culture, include both reading and writing rhetorically, as well as exam prep. Content will come primarily from the textbook *Ideas in Argument: Building Skills and Understanding for the AP English Language Course* co-written by the author of the Course Exam and Description and a long-time AP English educator. A copy of the table of contents is available at this link: https://www.macmillanlearning.com/digital/flipbooks/2021-bfw-williamson-ideas-in-argument-toc/index.html?_ga=2.189173035.1428585776.1690236384-1601886550.1687959606

1. Unit 1: Communicating An Idea
2. Unit 2: Appealing to an Audience
3. Unit 3: Understanding Context
4. Unit 4: Analyzing Purpose
5. Unit 5: Creating Coherence
6. Unit 6: Establishing and Evaluating Credibility
7. Unit 7: Comparing Perspectives
8. Unit 8: Explaining Complexities
9. Unit 9: Joining the Conversation

The course will focus primarily on nonfiction/expository texts which may include speeches, articles, essays, memoirs, and interviews as well as art, photography, comics, historical texts, news/current events, imaginative literature, advertisements, and more. The course will begin with a deeper study of the summer preparation.

GRADES - Click here for → YWLA Grading Policy

- Major (Test, Projects, Writing) 60%
- Minor (Notes, Daily Work, Quizzes 40%

Classroom Resources

- *Ideas in Argument: Building Skills and Understanding for the AP English Language Course* textbook
- Google Classroom
- AP Classroom

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AP Exam: Students are expected to take the Digital AP Exam on Wednesday, May 12th @ 8am on YWLA campus. Exam Format:

Section I: Multiple Choice
45 Questions | 1 hour | 45% of Exam Score
Includes 5 sets of questions:

- 23–25 Reading questions that ask students to read and analyze nonfiction texts.
- 20–22 Writing questions that ask students to "read like a writer" and consider revisions to stimulus texts.
- NEW: there will only be 4 answer choices for the MC

Section II: Free Response
3 Questions | 2 hours 15 minutes (includes a 15-minute reading period) | 55% of Exam Score
Students write essays that respond to 3 free-response prompts from the following categories:

1. Q1 Synthesis: After reading 6–7 texts about a topic (including visual and quantitative sources), students will compose an argument that combines and cites at least 3 of the sources to support their thesis.
2. Q2 Rhetorical Analysis: Students will read a nonfiction text and analyze how the writer's language choices contribute to the intended meaning and purpose of the text.
3. Q3 Argument: Students will create an evidence-based argument that responds to a given topic.

Tutorials

Tutorials are scheduled before and after school on Tuesdays and Thursdays.

Academic Integrity

The material you learn in school builds the foundation that will carry you into your future academic endeavors. Therefore, it is of the utmost importance that students do their work, give credit to those whose work they have used in a paper or project, and study for tests and quizzes so that they are prepared. Students who are dishonest can expect a consequence. **Status in NJHS, NHS, or a school leadership role will be reevaluated. A single, documented act of academic dishonesty in high school will result in disqualification from eligibility for the National Honor Society.**

A student found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties in accordance with the Student Code of Conduct. Academic dishonesty includes cheating or copying the work of another student, plagiarism, the use of artificial intelligence to complete an assignment in part or in whole unless approved by the classroom teacher, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be

based on the judgment of the classroom teacher or another supervising professional employee, taking into consideration written materials, observation, information from students, or the use of an artificial intelligence detection tool selected by the District [see Artificial Intelligence at CQ(LOCAL)].

Taking credit for another person's work or ideas and passing them off as your own is considered *plagiarism*. A common infraction is cutting and pasting text from a website into a document without giving credit to the author. Plagiarizing copyrighted material is illegal and dishonest. If you do not know how to cite a source, ask your teachers.

Use of generative AI is considered plagiarism. We have a zero tolerance policy for plagiarism and work written or developed with AI will result in a zero and an office referral.

Consequences for Academic Dishonesty:

- ➔ **First Offense:** Office referral, parent contact, zero.
- ➔ **Second Offense:** Office referral, parent contact, zero, and additional consequences will be considered at the discretion of the administration.

**Some instances of cheating/academic dishonesty may merit immediate consequences as determined by the administration and in accordance with Midland ISD Student Code of Conduct.*

Academic dishonesty can jeopardize your status at YWLA.