

Wallenpaupack Area School District Planned Course Curriculum Guide

**Department
High School English**

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

Course Description:

This course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts—including images as forms of text—from a range of disciplines and historical periods. The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum. Students should be able to read and comprehend college-level texts and write grammatically correct, complete sentences. The course is organized into several units covering a variety of Big Ideas, Enduring Understandings, and Skills (following CollegeBoard’s official curriculum) that prepare students to take the AP Lang exam toward the end of the school year.

Initial Creation Date (if applicable) and Revision Dates:

September 2026

Wallenpaupack Area School District Curriculum	
COURSE: AP Language and Composition	GRADE/S: 11-12
UNIT 1: Focused Study of Rhetoric: The Rhetorical Situation/Rhetorical Analysis	TIMEFRAME: 3 weeks

PA COMMON CORE/NATIONAL STANDARDS:

CC.1.2.11–12.D

Evaluate how an author’s point of view or purpose shapes the content and style of a text.

CC.1.2.11–12.E

Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

CC.1.2.11–12.F

Evaluate how words and phrases shape meaning and tone in texts.

CC.1.2.11–12.H

Analyze seminal texts based upon reasoning, premises, purposes, and arguments.

CC.1.4.11–12.H

Write with a sharp, distinct focus identifying topic, task, and audience; introduce the precise, knowledgeable claim.

CC.1.4.11–12.S

Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards.

UNIT OBJECTIVES:

- Understand the AP Lang course and exam components/expectations and begin analysis of rubrics and multiple-choice questions throughout the unit.
- Analyze the characteristics and structural elements of argumentative texts.
- Analyze the purpose and effect of language choices and rhetorical devices.
- Identify and describe components of the rhetorical situation: exigence, audience, writer/speaker, purpose, context, and message.
- Identify components of a successful RA thesis and begin writing RA thesis statements.
- Examine previous exam prompts and sample student responses; evaluate them according to the appropriate rubric.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- Annotating/highlighting
- Examining rhetorical appeals (pathos, logos, ethos)
- SPACECAT
- Quick writing
- Timed writing
- Thesis practice
- Multiple Choice practice
- Socratic seminars, levels of questioning
- Analytical paragraphs
- Multiple paragraph analysis of multiple rhetorical moves
- Rhetorical Analysis Verbs (RAVs)
- Vocabulary practice
- Says/Does charts

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):**Formative:**

- *Progress Checks:* Students apply their learning by independently reading short nonfiction passages not studied in class and answering multiple-choice questions that assess reading comprehension, language choices, and the rhetorical situation.
- *Pre-Assessment Timed Writing:* Early in the course, students will complete a timed RA essay to provide the teacher with baseline data.
- Write a well-organized paragraph that analyzes a single rhetorical move and its intended effect.
- Writing a one- or two-paragraph explanation of how a writer develops their argument through a series of rhetorical moves.
- *Vocabulary Quizzes:* Weekly vocabulary quizzes to check students' understanding and application of key course vocabulary terms. Vocab.com will be used to practice.

Summative:

- *Performance Task (Analyzing an Argument):* Students read or watch an argument not yet studied in class and write a multi-paragraph analysis that explains how the writer builds an argument to persuade an audience of a particular stance.

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

- Opportunities to revise and reflect
- Analyzing an argument in alternative mediums
- Individual conferences after writing opportunities
- Peer feedback and evaluation opportunities for thesis workshops

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

- AP Classroom/CollegeBoard website
- Vocab.com
- Non-fiction selections including book excerpts, essays, videos, photographs, cartoons, articles, and editorials

KEY VOCABULARY:

Key words for Unit 1 will be identified and applied in context using the course Glossary and the SPACECAT approach for analyzing Rhetorical Situation.

Wallenpaupack Area School District Curriculum	
COURSE: AP Language and Composition	GRADE/S: 11-12
UNIT 2: Focused Study of Argument: Claims and Evidence	TIMEFRAME: 3 weeks

PA COMMON CORE/NATIONAL STANDARDS:

CC.1.2.11–12.B — Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions.

CC.1.2.11–12.D — Evaluate how an author's point of view or purpose shapes the content and style of a text.

CC.1.2.11–12.E — Analyze and evaluate the effectiveness of the structure an author uses in exposition or argument.

CC.1.2.11–12.F — Evaluate how words and phrases shape meaning and tone in texts.

CC.1.4.11–12.G — Write arguments to support claims in an analysis of substantive topics.

CC.1.4.11–12.H — Write with a sharp, distinct focus identifying topic, task, and audience; introduce the precise, knowledgeable claim.

CC.1.4.11–12.I — Develop claims and counterclaims fairly and thoroughly, supplying the most relevant evidence while considering the audience's knowledge, concerns, values, and possible biases.

CC.1.4.11–12.S — Draw evidence from literary or informational texts to support analysis, reflection, and research.

CC.1.5.11–12.A — Initiate and participate effectively in a range of collaborative discussions.

CC.1.5.11–12.C — Evaluate how speakers use verbal and nonverbal techniques to achieve intended purposes.

UNIT OBJECTIVES:

- Improve on thesis statement writing and general writing skills as practiced with weekly exercises.
- Understand and apply types of evidence presented in argumentative texts (personal testimonies, anecdotes, analogies, expert opinion, etc.).
- Demonstrate an understanding of an audience's beliefs, values, or needs.
- Defend or challenge an author's claims using text evidence.
- Examine rhetorical choices and devices in connection with evidence-based claims.
- Examine a writer's line of reasoning, potential bias, and rhetorical choices through texts in multiple mediums.
- Write argumentative texts.
- Collaboratively and/or individually present and defend a stance.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- Annotating/highlighting
- Quick writing
- Timed writing
- Thesis practice
- Multiple Choice practice
- Socratic seminars, levels of questioning
- Nonfiction/editorial-style selections focusing on claims and evidence
- Analytical paragraphs
- Multiple paragraph analysis of effective arguments
- Rhetorical Analysis Verbs (RAVs)
- Vocabulary practice

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):**Formative:**

- *Progress Checks*: Students apply their learning by independently reading short nonfiction passages not studied in class and answering multiple-choice questions that assess reading comprehension, language choices, and the rhetorical situation.
- *Timed Writing Practice and Revision Opportunities*: Examine rubrics and previous student samples for Free Response Questions #2 and #3 (Rhetorical Analysis & Argument), and write at least one of these essays in full to be scored by self, peers, and teacher, with the opportunity to revise.
- *Vocabulary Quizzes*: Weekly vocabulary quizzes to check students' understanding and application of key course vocabulary terms. Vocab.com will be used to practice.

Summative:

- *Performance Task* (Analyzing an Argument): Students read or watch an argument not yet studied in class and write a multi-paragraph analysis that explains how the writer builds an argument to persuade an audience of a particular stance. AND/OR:
- *Performance Task* (Develop Argumentative Essay): Students will compose an essay response for FRQ #3 within the confines of a timed session.

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

- Opportunities to revise and reflect
- Considering opposing points of view and responding with evidence
- Analyzing an argument in alternative mediums
- Individual conferences after writing opportunities
- Peer feedback and evaluation opportunities for thesis workshops

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

- AP Classroom/CollegeBoard website
- Vocab.com
- Non-fiction selections including book excerpts, essays, videos, photographs, cartoons, articles, and editorials

KEY VOCABULARY:

Key words for Unit 2 will be identified and applied in context using the course Glossary and vocab.com for helpful lists that correlate to any readings completed within the unit.

Wallenpaupack Area School District Curriculum	
COURSE: AP Language and Composition	GRADE/S: 11-12
UNIT 3: Synthesis: Crafting Style and Tone, Examining Sources, Identifying Bias, Refining Writing Skills	TIMEFRAME: 4-5 weeks

PA COMMON CORE/NATIONAL STANDARDS:

CC.1.2.11–12.B — Cite strong and thorough textual evidence to support analysis.
 CC.1.2.11–12.D — Evaluate how an author's point of view or purpose shapes content and style.
 CC.1.2.11–12.E — Analyze and evaluate the effectiveness of an author's structure in exposition or argument.
 CC.1.2.11–12.F — Evaluate how words and phrases shape meaning and tone.
 CC.1.2.11–12.G — Integrate and evaluate multiple sources of information presented in different media or formats.
 CC.1.2.11–12.H — Analyze seminal texts based upon reasoning, premises, purposes, and arguments.
 CC.1.4.11–12.G — Write arguments to support claims in an analysis of substantive topics.
 CC.1.4.11–12.H — Establish a precise, knowledgeable claim appropriate to the topic, task, and audience.
 CC.1.4.11–12.I — Develop claims and counterclaims fairly and thoroughly using relevant evidence while considering audience.
 CC.1.4.11–12.M — Create organization that logically sequences claims, counterclaims, reasons, and evidence.
 CC.1.4.11–12.O — Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage complexity.
 CC.1.4.11–12.S — Draw evidence from literary or informational texts to support analysis, reflection, and research.
 CC.1.4.11–12.X — Demonstrate command of the conventions of standard English and appropriate citation/documentation practices.

UNIT OBJECTIVES:

- Improve on thesis statement writing and general writing skills as practiced with weekly exercises.
- Write thesis statements that require proof or defense and that may preview the structure of the argument.
- Examine rhetorical choices and devices in connection with evidence-based claims.
- Examine a writer's line of reasoning, potential bias, and rhetorical choices through texts in multiple mediums.
- Incorporate correctly cited source material in writing.
- Practice concluding arguments in sophisticated ways.
- Analyze multiple sources about similar topics to find connections and build arguments.
- Describe a line of reasoning and explain whether it supports an argument's thesis.
- Use appropriate methods of development to enhance an argument.
- Explain how the organization of a text creates unity and coherence and reflects a line of reasoning.
- Use sources to inform an argument and appeal to audience.
- Use transitional elements to guide the reader through the line of reasoning of an argument.
- Explain how word choice, comparisons, and syntax contribute to the specific style or tone of a text and strategically use those elements in writing practice.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- Annotating/highlighting
- Quick writing
- Timed writing
- Thesis practice
- Research skills
- Multiple Choice practice
- Reading and comparing multiple sources on the same subject
- Socratic seminars, levels of questioning
- Practice body paragraphs for synthesis
- Multiple paragraph analysis of effective arguments
- Rhetorical Analysis Verbs (RAVs)
- Vocabulary practice

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):**Formative:**

- *Progress Checks:* Students apply their learning by independently reading short nonfiction passages not studied in class and answering multiple-choice questions that assess reading comprehension, language choices, and the rhetorical situation.
- Essay writing: concentrating on lines of reasoning, coherence, transitions, word choice.
- Continuous analysis of complex texts with close reading strategies to reinforce rhetorical situation knowledge established in Units 1 and 2.
- *Vocabulary Quizzes:* Weekly vocabulary quizzes to check students' understanding and application of key course vocabulary terms. Vocab.com will be used to practice.

Summative:

- *Performance Task* (Synthesis Essay/FRQ 1): Students will focus on the following graded components to write a successful essay: writing solid thesis statements and topic sentences, choosing appropriate evidence, developing commentary, making effective rhetorical choices, and documenting sources accurately.

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

- Opportunities to revise and reflect
- Text and topic choices when practicing research skills
- Considering opposing points of view and responding with evidence
- Analyzing an argument in alternative mediums
- Individual conferences after writing opportunities
- Peer feedback and evaluation opportunities

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

- AP Classroom/CollegeBoard website
- Vocab.com
- Non-fiction selections including book excerpts, essays, videos, photographs, cartoons, articles, and editorials

KEY VOCABULARY:

Key words for Unit 3 will be identified and applied in context using the course Glossary and vocab.com for helpful lists that correlate to any readings completed within the unit.

Wallenpaupack Area School District Curriculum	
COURSE: AP Language and Composition	GRADE/S: 11-12
UNIT 4: Visual Rhetoric and Research Skills	TIMEFRAME: 2-3 weeks

PA COMMON CORE/NATIONAL STANDARDS:

CC.1.2.11–12.B — Cite strong and thorough textual evidence to support analysis.

CC.1.2.11–12.D — Evaluate how an author's point of view or purpose shapes the content and style of a text.

CC.1.2.11–12.E — Analyze and evaluate the effectiveness of the structure an author uses in exposition or argument.

CC.1.2.11–12.F — Evaluate how words and phrases shape meaning and tone.

CC.1.2.11–12.G — Integrate and evaluate multiple sources of information presented in different media or formats.

CC.1.4.11–12.H — Establish a precise, knowledgeable claim appropriate to the topic, task, and audience.

CC.1.4.11–12.I — Develop claims and counterclaims fairly and thoroughly using relevant evidence while considering audience.

CC.1.4.11–12.O — Use precise language and rhetorical techniques effectively.

CC.1.4.11–12.S — Draw evidence from literary or informational texts to support analysis, reflection, and research.

CC.1.4.11–12.X — Demonstrate command of standard English and appropriate citation/documentation practices.

UNIT OBJECTIVES:

- Examine multiple visual texts (through many mediums) and analyze artist/speaker claims about those texts.
- Continue/revisit SPACECAT analysis skills and general rhetorical situation concepts.
- Examine rhetorical choices and devices in connection with evidence-based claims.
- Incorporate correctly cited source material in writing.
- Analyze multiple sources about similar topics to find connections and build arguments.
- Use sources to inform an argument and appeal to audience.
- Explain how word choice, comparisons, and syntax contribute to the specific style or tone of a text and strategically use those elements in writing practice.
- Complete brief research-based analytical paragraphs or other written exercises to show complex understanding of the rhetorical contexts of new/chosen sources.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- Annotating/highlighting
- Quick writing
- Timed writing
- Research skills
- OPTIC strategy (Walter Pauk) for analyzing visual texts
- Grammar workshops
- Visual analysis skills – Observation/Inference charts
- Multiple Choice practice
- Reading and comparing multiple sources on the same subject
- Socratic seminars, levels of questioning
- Rhetorical Analysis Verbs (RAVs)
- Vocabulary practice

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):**Formative:**

- Continuous analysis of complex texts with close reading strategies to reinforce rhetorical situation knowledge established in previous units.
- Visual text analysis practice using OPTIC strategy and Observation/Inference charts to make informed claims about visual texts.
- *Vocabulary Quizzes*: Weekly vocabulary quizzes to check students' understanding and application of key course vocabulary terms. Vocab.com will be used to practice.

Summative:

Performance Task: A complete Annotated Bibliography including at least 2-3 visual texts for a potential multi-paragraph, research-based analytical essay

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

- Opportunities to revise and reflect
- Text and topic choices when practicing research skills
- Media choices when analyzing visual texts – comparison choices
- Analyzing an argument in alternative mediums
- Individual conferences after writing opportunities
- Peer feedback and evaluation opportunities

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

- AP Classroom/CollegeBoard website
- Vocab.com
- Non-fiction selections including book excerpts, essays, videos, photographs, cartoons, articles, and editorials
- Visual/multimedia texts including billboards, magazine ads, commercials, televised speeches, celebrity apologies, social media posts, bumper stickers, etc.

KEY VOCABULARY:

Key words for Unit 4 will be identified and applied in context using the course Glossary and vocab.com for helpful lists that correlate to any readings completed within the unit.

Wallenpaupack Area School District Curriculum	
COURSE: AP Language and Composition	GRADE/S: 11-12
UNIT 4: Developing Sophistication through Themes: Identity, Environment, Community, Justice, and Culture	TIMEFRAME: 2-3 weeks

PA COMMON CORE/NATIONAL STANDARDS:

CC.1.2.11–12.B — Cite strong and thorough textual evidence to support analysis, inferences, and conclusions.

CC.1.2.11–12.D — Evaluate how an author's point of view or purpose shapes the content and style of a text.

CC.1.2.11–12.G — Integrate and evaluate multiple sources of information presented in different media or formats.

CC.1.2.11–12.H — Analyze seminal texts based upon reasoning, premises, purposes, and arguments.

CC.1.4.11–12.H — Establish a precise, knowledgeable claim appropriate to the topic, task, purpose, and audience.

CC.1.4.11–12.I — Develop claims and counterclaims fairly and thoroughly, supplying relevant evidence while considering the audience's knowledge, concerns, values, and possible biases.

CC.1.4.11–12.K — Write with an awareness of the strengths and limitations of the writing task.

CC.1.4.11–12.M — Create organization that logically sequences claims, counterclaims, reasons, and evidence.

CC.1.4.11–12.O — Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

CC.1.4.11–12.S — Draw evidence from literary or informational texts to support analysis, reflection, and research.

UNIT OBJECTIVES:

- Explain the significance of a writer's rhetorical choices in a sophisticated manner.
- Qualify arguments by identifying alternative perspectives and practicing counterarguments.
- Analyze assumptions and bias and explore the complexities or tensions of an argument.
- Articulate the implications or limitations of an argument or of source material.
- Use counterarguments to address a wider context.
- Make effective rhetorical choices to address complexities and tensions.
- Revise writing multiple times, aiming to score a full point on the Sophistication section of each AP rubric used in class.
- Analyze various "current event" issues and arguments through the lenses of identity, environment, community, justice, and culture.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- Annotating/highlighting
- Quick writing
- Timed writing
- Grammar workshops
- Multiple Choice practice
- Nonfiction selections based on the unit's defined themes, chosen by students and teacher
- Reading and comparing multiple sources on the same subject
- Socratic seminars, levels of questioning
- Rhetorical Analysis Verbs (RAVs)
- Vocabulary practice

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):**Formative:**

- Continuous analysis of complex texts with close reading strategies to reinforce rhetorical situation knowledge established in previous units.
- Examination of many previous student sample essays to determine how the Sophistication point is achieved on the AP FRQ rubrics.
- Articulate sophisticated thoughts in practice journal entries to explore the complexities of multiple texts.
- *Vocabulary Quizzes*: Weekly vocabulary quizzes to check students' understanding and application of key course vocabulary terms. Vocab.com will be used to practice.

Summative:

Performance Task: A fully revised version of the student's "lowest scoring" essay throughout the course, keeping in mind the sophistication aim on which this unit focuses.

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

- Opportunities to revise and reflect
- Text and topic choices
- Analyzing an argument in alternative mediums
- Multi-leveled and movement-based exercises to practice counterarguments
- Individual conferences after writing opportunities
- Peer feedback and evaluation opportunities

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

- AP Classroom/CollegeBoard website
- Vocab.com
- Non-fiction selections including book excerpts, essays, videos, photographs, cartoons, articles, and editorials

KEY VOCABULARY:

Key words for Unit 5 will be identified and applied in context using the course Glossary and vocab.com for helpful lists that correlate to any readings completed within the unit.