Advanced Placement
Vertical Teams
Curriculum Manual:
English Language Arts
Pre-AP Belief Statements

What is Pre-AP? Pre-AP is a suite of K-12 professional development resources and services. Pre-AP courses provide students with strategies and tools they need to engage in active, high-level learning to develop the skills, habits of mind, and concepts they need to succeed in advanced placement courses in preparation for college.

In Austin ISD, we believe:

- All students can perform at rigorous academic levels. This expectation should be reflected in curriculum and instruction throughout the school so that all students are consistently being challenged to expand their knowledge and skills. All students should be encouraged to accept the challenge of a rigorous academic curriculum through enrollment in college preparatory programs and AP courses.

- We can prepare every student for higher intellectual engagement by starting the development of skills and acquisition of knowledge as early as possible. The middle and high school years can provide a powerful opportunity to help all students acquire the knowledge, concepts, and skills needed to engage in a higher level of learning.

- It is important to have recognized standards for college-preparatory or college-level academic work. While every student is different and every teacher has unique strengths and a unique style, common expectations in terms of topics, concepts, and skills benefit all students.

- All students should be prepared for and have an opportunity to participate successfully in college. Equitable access to higher education must be a guiding principle for teachers, counselors, administrators, and policymakers. Equity means more than offering the same opportunities; it means a willingness to do whatever is necessary to help prepare a wide variety of students with different needs, different backgrounds, and different abilities.

- Schools should make every effort to ensure that AP and other college level classes reflect the diversity of the student population. Barriers—however unintentional or complex—that limit access to demanding courses for all students should be eliminated, particularly those for underrepresented ethnic, racial, and socioeconomic groups.

Adapted from www.apcentral.collegeboard.com
The following flowchart outlines the recommended Pre-AP and AP sequence of courses in English Language Arts. Pre-AP classes prepare students to take AP class, and AP classes prepare students for college-level work.
Curricular Guidelines for English Language Arts

The College Board has developed Curricular Requirements for each AP course. These requirements should be emphasized in the development of skills in Pre-AP courses. The instructional strategies listed below include best practices that the College Board endorses.

<table>
<thead>
<tr>
<th>Curricular Requirements</th>
<th>Instructional Strategies*</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Approach a poem, a prose work, and a play and respond to it analytically and critically, both orally and in writing.</td>
<td>LITERARY ANALYSIS</td>
</tr>
<tr>
<td>• Understand that form follows function, that how authors write is inextricably linked to what they are writing about;</td>
<td>• SIFT Method of Literary Analysis</td>
</tr>
<tr>
<td>• Identify speaker, audience, situation, and setting;</td>
<td>• Dante’s Fourfold Method for Interpreting Symbol and Allegory</td>
</tr>
<tr>
<td>• Examine the style of a literary piece;</td>
<td>• TWIST</td>
</tr>
<tr>
<td>• Develop a vocabulary of literary terms;</td>
<td>• LEAD Method of Diction Analysis</td>
</tr>
<tr>
<td>• Become familiar with narrative voice and point of view;</td>
<td>• SOAPSTone</td>
</tr>
<tr>
<td>• Construct mature arguments and analyses using a variety of sentences.</td>
<td>• PAMDISS (self-evaluation)</td>
</tr>
<tr>
<td>• Analyze and interpret samples of good writing, identifying and explaining an author’s use of rhetorical strategies and techniques;</td>
<td>• TP-CASTT (poetry analysis)</td>
</tr>
<tr>
<td>• Apply effective strategies and techniques in their own writing;</td>
<td>• DIDLS (tone analysis)</td>
</tr>
<tr>
<td>• Create and sustain arguments based on readings, research and/or personal experience;</td>
<td></td>
</tr>
<tr>
<td>• Write for a variety of purposes;</td>
<td>PERSUASION</td>
</tr>
<tr>
<td>• Produce expository, analytical and argumentative compositions that introduce complex central ideas and develop with appropriate evidence drawn from primary and/or secondary sources, cogent explanations and clear transitions;</td>
<td>• Argumentation</td>
</tr>
<tr>
<td>• Demonstrate understanding and mastery of standard written English as well as stylistic maturity in writings;</td>
<td>• Rhetorical Appeals</td>
</tr>
<tr>
<td>• Demonstrate understanding of the conventions of citing primary and secondary sources;</td>
<td>• SMELL Method of Persuasive/Argument Analysis</td>
</tr>
<tr>
<td>• Move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing and review;</td>
<td>WRITING</td>
</tr>
<tr>
<td>• Write thoughtfully about their own process of composition;</td>
<td>• Recursive Writing Process including Self and Peer Editing and Revision</td>
</tr>
<tr>
<td>• Revise a work to make it suitable for a different audience;</td>
<td>• Timed Writing</td>
</tr>
<tr>
<td>• Analyze image as text; and</td>
<td>• Research beyond text being studied</td>
</tr>
<tr>
<td>• Evaluate and incorporate reference documents into researched papers.</td>
<td>READING</td>
</tr>
<tr>
<td></td>
<td>• 3 Levels of Reading</td>
</tr>
<tr>
<td></td>
<td>• Cornell Notes/2-Column Notes</td>
</tr>
<tr>
<td></td>
<td>• Word Wall of Literary Terms</td>
</tr>
<tr>
<td></td>
<td>• Study of Latin and Greek elements (prefixes, suffixes)</td>
</tr>
<tr>
<td></td>
<td>• Non-fiction and fiction that supports advanced vocabulary development</td>
</tr>
<tr>
<td></td>
<td>SPEAKING</td>
</tr>
<tr>
<td></td>
<td>• Socratic Seminars</td>
</tr>
<tr>
<td></td>
<td>• Fishbowl Discussions</td>
</tr>
<tr>
<td></td>
<td>• Literature Circles</td>
</tr>
<tr>
<td></td>
<td>VIEWING/REPRESENTING</td>
</tr>
<tr>
<td></td>
<td>• Variety of graphic organizers and foldables</td>
</tr>
</tbody>
</table>

*See next page for explanation of acronyms and strategies for exploring literature.*
AP English Vertical Team Strategies

**TWIST**
- Tone
- Word Choice
- Imagery and Detail
- Style
- Theme

**SIFT**
(literary analysis)
- Symbol
- Images
- Figures of Speech
- Tone and Theme

**3 Levels of Reading**

**Level One - Literal Level**
Students will find meaning directly in the text (reading on the line).

**Level Two - Inferential Level**
Students will interpret what is in the text (reading between the lines).

**Level Three - Thematic Level**
Students will move beyond the text to connect to universal meaning (reading beyond the lines).

**LEAD**
(diction analysis)
- Low or informal diction
- Elevated language/formal diction
- Abstract and concrete diction
- Denotation and connotation

**Argumentation**
1. Defend or agree with a position
2. Challenge or disagree with a position
3. Qualify, modify, limit, or restrict the claim by giving exceptions

**Rhetorical Appeals**

<table>
<thead>
<tr>
<th>Ethics (Ethos)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Logic (Logos)</td>
</tr>
<tr>
<td>Emotion (Pathos)</td>
</tr>
</tbody>
</table>

By integrating *all three* appeals into persuasive writing or speaking, the potential for convincing the audience will increase.

**SMELL**
(persuasive/argument analysis)
- S Sender-receiver relationship
- M Message
- E Emotional strategies
- L Logical strategies
- L Language

**PAMDISS**
(self-evaluation)
- Purpose
- Audience
- Mode
- Diction
- Images/Concrete Details
- Syntax
- Structure

**Dante’s Fourfold Method**

<table>
<thead>
<tr>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

4 levels for interpreting symbol and allegory:
1. Literal or historical
2. Political
3. Moral or psychological
4. Spiritual
Independent Study and Research

Provides a continuum of learning experiences using the TEKS in each content area with each step in the research process.

The toolkit includes links to Web sites and documents that provide background information on knowledge formation, specific resources for the four core content areas, tips for differentiating instruction for gifted learners, techniques for conducting research, and sample scope and sequence documents. Targets GT students but appropriate for all students.

This document shows a scaffolding of TEKS research skills across the elementary, middle, and high school levels.

A student-friendly walkthrough of each step in the research process.

Steps in the Research Process [http://owl.english.purdue.edu/owl/resource/658/01/]
Detailed information about how to write research papers including discussing research papers as a genre, choosing topics, and finding sources.

Finding Primary and Secondary Sources [www.uwc.utexas.edu/node/146]
University of Texas’ Writing Center’s explanation of primary and secondary sources.

Developing Research Proposals [http://des.emory.edu/mfp/proposal.html]

Documenting and Citing Sources [http://www.lib.utexas.edu/noodlebib/]
Online tool for creating a bibliography in MLA, APA, Chicago, or Tiburon formats.

Virgil Interactive Writing Consultant [http://projects.uwc.utexas.edu/virgil/]
This site allows students to tailor the content based on their individual needs in the research process.

Plagiarism Tutorial [http://www.lib.utexas.edu/services/instruction/learningmodules/plagiarism/]
University of Texas interactive plagiarism tutorial.

Guides to Success for engaging in research tasks that are supported for GT students by the Texas Education Agency.
Resources

Advanced Academic Services Teacher Resources

Online location for Pre-AP and AP teacher resources. [www.austinschools.org/curriculum/](http://www.austinschools.org/curriculum/)

AP Course Audit Tutorial

Digital presentation explaining the AP Course Audit process for teachers newly assigned an AP course. [http://archive.austinisd.org/academics/curriculum/gt/AP_Course_Audit/player.html](http://archive.austinisd.org/academics/curriculum/gt/AP_Course_Audit/player.html)

Teacher Corner for Pre-AP

This website contains information and teaching tips for Pre-AP courses. Visit the Course Home Pages for additional information about each AP course, the Teachers’ Resources area for reviews of teaching materials, and the Exam Questions pages for detailed information about each exam. [http://apcentral.collegeboard.com/apc/public/preap/teachers_corner/index.html](http://apcentral.collegeboard.com/apc/public/preap/teachers_corner/index.html)

Pre-AP Resource Banks

The Pre-AP Resource Banks are content specific for grades 6-10. Each bank is a PDF portfolio of strategies that teachers can adapt to any given lesson. [http://www.austinschools.org/curriculum/adv_ac/preAP/curriculum.html](http://www.austinschools.org/curriculum/adv_ac/preAP/curriculum.html)

AP Course Guides

The AP Course Guides provide the most up-to-date information about each course and exam and are published by the College Board. These course guides are helpful for the Vertical Team as they outline the capstone course’s expectation. [http://www.austinschools.org/curriculum/adv_ac/AP/curriculum.html](http://www.austinschools.org/curriculum/adv_ac/AP/curriculum.html)

AISD AP Connect

The purpose of this professional social network is for AISD Pre-PA and AP teachers to make connections with their colleagues. Within the social network are content area groups that teachers may join. [http://grou.ps/aisdconnect](http://grou.ps/aisdconnect)

College Board Electronic Discussion Group

AP Central offers Web-based threaded discussion groups for many AP courses and roles. This feature gives you the ability to post and view messages online for the discussion group. [http://apcentral.collegeboard.com/apc/public/homepage/7173.html](http://apcentral.collegeboard.com/apc/public/homepage/7173.html)

AP Digest

The AP Digest is a one- to two-page newsletter to support Pre-AP and AP students and teachers. They are written for teachers to share with students and focus on a variety of topics such as improving vocabulary, study tips, memory aids, and media literacy. [http://archive.austinisd.org/academics/curriculum/gt/ap.phtml](http://archive.austinisd.org/academics/curriculum/gt/ap.phtml)

Online Score Reports for Campuses

Log in required. Access a wide variety of reports regarding student performance on AP exams. [https://scores.collegeboard.com/pawra/home.action](https://scores.collegeboard.com/pawra/home.action)