Who can take Pre-AP and AP Courses?

All students in all Austin ISD middle and high schools have access to and are eligible to enroll in Pre-AP and AP courses. Austin ISD supports The College Board’s Equity and Access Policy Statement.

The College Board’s Equity and Access Policy Statement

“The College Board strongly encourages educators to make equitable access a guiding principle for their AP programs by giving all willing and academically prepared students the opportunity to participate in AP. We encourage educators to:

- Eliminate barriers that restrict access to AP for students from ethnic, racial, and socioeconomic groups that have been traditionally underserved.
- Make every effort to ensure their AP classes reflect the diversity of their student population.
- Provide all students with access to academically challenging coursework before they enroll in AP classes.

Only through a commitment to equitable preparation and access can true equity and excellence be achieved.”
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 necessary to succeed in advanced placement courses and achieve college readiness.

**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 advanced level 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 provide a powerful opportunity to help all students acquire the knowledge, concepts, and skills needed to engage in higher levels of learning.

- It is important to have recognized standards for college-preparatory and college-level academic work. The Texas Higher Education Coordinating Board College and Career Readiness Standards are integrated into the state Texas Essential Knowledge and Skills (TEKS). The College Board has curricular requirements that must be met before an AP course is authorized. 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 advanced level and AP courses 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 classes, and AP classes prepare students for college-level work.
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. See next page for explanation of acronyms and strategies for exploring literature.

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

**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**
- **Ethics (Ethos)**
- **Logic (Logos)**
- **Emotion (Pathos)**

**SMELL**
- **Sender/Receiver Relationship**
- **Message**
- **Emotional Strategies**
- **Logical Strategies**
- **Language**

**RAFT**
- **Role**
- **Audience**
- **Format**
- **Text**

**PAMDISS**
- **Purpose**
- **Audience**
- **Mode**
- **Diction**
- **Images/Concrete Details**
- **Syntax**
- **Structure**

**TP-CASTT**
- **Title (Literal)**
- **Paraphrase**
- **Connotation**
- **Attitude**
- **Shifts**
- **Title (Interpretive)**
- **Theme**

**Cornell Notes**
- **Key Points**
- **Notes on Key Points**
- **Summary Space**

**Dante’s Fourfold Method**
1. Literal or historical
2. Political
3. Moral or psychological
4. Spiritual

**DIDLS**
- **D**
- **I**
- **E**
- **A**
- **G**
- **E**
- **N**
- **T**
- **C**
- **E**
- **Structure**
Differentiation of Instruction for Advanced Level and Gifted Learners
is a teacher’s response to learner’s needs
guided by general principles of differentiation, such as...

<table>
<thead>
<tr>
<th>RESPECTFUL TASKS</th>
<th>ONGOING ASSESSMENT, ADJUSTMENT</th>
<th>FLEXIBLE GROUPING.</th>
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</thead>
</table>

Teachers can differentiate the...

<table>
<thead>
<tr>
<th>CONTENT (what is taught)</th>
<th>PROCESS (how it is taught)</th>
<th>PRODUCT (what is learned)</th>
</tr>
</thead>
</table>

of the lesson according to the student’s...

<table>
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<tr>
<th>READINESS (student academic level)</th>
<th>INTEREST (what the student wants to study)</th>
<th>LEARNING STYLES (how the student learns best)</th>
</tr>
</thead>
</table>

by using a range of instructional and management strategies, such as

- Multiple intelligences and entry points into learning
- Advanced organizers and foldables
- Advanced leveled texts and supplementary materials
- Literature circles
- Socratic Questioning
- Philosophical Chairs
- Tiered lessons and products
- Learning contracts
- Investigations and research opportunities
- Technology integration

- Independent study and research
- Gallery walks
- Interest learning centers and stations
- Higher level questioning
- Academic competitions
- Intellectual mentors
- Entrepreneurship
- 21st Century Learning Skills
- Compacting Instruction
- Academic readiness, interest, and learning style small groups

that are at an appropriate level of depth, complexity, and pacing to engage advanced level learners and gifted students.

According to state law, teachers are required to provide the following learning opportunities for identified GT students in grades K-12 during the school day as well as the entire school year:

- **FLEXIBLE GROUPING** - opportunities to work with other identified gifted students, work with students not identified as gifted, and work independently;
- **DIFFERENTIATION** - an array of appropriately challenging learning experiences in areas of student strength;
- **APPROPRIATE PACING** - opportunities to accelerate in areas of strength; and
- **DEPTH AND COMPLEXITY** - learning experiences that lead to the development of advanced-level products and/or performances.

### Flexible Skills Grouping

Flexible grouping should not be confused with Cooperative Learning or Ability Grouping. Flexible groups are not permanent groups, they are flexible and students may change groups frequently. Students are placed in groups according to similar learning needs (academic readiness, student interests, student learning styles).

*Flexible instructional grouping is specifically intended to provide a better instructional match between students and their individual needs. When you group flexibly, you create instructional groups and prescribe specific activities that respond to students’ learning needs.* (Heacox, 2002.)

Flexible group sizes will vary according to the number of students who have similar learning needs for the unit of study or activity being completed. Each group will work on different activities or tasks based upon the learning needs, interests, and learning styles of the group members.

<table>
<thead>
<tr>
<th>Academic Readiness Group</th>
<th>Student Interest Groups</th>
<th>Learning Style Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students grouped by similar academic readiness levels according to pre-assessment data.</td>
<td>• Students select the topic they want to study and together form an interest based learning group.</td>
<td>• Students grouped by similar learning style needs according to student learning style surveys.</td>
</tr>
<tr>
<td>• Groups are provided with activities differentiated for depth, complexity, and pacing of learning.</td>
<td>• Groups will conduct research to complete a group project or activity that will be presented to the class.</td>
<td>• Groups will complete a project/activity that focuses on the specific learning style needs of the group.</td>
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<tr>
<td><strong>Dimensions of Depth and Complexity</strong></td>
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<td>---------------------------------------</td>
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<tr>
<td><strong>Language of the Discipline</strong>&lt;br&gt;Encourages the use of appropriate language when addressing specifics in the curriculum.&lt;br&gt;&lt;br&gt;What terms or words are specific to the work of the __________? (disciplinarian)&lt;br&gt;What tools does the __________ use? (disciplinarian)</td>
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<tr>
<td><strong>Rules</strong>&lt;br&gt;Defines the organizational elements affecting the specific curriculum which is being studied.&lt;br&gt;&lt;br&gt;How is this structured?&lt;br&gt;What are the stated and unstated causes related to the description or explanation of what we are studying?</td>
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<tr>
<td><strong>Details</strong>&lt;br&gt;Involves elaboration of an idea or event.&lt;br&gt;&lt;br&gt;What are its attributes?&lt;br&gt;What features characterize this?&lt;br&gt;What specific elements define this?&lt;br&gt;What distinguishes this from other things?</td>
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<tr>
<td><strong>Ethics</strong>&lt;br&gt;Identifies and analyzes the possible rights and wrongs of a given idea or event.&lt;br&gt;&lt;br&gt;What dilemmas or controversies are involved in this area/topic/study/discipline?&lt;br&gt;What elements can be identified that reflect bias, prejudice, and discrimination?</td>
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<tr>
<td><strong>Patterns</strong>&lt;br&gt;Identifies the recurring elements or repeated factors of an event or idea.&lt;br&gt;&lt;br&gt;What are the reoccurring events?&lt;br&gt;What elements, events, ideas, are repeated over time?&lt;br&gt;What was the order of events?&lt;br&gt;How can we predict what will come next?</td>
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<tr>
<td><strong>Multiple Perspectives</strong>&lt;br&gt;Looks at ideas and events from different perspectives.&lt;br&gt;&lt;br&gt;Think like a(n)... historian, anthropologist, economist, archeologist, etc.&lt;br&gt;What are the opposing viewpoints?&lt;br&gt;How do different people and characters see this event or situation?</td>
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<tr>
<td><strong>Trends</strong>&lt;br&gt;Notes factors or events - social, political, economic, geographic - that cause effects to occur or happen.&lt;br&gt;&lt;br&gt;What ongoing factors have influenced this study?&lt;br&gt;What factors have contributed to this study?</td>
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<tr>
<td><strong>Over Time</strong>&lt;br&gt;Identifies and describes the effects that time has on the curriculum being studied.&lt;br&gt;&lt;br&gt;How are the ideas related between the past, present, future?&lt;br&gt;How are these ideas related within or during a time period?&lt;br&gt;How and why do things change or remain the same?</td>
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<tr>
<td><strong>Unanswered Questions</strong>&lt;br&gt;Explores the unknown and poses questions on the topic that need further exploration or clarification.&lt;br&gt;&lt;br&gt;What is still not understood about this area/topic/study/discipline?&lt;br&gt;What is yet unknown about this area/topic/study/discipline?&lt;br&gt;In what ways is the information incomplete or lacking in explanation?</td>
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<tr>
<td><strong>Big Ideas</strong>&lt;br&gt;Creates a generalization, principle or theory about the curriculum being studied.&lt;br&gt;&lt;br&gt;What overarching statement best describes what is being studied?&lt;br&gt;What general statement includes what is being studied?</td>
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<tr>
<td><strong>Interdisciplinary Relationships</strong>&lt;br&gt;What are common elements among topics from the different disciplines?&lt;br&gt;How does this idea/topic/concept relate to other disciplines?&lt;br&gt;How do topics/ideas from across the disciplines contribute meaning to this idea?</td>
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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.

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.

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

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

Texas Performance Standards Project [http://texaspsp.org/]
Guides to Success for engaging in research tasks that are supported for GT students by the Texas Education Agency.

Variety of ebooks available to Austin Public Library cardholders.

Austin ISD Online Library Catalog [http://ibistro/uhtbin/cgisirsi/x/0/0/49]
Digital databases and access to library subscriptions as well as ebooks.
Resources

Advanced Academic Services Teacher Resources
Online location for Pre-AP and AP teacher resources. http://curriculum.austinisd.org/adv_ac/index.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.

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://curriculum.austinisd.org/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://curriculum.austinisd.org/adv_ac/AP/curriculum.html

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.

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://aisdaas.blogspot.com/

Explore AP
Online clearinghouse tailored to students. Includes important dates, test preparation materials, and student logon for AP scores. https://apstudent.collegeboard.org/home

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
Pre-AP/AP Professional Development Plan

Initial Pre-AP/AP Summer Institute

AP Course Audit (AP teachers only)

5-year training renewal of Pre-AP/AP Summer Institute

| Pre-AP/AP Summer Institute | 1- or 2-day Pre-AP/AP Workshops | AP Exam Reader | College Board Consultant |

Initial 30-hour GT Foundations

GT Foundations Nature, Needs, and Assessment (6-12) - 12 hours AND Pre-AP/AP Institute credit

Annual 6-hour GT Update

| GT Update or Enrichment course through eCampus | GT Campus Update via PLC | Pre-approved campus GT Update |