

MIDLAND ISD
ADVANCED PLACEMENT CURRICULUM STANDARDS

	ENGLISH LITERATURE and COMPOSITION: AP English IV	
TEKS	COLLEGE BOARD	COLLEGE AND CAREER READINESS STDS
<p>Reading</p> <p>1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p>(A) determine the meaning of technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes;</p> <p>(B) analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings;</p> <p>(C) use the relationship between words encountered in analogies to determine their meanings (e.g., synonyms/antonyms, connotation/denotation);</p> <p>(D) analyze and explain how the English language has developed and been influenced by other languages; and</p> <p>(E) use general and specialized dictionaries, thesauri, histories of language, books of quotations, and other related references (printed or electronic) as needed.</p> <p>(2) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about</p>	<p>Reading</p> <p>STANDARD 1: Comprehension of Words, Sentences, and Components of Texts</p> <p>R1.1 Student comprehends the meaning of words and sentences.</p> <p>R1.2 Student comprehends elements of literary texts.</p> <p>R1.3 Student comprehends organizational patterns, textual features, graphical representations, and ideas in informational and literary texts.</p> <p>STANDARD 2: Using Prior Knowledge, Context, and Understanding of Language to Comprehend and Elaborate the Meaning of Texts:</p> <p>R2.1 Student uses prior knowledge to comprehend and elaborate the meaning of texts.</p> <p>R2.2 Student uses context to comprehend and elaborate the meaning of texts.</p> <p>R2.3 Student uses knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.</p> <p>STANDARD 3: Author’s Purpose, Audience, and Craft</p> <p>R3.1 Student rhetorically analyzes author’s</p>	<p>II. Reading</p> <p>II.A. Locate explicit textual information, draw complex inferences, and analyze and evaluate the information within and across texts of varying lengths.</p> <p>II.A.1. Use effective reading strategies to determine a written work’s purpose and intended audience.</p> <p>II.A.2. Use text features and graphics to form an overview of informational texts and to determine where to locate information.</p> <p>II.A.3. Identify explicit and implicit textual information including main ideas and author’s purpose.</p> <p>II.A.4. Draw and support complex inferences from text to summarize, draw conclusions, and distinguish facts from simple assertions and opinions.</p> <p>II.A.5. Analyze the presentation of information and the strength and quality of evidence used by the author, and judge the coherence and logic of the presentation and the credibility of an argument.</p> <p>II.A.6. Analyze imagery in literary texts.</p> <p>II.A.7. Evaluate the use of both literal and figurative language to inform and shape the perceptions of readers.</p> <p>II.A.8. Compare and analyze how generic features are used across texts.</p>

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<p>theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:</p> <p>(A) compare and contrast works of literature that express a universal theme;</p> <p>(B) compare and contrast the similarities and differences in classical plays with their modern day novel, play, or film versions; and</p> <p>(C) relate the characters, setting, and theme of a literary work to the historical, social, and economic ideas of its time.</p> <p>(3) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to evaluate the changes in sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods.</p> <p>(4) Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their</p>	<p>purpose, intended audience, and goals.</p> <p>R3.2 Student interprets, analyzes, and critiques author’s use of literary and rhetorical devices, language, and style.</p> <p>STANDARD 4: Using Strategies to Comprehend Texts</p> <p>R4.1 Student uses strategies to prepare to read.</p> <p>R4.2 Student uses strategies to interpret the meaning of words, sentences, and ideas in texts.</p> <p>R4.3 Student uses strategies to go beyond the text.</p> <p>R4.4 Student uses strategies to organize, restructure, and synthesize text content.</p> <p>R4.5 Student monitors comprehension and reading strategies throughout the reading process</p>	<p>II.A.9. Identify and analyze the audience, purpose, and message of an informational or persuasive text.</p> <p>II.A.10. Identify and analyze how an author’s use of language appeals to the senses, creates imagery, and suggests mood.</p> <p>II.A.11. Identify, analyze, and evaluate similarities and differences in how multiple texts present information, argue a position, or relate a theme.</p> <p>II.B. Understand new vocabulary and concepts and use them accurately in reading, speaking, and writing.</p> <p>II.B.1. Identify new words and concepts acquired through study of their relationships to other words and concepts acquired through study of their relationships to other words and concepts.</p> <p>II.B.2. Apply knowledge of roots and affixes to infer the meanings of new words.</p> <p>II.B.3. Use reference guides to confirm the Meanings of new words or concepts.</p> <p>II.C. Describe, analyze, and evaluate information within and across literary and other texts from a variety of cultures and historical periods.</p> <p>II.C.1. Read a wide variety of texts from American, European, and world literatures.</p>

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<p>understanding. Students are expected to evaluate how the structure and elements of drama change in the works of British dramatists across literary periods.</p> <p>(5) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:</p> <p>(A) analyze how complex plot structures (e.g., subplots) and devices (e.g., foreshadowing, flashbacks, suspense) function and advance the action in a work of fiction;</p> <p>(B) analyze the moral dilemmas and quandaries presented in works of fiction as revealed by the underlying motivations and behaviors of the characters;</p> <p>(C) compare and contrast the effects of different forms of narration across various genres of fiction; and</p> <p>(D) demonstrate familiarity with works of fiction by British authors from each major literary period.</p> <p>(6) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw</p>		<p>II.C.2. Analyze themes, structures, and elements of myths, traditional narratives, and classical and contemporary literature.</p> <p>II.C.3. Analyze works of literature for what they suggest about the historical period and cultural contexts in which they were written.</p> <p>II.C.4. Analyze and compare the use of language in literary works from a variety of world cultures.</p> <p>II.D. Explain how literary and other texts evoke personal experience and reveal character in particular historical circumstances.</p> <p>II.D.1. Describe insights gained about oneself, others, or the world from reading specific texts</p> <p>II.D.2. Analyze the influence of myths, folktales, Fables, and classical literature from a variety of world cultures on later literature and film.</p>

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<p>conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to analyze the effect of ambiguity, contradiction, subtlety, paradox, irony, sarcasm, and overstatement in literary essays, speeches, and other forms of literary nonfiction.</p> <p>(7) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to analyze how the author's patterns of imagery, literary allusions, and conceits reveal theme, set tone, and create meaning in metaphors, passages, and literary works.</p> <p>(8) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to analyze the consistency and clarity of the expression of</p>		

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<p>the controlling idea and the ways in which the organizational and rhetorical patterns of text support or confound the author's meaning or purpose.</p> <p>(9) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:</p> <p>(A) summarize a text in a manner that captures the author's viewpoint, its main ideas, and its elements without taking a position or expressing an opinion;</p> <p>(B) explain how authors writing on the same issue reached different conclusions because of differences in assumptions, evidence, reasoning, and viewpoints;</p> <p>(C) make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns; and</p> <p>(D) synthesize ideas and make logical connections (e.g., thematic links, author analysis) among multiple texts representing similar or different genres and technical sources and support those findings with textual evidence.</p>		

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<p>(10) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:</p> <p>(A) evaluate the merits of an argument, action, or policy by analyzing the relationships (e.g., implication, necessity, sufficiency) among evidence, inferences, assumptions, and claims in text; and</p> <p>(B) draw conclusions about the credibility of persuasive text by examining its implicit and stated assumptions about an issue as conveyed by the specific use of language.</p> <p>(11) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:</p> <p>(A) draw conclusions about how the patterns of organization and hierarchic structures support the understandability of text; and</p> <p>(B) evaluate the structures of text (e.g., format, headers) for their clarity and organizational coherence and for the effectiveness of their graphic representations.</p>		

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<p>Media (12) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</p> <p>(A) evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts;</p> <p>(B) evaluate the interactions of different techniques (e.g., layout, pictures, typeface in print media, images, text, sound in electronic journalism) used in multi-layered media;</p> <p>(C) evaluate how one issue or event is represented across various media to understand the notions of bias, audience, and purpose; and</p> <p>(D) evaluate changes in formality and tone across various media for different audiences and purposes.</p> <p>Writing (13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p>(A) plan a first draft by selecting the correct</p>	<p>Media STANDARD 1 Understanding the Nature of Media M1.1 Student understands the nature of media communication.</p> <p>STANDARD 2 Understanding, Interpreting, Analyzing, and Evaluating Media Communication M2.1 Student understands, interprets, analyzes, and evaluates media communication.</p> <p>STANDARD 3 Composing and Producing Media Communication M3.1 Student analyzes purpose, audience, and media channel when planning for a media communication. M3.2 Student develops and produces an informational or creative media communication. M3.3 Student evaluates and revises a media communication.</p>	<p>I. Writing A. Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author’s purpose.</p> <p>1.A.1. Determine effective approaches, forms, and rhetorical techniques that demonstrate understanding of the writer’s purpose and audience.</p> <p>1.A.2. Generate ideas and gather information relevant to the topic and purpose, keeping careful records of outside sources.</p> <p>1.A.3. Evaluate relevance, quality, sufficiency, And depth of preliminary ideas and information, organize material generated, and formulate a thesis.</p> <p>1.A.4. Recognize the importance of revision as the Key to effective writing. Each draft should refine key ideas and organize them more logically and fluidly, use language more precisely and effectively, and draw the reader to the author’s purpose.</p> <p>1.A.5. Edit writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate.</p>

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<p>genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;</p> <p>(B) structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices to convey meaning;</p> <p>(C) revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases;</p> <p>(D) edit drafts for grammar, mechanics, and spelling; and</p> <p>(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.</p>	<p>Writing</p> <p>STANDARD 1: Rhetorical Analysis and Planning W1.1 Student analyzes components of purpose, goals, audience, and genre.</p> <p>STANDARD 2: Generating Content W2.1 Student takes inventory of what he or she knows and needs to know. W2.2 Student generates, selects, connects, and organizes information and ideas.</p> <p>STANDARD 3 : Drafting W3.1 Student generates text to develop points within the preliminary organizational structure. W3.2 Student makes stylistic choices with language to achieve intended effects.</p> <p>STANDARD 4: Evaluating and Revising Texts W4.1 Student evaluates drafted text for development, organization, and focus. W4.2 Student evaluates drafted text to determine the effectiveness of stylistic choices.</p> <p>STANDARD 5: Editing to Present Technically Sound Texts W5.1 Student edits for conventions of</p>	<p>I. Writing</p> <p>A. Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author’s purpose.</p> <p>1.A.1. Determine effective approaches, forms, and rhetorical techniques that demonstrate understanding of the writer’s purpose and audience.</p> <p>1.A.2. Generate ideas and gather information relevant to the topic and purpose, keeping careful records of outside sources.</p> <p>1.A.3. Evaluate relevance, quality, sufficiency, And depth of preliminary ideas and information, organize material generated, and formulate a thesis.</p> <p>1.A.4. Recognize the importance of revision as the Key to effective writing. Each draft should refine key ideas and organize them more logically and fluidly, use language more precisely and effectively, and draw the reader to the author’s purpose.</p> <p>1.A.5. Edit writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate.</p>

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<p>(14) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to:</p> <p>(A) write an engaging story with a well-developed conflict and resolution, a clear theme, complex and non-stereotypical characters, a range of literary strategies (e.g., dialogue, suspense), devices to enhance the plot, and sensory details that define the mood or tone;</p> <p>(B) write a poem that reflects an awareness of poetic conventions and traditions within different forms (e.g., sonnets, ballads, free verse); and</p> <p>(C) write a script with an explicit or implicit theme, using a variety of literary techniques.</p> <p>(15) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</p> <p>(A) write an analytical essay of sufficient length that includes:</p> <p>(i) effective introductory and concluding paragraphs and a variety of sentence</p>	<p>standard written English and usage.</p> <p>W5.2 Student employs proofreading strategies and consults resources to correct errors in spelling, capitalization, and punctuation.</p> <p>W5.3 Student edits for accuracy of citation and proper use of publishing guidelines.</p> <p>W5.4 Student prepares text for presentation/publication.</p>	<p>I. Writing</p> <p>A. Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author’s purpose.</p> <p>1.A.1. Determine effective approaches, forms, and rhetorical techniques that demonstrate understanding of the writer’s purpose and audience.</p> <p>1.A.2. Generate ideas and gather information relevant to the topic and purpose, keeping careful records of outside sources.</p> <p>1.A.3. Evaluate relevance, quality, sufficiency, And depth of preliminary ideas and information, organize material generated, and formulate a thesis.</p> <p>1.A.4. Recognize the importance of revision as the Key to effective writing. Each draft should refine key ideas and organize them more logically and fluidly, use language more precisely and effectively, and draw the reader to the author’s purpose.</p> <p>1.A.5. Edit writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate.</p>

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<p>structures;</p> <p>(ii) rhetorical devices, and transitions between paragraphs;</p> <p>(iii) a clear thesis statement or controlling idea;</p> <p>(iv) a clear organizational schema for conveying ideas;</p> <p>(v) relevant and substantial evidence and well-chosen details;</p> <p>(vi) information on all relevant perspectives and consideration of the validity, reliability, and relevance of primary and secondary sources; and</p> <p>(vii) an analysis of views and information that contradict the thesis statement and the evidence presented for it;</p> <p>(B) write procedural and work-related documents (e.g., résumés, proposals, college applications, operation manuals) that include:</p> <p>(i) a clearly stated purpose combined with a well-supported viewpoint on the topic;</p> <p>(ii) appropriate formatting structures (e.g., headings, graphics, white space);</p> <p>(iii) relevant questions that engage readers and address their potential problems and misunderstandings;</p> <p>(iv) accurate technical information in accessible language; and</p> <p>(v) appropriate organizational structures supported by facts and details (documented if</p>		<p>I. Writing</p> <p>A. Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author’s purpose.</p> <p>1.A.1. Determine effective approaches, forms, and rhetorical techniques that demonstrate understanding of the writer’s purpose and audience.</p> <p>1.A.2. Generate ideas and gather information relevant to the topic and purpose, keeping careful records of outside sources.</p> <p>1.A.3. Evaluate relevance, quality, sufficiency, And depth of preliminary ideas and information, organize material generated, and formulate a thesis.</p> <p>1.A.4. Recognize the importance of revision as the Key to effective writing. Each draft should refine key ideas and organize them more logically and fluidly, use language more precisely and effectively, and draw the reader to the author’s purpose.</p> <p>1.A.5. Edit writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate.</p>

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<p>appropriate); (C) write an interpretation of an expository or a literary text that: (i) advances a clear thesis statement; (ii) addresses the writing skills for an analytical essay including references to and commentary on quotations from the text; (iii) analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices; (iv) identifies and analyzes ambiguities, nuances, and complexities within the text; and (v) anticipates and responds to readers' questions and contradictory information; and (D) produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that appeals to a specific audience and synthesizes information from multiple points of view.</p> <p>(16) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:</p> <p>(A) a clear thesis or position based on logical</p>		<p>I. Writing</p> <p>A. Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author's purpose.</p> <p>1.A.1. Determine effective approaches, forms, and rhetorical techniques that demonstrate understanding of the writer's purpose and audience.</p> <p>1.A.2. Generate ideas and gather information relevant to the topic and purpose, keeping careful records of outside sources.</p> <p>1.A.3. Evaluate relevance, quality, sufficiency, and depth of preliminary ideas and information, organize material generated, and formulate a thesis.</p> <p>1.A.4. Recognize the importance of revision as the Key to effective writing. Each draft should refine key ideas and organize them more logically and fluidly, use language more precisely and effectively, and draw the reader to the author's purpose.</p> <p>1.A.5. Edit writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate.</p>

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<p>reasons with various forms of support (e.g., hard evidence, reason, common sense, cultural assumptions);</p> <p>(B) accurate and honest representation of divergent views (i.e., in the author's own words and not out of context);</p> <p>(C) an organizing structure appropriate to the purpose, audience, and context;</p> <p>(D) information on the complete range of relevant perspectives;</p> <p>(E) demonstrated consideration of the validity and reliability of all primary and secondary sources used;</p> <p>(F) language attentively crafted to move a disinterested or opposed audience, using specific rhetorical devices to back up assertions (e.g., appeals to logic, emotions, ethical beliefs); and</p> <p>(G) an awareness and anticipation of audience response that is reflected in different levels of formality, style, and tone.</p> <p>(17) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:</p>		

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<p>(A) use and understand the function of different types of clauses and phrases (e.g., adjectival, noun, adverbial clauses and phrases); and</p> <p>(B) use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).</p> <p>(18) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to correctly and consistently use conventions of punctuation and capitalization.</p> <p>(19) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.</p> <p>Research</p> <p>(20) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:</p> <p>(A) brainstorm, consult with others, decide upon a topic, and formulate a major research</p>		<p>V. Research</p> <p>A. Formulate topic and questions.</p> <ol style="list-style-type: none"> 1. Formulate research questions. 2. Explore a research topic. 3. Refine research topic and devise a Timeline for completing work. <p>B. Select information from a variety of sources.</p> <ol style="list-style-type: none"> 1. Gather relevant sources. 2. Evaluate the validity and reliability of sources. 3. Synthesize and organize information effectively. <p>C. Produce and design a document.</p> <ol style="list-style-type: none"> 1. Design and present an effective product. 2. Use source material ethically.

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<p>question to address the major research topic; and (B) formulate a plan for engaging in in-depth research on a complex, multi-faceted topic.</p> <p>(21) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to: (A) follow the research plan to gather evidence from experts on the topic and texts written for informed audiences in the field, distinguishing between reliable and unreliable sources and avoiding over-reliance on one source; (B) systematically organize relevant and accurate information to support central ideas, concepts, and themes, outline ideas into conceptual maps/timelines, and separate factual data from complex inferences; and (C) paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number), differentiating among primary, secondary, and other sources.</p> <p>(22) Research/Synthesizing Information. Students clarify research questions and</p>		<p>V. Research A. Formulate topic and questions. 1. Formulate research questions. 2. Explore a research topic. 3. Refine research topic and devise a Timeline for completing work. B. Select information from a variety of sources. 1. Gather relevant sources. 2. Evaluate the validity and reliability of sources. 3. Synthesize and organize information effectively. C. Produce and design a document. 1. Design and present an effective product. 2. Use source material ethically.</p>

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<p>evaluate and synthesize collected information. Students are expected to:</p> <p>(A) modify the major research question as necessary to refocus the research plan;</p> <p>(B) differentiate between theories and the evidence that supports them and determine whether the evidence found is weak or strong and how that evidence helps create a cogent argument; and</p> <p>(C) critique the research process at each step to implement changes as the need occurs and is identified.</p> <p>(23) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into an extended written or oral presentation that:</p> <p>(A) provides an analysis that supports and develops personal opinions, as opposed to simply restating existing information;</p> <p>(B) uses a variety of formats and rhetorical strategies to argue for the thesis;</p> <p>(C) develops an argument that incorporates the complexities of and discrepancies in information from multiple sources and perspectives while anticipating and refuting</p>		

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<p>counter-arguments; (D) uses a style manual (e.g., <i>Modern Language Association, Chicago Manual of Style</i>) to document sources and format written materials; and (E) is of sufficient length and complexity to address the topic.</p> <p>Listening and Speaking (24) Listening and Speaking/Listening. <i>Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:</i> (A) listen responsively to a speaker by framing inquiries that reflect an understanding of the content and by identifying the positions taken and the evidence in support of those positions; and (B) assess the persuasiveness of a presentation based on content, diction, rhetorical strategies, and delivery.</p> <p>(25) Listening and Speaking/Speaking. <i>Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to</i></p>	<p>Listening STANDARD 1 Understanding the Communication Process L1.1 Student understands the transactional nature of the communication process.</p> <p>STANDARD 2 Managing Barriers to Listening L2.1 Student manages barriers to listening.</p> <p>STANDARD 3 Listening for Diverse Purposes L3.1 Student listens to comprehend. L3.2 Student listens to evaluate. L3.3 Student listens empathically.</p> <p>STANDARD 1: Understanding the Communication Process S1.1 Student understands the transactional nature of the communication process.</p> <p>STANDARD 2: Speaking in Interpersonal Contexts S2.1 Student communicates in one-to-one contexts. S2.2 Student plans for and participates in group discussion.</p>	<p>IV. Listening A. Apply listening skills as an individual and as a member of a group in a variety of settings (e.g., lectures, discussions, conversations, team projects, presentations, interviews). 1. Analyze and evaluate the effectiveness of a public presentation. 2. Interpret a speaker’s message; identify the position taken and the evidence in support of that position. 3. Use a variety of strategies to enhance listening comprehension (e.g., focus attention on message, monitor message for clarity and understanding, provide verbal and nonverbal feedback, note cues such as change of pace or particular words that indicate a new point is about to be made, select and organize key information).</p> <p>B. Listen effectively in informal and formal situations. 1. Listen critically and respond appropriately to presentations. 2. Listen actively and effectively in one-on-one communication situations. 3. Listen actively and effectively in group discussions.</p>

**MIDLAND ISD
ADVANCED PLACEMENT CURRICULUM STANDARDS**

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<p>formulate sound arguments by using elements of classical speeches (e.g., introduction, first and second transitions, body, and conclusion), the art of persuasion, rhetorical devices, eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.</p> <p>(26) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in teams, offering ideas or judgments that are purposeful in moving the team towards goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision-making, and evaluating the work of the group based on agreed-upon criteria.</p>	<p>STANDARD 3: Preparing and Delivering Presentations</p> <p>S3.1 Student analyzes purpose, audience, and context when planning a presentation or performance.</p> <p>S3.2 Student gathers and organizes content to achieve purposes for a presentation or performance.</p> <p>S3.3 Student rehearses and revises.</p> <p>S3.4 Student presents, monitors audience engagement, and adapts delivery.</p>	<p>III. Speaking</p> <p>A. Understand the elements of communication both in informal group discussions and formal presentations (e.g., accuracy, relevance, rhetorical features, organization of information).</p> <p>1. Understand how style and content of spoken language varies in different context and influences the listener’s understanding.</p> <p>2. Adjust presentation (delivery, vocabulary, length) to particular audiences and purposes.</p> <p>B. Develop effective speaking styles for both group and one-on-one situations.</p> <p>1. Participate actively and effectively in one-on-one oral communication situations.</p> <p>2. Participate actively and effectively in group discussions.</p> <p>3. Plan and deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning.</p>