Pre-AP English 1 Instructional Plan: 2025 Fall Semester

Course Overview

Pre-AP English I is designed to challenge students with a rigorous curriculum which focuses on deeper literary analysis, advanced writing techniques, and more complex texts across multiple genres, including classic and contemporary works. The course is designed to prepare students for the demands of advanced high school English courses, including AP English courses, and aims to build the skills necessary for success on the STAAR End-of-Course exam and AP exams.

Link to Pre-AP Course Agreement:

Pre-AP Course Agreement

Contact Information

Teacher Names:
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Classroom Expectations

Students are expected to arrive to class on time and prepared to engage in learning. Students are expected to demonstrate respect, responsibility, and a commitment to learning. This includes arriving on time, being prepared with necessary materials, actively participating in class discussions and activities, and completing assignments on time. Respect for peers, the teacher, and the learning environment is essential—disruptive behavior, inappropriate language, or bullying will not be tolerated. Students should maintain academic integrity at all times and seek help when needed. A positive, focused attitude and consistent effort will contribute to a productive and supportive classroom community for everyone.

Attendance Policy & Its Importance

Regular school attendance is essential. Absences from class may result in serious disruption of a student's education. The student and parent should avoid unnecessary absences. Two important state laws—one dealing with compulsory attendance and the other with how attendance affects the award of a student's final grade or course credit—are discussed in the MISD Student Handbook.

Please notify the school if your child will be absent. Frequent or extended absences may make it more difficult for your child to learn necessary foundational skills that ensure student success this year and in future school years and could result in loss of credit.

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Learning Objectives

By the end of the first semester, students will be able to:

Utilize novels each unit, articles, and mentor text, in order to answer unit essential questions:

- Unit 1: What Qualities Help Us Survive?
- Unit 2: How do a writer's techniques shape a piece's overall meaning?
- Unit 3: What is true love?

Utilizing skills such as:

- Reading and Textual Analysis
    - Studnets will analyze how literary devices and structural choices contribute to the theme and meaning of a text.
    - Studnets will evaluate an author's stylistic choices and use of language to understand how they influence reader response.
    - Students will interpret complex texts by applying multiple reading strategies, such as making inferences, summarizing, and identifying the main idea.
    - Students will compare and contrast themes and ideas across different literary genres and texts.
- Writing and Composition
    - Students will construct a well-structured argumentative essay with a clear thesis statement, supporting claims with textual evidence.
    - Students will demonstrate an understanding of the writing process by planning, drafting, revising, and editing their own work.
    - Students will adapt their writing style and structure to suit different purposes and audiences, considering the conventions of various genres.
    - Students will integrate evidence from a text to support their analysis of character development, plot, and setting.
- Drama/Poetic Analysis
    - Students will examine the use of structural elements (e.g., meter, stanza, dramatic irony) in plays and poems to understand how they convey emotion and meaning.
    - Students will assess how historical and cultural contexts influence the themes and characters in dramatic and poetic works.
    - Students will evaluate how an author's stylistic choices and literary devices contribute to the overall impact of a play or poem.
    - Students will construct a well-reasoned argumentative essay based on two thematically linked passages from plays or poems, using textual evidence to support their claims.

In conjunction with these Pre-Ap Units:

- Unit 1: Short Stories and Visual Texts

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        - Students will analyze how authors use specific details in short fiction and visual images to convey meaning.
        - Students will construct complex sentences and a variety of paragraphs, including narrative and analytical, to effectively communicate ideas.
        - Students will apply correct punctuation to complex sentences and direct quotations.
        - Students will evaluate how word choice, meanings, and relationships affect the tone and message of a text.
        - Students will participate in academic conversations, using textual evidence to support their claims and respectfully engaging with diverse perspectives.
    - Unit 2: Poetry and Drama
        - Students will analyze the structural elements and stylistic choices in excerpts of poetry and drama to understand how they convey meaning and emotion.
        - Students will create original "found poems" and analytical paragraphs that demonstrate an understanding of how authors use language to achieve a desired effect.
        - Students will construct a multi-paragraph analysis that presents a clear argument supported by textual evidence.
        - Students will evaluate the meaning and impact of specific word choices and phrases, explaining how they contribute to the overall tone and theme of a text.
        - Students will participate in choral readings and dramatic performances to interpret and convey the meaning of a text.
        - Students will engage in academic conversations to collaboratively analyze and discuss literary works, citing evidence to support their interpretations.

Course Resources

- District Reading List
- CollegeBoard account

Grading Policy

According to Midland ISD Grading Policy:

1. The departmental grading policy will meet the district's framework with 60% of the grade being MAJOR GRADES and 40% being MINOR GRADES.
    a. Major grades will include such things as tests, projects, essays, long-term assignments, etc. There must be two or more grades in the Major category each grading cycle.
    b. Minor grades will include daily grades, homework, quizzes, etc.

Redo Policy

It is the goal of teachers to promote student success and when a student does not succeed on a summative assessment, a redo assessment may be requested. If a student receives a failing grade on a summative assessment, the student may request a redo assignment from his/her teacher.

The following criteria must be met in order to qualify for a redo assignment:

1. The student must have made a significant effort on the original test. Significant effort is defined as:

- No randomly marked answers and

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- All work/questions are attempted and
- Work is meaningful and represents deliberate thought

2. The student must complete a reasonable intervention measure as prescribed by a teacher with the aim of improving mastery of the topics covered within the allotted time.

3. The student will have 5 school days from the date of notification of the grade (via in class notification or online grading system) to request a redo assessment.

Once the above criteria are met the teacher will administer the redo at the prearranged time. The following do not qualify for redo:

1. Assessments that students refuse to initially take in class.

2. Redo not completed by the end of the grading cycle (The Wednesday prior to the end of the grading period on Friday).

The opportunity to redo/retake shall exist for major grades included in a student's average except for semester exams. The maximum grade awarded on a redo/retake is 75. Failure to complete the prescribed intervention and/or meet the timeline established by the teacher will result in the student receiving the original grade awarded. Teachers may choose to offer additional redo opportunities for minor or major grades at their discretion.

School-wide System of Communication

MFHS teachers have several ways to communicate with our MFHS families. Teachers will send out notifications every other week via Skyward, Blackboard or Class Dojo to keep families informed of student academic progress and upcoming events.

Please feel free to reach out with any questions or concerns. We are excited to work together to make this a successful year of learning!