Course Syllabus: English II - Pre-AP
2025-2026
Teacher Name & Contact:
Room #:
Conference Period:

Course description and objectives:

By the end of this course, students will analyze written texts and develop strong language skills, especially in writing. They will use critical thinking to understand complex texts and improve comprehension. They will also show their proficiency in analyzing context, understanding word meanings, and effectively using language in English texts.

Classroom expectations and behavior guidelines:

Stay in Your Seat: Please remain in your assigned seat throughout the class to help maintain a focused learning environment.
Exit Respectfully: When class ends, avoid standing near the door or by your desk to ensure a smooth transition.
No Paper Games: Let's not play paper basketball during class so we can keep the room organized and focused.
Keep It Clean: Please throw away your trash properly, including papers and wrappers. Let's keep our classroom clean and organized by working together. And please avoid bringing food or drinks into the class. Thank you for helping to maintain a neat learning environment.
No Distractions: Please don't make drumming or disruptive noises during class to help everyone concentrate.
Cell Phones: Students should keep their cell phones in their bags and refrain from using them as distractions during instruction or work time.
Headphones/Earbuds: Students must remove any listening devices before entering the classroom, as listening to music during instructional time is not permitted.
Follow the Routine: Be sure to follow the daily routine of the Do Now, Daily Challenge, and Exit Ticket, or any instructions from the instructor.

Required materials (textbooks, novels, online resources, etc.):

Chromebook: Please remember to bring your Chromebook to class every day and make sure it's fully charged.

Textbook: My Perspectives: English Language Arts

Novels: (One novel every six weeks/Unit)
Unit 1 -

Google Classroom is a tool used at Midland High for online learning. It helps teachers organize and share course materials like assignments, quizzes, and discussions with students. Students can use Google Classroom to access these materials, interact with classmates, complete assignments, and get feedback from teachers.

Do Now:

At the start of each class, students will need to complete the Do Now, a brief exercise posted on Google Classroom or on the board. Please ensure that you bring your charged laptop to class every day. The Do Now should only take a few minutes, so it's important to finish it within the initial moments of the class.

Daily Challenge:

The Daily Challenge serves as the main lesson for the day and will usually be available on Google Classroom. Several of the student's grades are determined by their performance in the Daily Challenge. Hence, it's essential for students to pay close attention to the Daily Challenge and engage with it actively.

Exit Ticket:

The Exit Ticket is a brief activity designed to assess the student's grasp of the day's lesson. It allows both the student and teacher to measure understanding. If a student finds the Exit Ticket challenging, it's advisable to either contact the teacher directly or attend a tutoring session for further assistance.

Grading policy:

Major Assignments: 60%
Minor Assignments: 40%

Online Discussions:

Students will participate in supervised online discussions that count toward their grade. We'll review online etiquette before the first discussion.

Absence and Late Work:

Absences: If absent, students must get missing notes and assignments from the teacher or Google Classroom. Extensions may be given based on the absence. Late assignments require a discussion with the teacher.

Late Work: Assignments can be submitted up to five days late with a 10-point deduction per day. Assignments beyond this period will not be accepted.

Corrections:

A student may revise and resubmit a failed assignment to potentially earn a grade of up to 75. The revised assignment must be completed and submitted within three days of receiving the initial grade. Please note that this correction policy does not apply to assignments submitted late.

Plagiarism and AI:

Plagiarism is not allowed. Use your own ideas and give proper credit. Any assignment flagged as being completed by AI will receive a zero and result in a mandatory meeting with both the student and their parent, as well as the teacher.

In Google Classroom, the plagiarism check uses Google's originality reports to compare a student's work with webpages and books online. It highlights matching text so teachers and students can see if parts were copied and need to be cited or rewritten.

Tutoring Sessions:
Mondays - 8:00 AM to 8:30 AM
Tuesdays - 4:00 PM to 4:40 PM.

Unit 1: Students will master the skills of analyzing texts, synthesizing information, and using the entire writing process to create clear, impactful work with a unique voice
Unit 2: Students will become critical thinkers by analyzing a novel's themes, literary devices, and the author's choices, connecting them to real-world issues and their own beliefs, and then crafting a literary analysis supported by clear evidence from the text.
Unit 3: Students will analyze how historical and cultural contexts influence literary elements, examine how playwrights use dramatic techniques, and evaluate argumentative texts to create their own original arguments with clear claims and evidence.
Unit 4: Students will compare and contrast themes across different cultures and time periods, examining how historical events and cultural norms shape literature, and then synthesize information from various sources to create well-supported informational essays.
Unit 5: Students will analyze literary devices and organizational patterns to understand complex characters, themes, and arguments in texts, and they will create their own argumentative essays with clear theses and supporting evidence.
Unit 6: Students will analyze character development and the author's stylistic choices in a novel, and conduct research on its historical and cultural context to write an informative essay with a clear thesis, using evidence from both the text and outside sources.
STAAR English II Study Guide
I reserve the right to modify or make changes to this document as needed.
We have read and understand the syllabus for English II - EAS and agree to follow the guidelines.
(A digital copy of this syllabus is available on Google Classroom.)

Student Name: _____

Student Signature: _____

Date: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Date: _____