



9th Pre-AP English I Instructional Plan:

Fall Semester

Course Overview

Welcome to Pre-AP English I at our top rated Early College High School at Midland College. This course focuses on reading, writing, speaking, and language skills that are relevant for high school, college, and future career experience. The texts for this year will inspire and prepare all students for critical reading and analytical writing. This course trains readers to observe small details in a text to arrive at a deeper understanding of the whole. Students will learn to focus on crafting complex sentences, developing advanced written texts, and conducting in-depth analyses while also discovering their own voices and processes as writers.

Contact Information

Teacher Name: Megan Schwander

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Class Rules and Expectations: The rules below are broad and encompass multiple expectations. First offense: verbal or nonverbal redirect, second offense: private conversation, third offense: parent contact, fourth offense: administrative referral.

1. Put away phones and distracting technology (MISD: no warning, zero tolerance)
2. Conduct yourself with kindness
3. Conduct yourself with respect
4. Participate

Cheating Policy:

- DO NOT plagiarize. Academic dishonesty consists of any writing that includes ideas or words that are not true to the author without giving credit. Any instance of cheating/ plagiarism will result in an immediate zero, a call home to parents, and a discipline referral.
 - Plagiarism includes: Submitting a paper written or partially written by artificial intelligence (AI), someone that is not the student themselves, an online source, a print source, etc. Paraphrasing, patchworking, and not properly giving credit for another's ideas is also plagiarism.
 - If a student plagiarizes, they will (1) receive a failing grade on the assignment AND be required to redo the assignment, (2) receive a call home to parents, and (3) receive a discipline referral to the office.
- Any instance of cheating, according to the ECHS@MC Student Handbook, will lead to a 0 for the assignment and a redo assignment for up to a 75.



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Attendance Policy & Its Importance

Latework and Absences: If students are absent, they are accountable for the missing work and meeting with the teacher before or after class to discuss what's missing. The student must meet with or email the teacher to discuss new deadlines. After the first day a major or minor grade assignment is late (unless the student is absent), the highest grade possible is a 90, then 80, then 70. After 3 days, the assignment will not be accepted and recorded as a 0.

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.



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Learning Objectives

	FALL 26	
	1st 9 Weeks	2nd 9 Weeks
Units	Unit 1: Crafting Informational Essays Unit 2: Survival Unit 3: Reader & Writer Connections/Novel Study	Unit 3: Reader & Writer Connections/Novel Study Unit 4: Romeo & Juliet
Reading	- Self-Selected Novel (summer reading) - Informational articles, etc.	- <i>Fahrenheit 451</i> (fiction novel) - <i>Romeo and Juliet</i> - Expository articles, etc.
Overall Objectives:	In Unit 1, students will learn how to compose an essay using an informational text to support their ideas. Students will also analyze informational nonfiction texts on the importance of connections during natural disasters. In Unit 2, students will evaluate the relevance and strength of evidence, refine ideas through academic conversation, and apply their thinking in informational Extended Constructed Responses (ECRs).	For Unit 3, students will compose a short analytical writing to prepare for the CSWA using the literature fiction novel, <i>Fahrenheit 451</i>. Students will implement the MLA writing process. For Unit 4, Students will read the Tragedy, <i>Romeo and Juliet</i>. They will examine how love, loyalty, family expectations, conflict, impulsivity, identity, and responsibility shape character choices and consequences.
	Spiraled: E1.4(A), E1.4(B), E1.4(C), E1.4(D), E1.4(E), E1.4(F), E1.4(G), E1.4(H), E1.4(I) Plus: E1.3A, E1.5D, E1.6C, E1.7A, Di-Dii, E1.8F, E1.10B, D	Spiraled: E1.4(A), E1.4(B), E1.4(C), E1.4(D), E1.4(E), E1.4(F), E1.4(G), E1.4(H), E1.4(I) Plus: E1.6A-D, E1.7A, E1.8A, D-F, E1.10A



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Course Resources

Required Materials:

- 3 subject college-ruled notebook with folder dividers
- General:
 - Pens and/or pencils; something to write with
 - Highlighters (multi-color)
 - 1 ream of college-ruled notebook paper
 - Textbook, provided by the teacher

Technology

- School-issued Chromebook, fully charged everyday

Grading Policy

- Major (60%): Essays, tests, and projects
- Minor (40%): Homework, reading quizzes, daily work
- There will be a minimum of one grade entered into PowerSchool per week per MISD's grading policy, with a minimum of two major grades per 9 weeks.
 - Homework expectations:
 - On the Friday of every 4th week of every nine weeks, students must have completed four CommonLit activities with a minimum grade of 75.
 - Every other Thursday, students will turn in a grammar assignment.
 - The following Friday, students will complete a grammar quiz.
- Three times per semester, there will be a grammar major grade test.
- Tutorials: I will be available after school every day until 4:30 for optional tutorials (unless I am in a meeting).
 - If a student has below a 75 at any time in my class, they are required to attend tutorials with me on Tuesdays until they raise their grade.
- Redo Policy: According to MISD, students have up to 5 days upon notification of a grade to redo an assignment for which they earned a failing grade. The assignment must have been turned in on time. The highest grade they can receive is a 75 on the redo.
 - Only major grades may be redone.
- Credit Recovery: Credit recovery will be offered to students who have below a 70 at the end of each semester and offer students the chance to earn up to a 70 for that grading period. This assignment is due by email two Fridays after the last Friday of the 9 weeks (students have two weeks to complete this assignment). This consists of a self-selected text, annotations on each chapter, then a multi-paragraph essay over the concepts from that unit related to the self-selected text.



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School-wide System of Communication

PowerSchool and Email

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!

Please fill out the portion below and return this portion to your teacher.

We acknowledge that we have read and that we understand the expectations in [grade level or course]. We agree to contact the teacher should we have any questions or concerns regarding this instructional plan.

Parent Name: _____

Student Name: _____

Cell Phone Number: _____

E-Mail: _____

Parent Signature : _____

Student Signature: _____

Date: _____