



Pre-AP English II Instructional Plan: Fall Semester

Course Overview

Students will engage with complex themes and narrative techniques, focusing on interpreting and analyzing texts from different cultures and time periods. They will develop their ability to construct well-supported arguments, synthesize information, and express their ideas clearly and persuasively.

Contact Information

Teacher Name: Victoria Luna

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Classroom Expectations

Students are expected to maintain professional conduct with academic integrity. If any classroom expectations are not followed, the following consequences will be enforced:

First offense: verbal or nonverbal redirect, second offense: private conversation, third offense: parent contact, fourth offense: administrative referral.

Attendance and Grading Policy

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. For documented absences, students will be allowed one school day for each day absent to make up missed assignments.

All course activities must be submitted before or on set due dates. Barring extenuating circumstances, such as documented extended illness, late work will be graded at a maximum of 90% of the original value if it is 1 day late, 80% if it is 2 days late, and 70% if it is 3-5 days late. Any work submitted past this time frame will not be accepted and receive a score of 0%.

Late Work Policy: As per the MISD late work policy:

Any work not received by the assigned due dates will be graded as follows:

- 1 day late- maximum grade possible is 90
- 2 days late- maximum grade possible is 80
- 3-5 days late- maximum grade possible is 70
- After 5 days, late work will not be accepted

MISD Personal Devices Policy

Per Texas State Law: Students shall not use a personal telecommunications device, including, but not limited to, a cell phone and wearable technology such as the Apple Watch, smartwatches, fitness watches, paging device, radio device, or any device capable of receiving notifications or facilitating communication on school property during the school day. A student's personal telecommunications device shall be left at home or turned completely off and stored in a backpack for the entirety of the school day. There is no warning to this policy. If the device is



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seen or heard on MISD campuses, it will be taken to the office and picked up by the end of the day after the student and/or parent pay a fee. More offenses lead to ISS and other consequences.

Course Resources

Literature: *Lord of the Flies*, *Poe: Stories and Poems*, *Macbeth*, *Night*, *The Great Gatsby*

Curriculum: SAVVAS, Collegeboard, CommonLit, IXL

Technology: Canvas, PowerSchool, Classlink

Learning Objectives

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Unit 1	Unit 2	Unit 3	Unit 4
Informational Writing	Inside the Nightmare	Stories from the Holocaust - Night	Exploring Ambition, Guilt, and Power
Using a grade-level informational text, students will learn how to analyze a prompt, develop a thesis, organize ideas logically, select relevant evidence, and explain their thinking through commentary. Throughout the unit, students will engage in planning, drafting, revising, and editing to produce a complete informational essay.	Students will slow down to observe significant details, develop and revise multiple plausible interpretations, and analyze how characterization, plot, isolated scenes, diction, syntax, imagery, sound, and poetic structure interact to create tension and meaning. They will evaluate how author choices shape reader perception, select compelling evidence, refine ideas. Students will also transfer observations about craft into purposeful personal and reflective writing.	Students will read <i>Night</i> closely as both testimony and crafted memoir, analyzing how Wiesel uses perspective, structure, diction, syntax, imagery, repetition, and understatement to shape readers' understanding. Students will synthesize ideas across memoir, speech, and informational text while maintaining a clear distinction between historical facts, personal response, and evidence-based literary or rhetorical analysis.	Students will read the drama <i>Macbeth</i> closely, developing and revising interpretations as they analyze how dialogue, stage directions, dramatic tension, and character interactions reveal power, good versus evil, guilt, and the dangers of ambition. Students will compare perspectives, evaluate the relevance and sufficiency of evidence, trace claims and counterclaims, and build literary analysis through precise theses, compelling evidence, and explicit commentary.
Spiraled TEKS: 1A, 1B, 1C, 1D, 2A, 2B, 2C, 3, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 4I, 5A, 5B, 5C, 5D, 5E, 5F, 5G, 5H, 5I, 5J, 6A, 6B, 6C, 6D, 7A, 7B, 7C, 7D, 7D(i), 7D(ii), 7E, 7E(i), 7E(ii), 7E(iii), 7F, 8A, 8B, 8C, 8D, 8E, 8F, 8G, 9A, 9B, 9B(i), 9B(ii), 9C, 9D, 9D(i), 9D(ii), 9D(iii), 9D(iv), 9D(v), 9D(vi), 9E, 10A, 10B, 10C, 10D, 11A, 11B, 11C, 11D, 11E, 11F, 11G, 11G(i), 11G(ii), 11H,			



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