



PRE-AP ENGLISH 10

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Course Description:

This course is designed to develop student competency in English usage and mechanics, oral and written communication. Topics for class activities, discussion, and presentations include poetry, novels, essays, library research skills, short stories, and creative writing. Students use analytical and critical thinking skills while examining the various literary forms. This course fulfills the requirement for one unit of 10th grade English for the high school diploma. "Participation in Pre-AP courses allows students to slow down and focus on the most essential and relevant concepts and skills. Students have frequent opportunities to engage deeply with texts, sources, and data as well as compelling higher-order questions and problems. Across Pre-AP courses, students experience shared instructional practices and routines that help them develop and strengthen the important critical thinking skills they will need to employ in high school, college, and life. Students and teachers can see progress and opportunities for growth through varied classroom assessments that provide clear and meaningful feedback at key checkpoints throughout each course" (College Board 3).

Course Objectives:

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
 2. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 3. Initiate and participate effectively in a range of collaborative discussions.
 4. Demonstrate command of the conventions of standard English grammar and usage.
 5. Determine the meaning of multiple-meaning and unknown words and phrases using a range of strategies.
 6. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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Classroom Expectations:

You are expected to conduct yourself in a respectful and productive manner. In addition to all the rules and expectations listed in the student handbook, I expect you to have a positive attitude, treat others with respect, practice self-discipline, and demonstrate responsibility. If these conditions are not met, you can expect one-on-one meetings with me, parent/instructor conferencing, and administrative action, if necessary.

Cell Phone Expectations:

ALL electronic devices are prohibited from being used during the instructional day. This is from 8:00-3:28. Electronic Devices include: cell phones, smart watches, earbuds/headphones/airpods, tablets, and personal computers. **School issues laptops are the only devices that will be allowed during the school day.** Discipline will be given to ANY student who uses an electronic device. If you bring your device to school, it **MUST** be placed in your bookbag. It cannot be on your person.

Grading Policy:

Grades are based on a 100 point scale. We have two types of grades: daily grades (30% of final grade) and tests (70% of final grade). The percentage based grading scale is as follows: A (90-100), B (80-89), C (70-79), D (65-69), and F (below 65).

Grades will be a reflection of mastery of the standards. Make sure all absences are excused, as class work can be made up and graded for excused absences only.
Cheating/plagiarizing will be handled by the teacher at the teacher's discretion.

Tardy Policy:

Students late to **ANY** class, without a pass, will report to a tardy scanning station. You will input your identification number on the PIN pad. A tardy slip will be printed for you to report to class. Parent email will be sent for every tardy. Discipline will be as follows: 3 total tardies will result in 1 day of ISS; 6 total tardies will result in 2 days of ISS; Progressive discipline to follow.

Make-up Work Policy:

Make-up tests will **only** be given to a student who has an **excused absence**. **The student must make arrangements with the teacher to take a make-up test. Tests may be taken during Patriot Prep with prior arrangement from each teacher.** A student only has two chances (the next two Patriot Preps after the absence) to make up a test. All make-up tests will be administered in the teacher's classroom.

Homework/Classwork: Students who are absent for **excused reasons** will be permitted to make up missed work. **It is the student's responsibility to get their work assignments the day upon return to school and complete the assignments according to a time frame determined by the teacher within two weeks of the date of the last absence.** Grades of zero will be assigned for assignments missed because of unexcused absences.

Exam Exemption Policy:

Any student in grades 9-12 is eligible to earn an exam exemption for the 2025-2026 Exams for each class IF they have earned an 85% or higher as the final grade for that course. Any of the following will EXCLUDE a student from being exempted for that class:

- More than five EXCUSED absences
- Any UNEXCUSED absence
- In School Suspension (ISS) for 3 days or more
- Out of School Suspension (OSS)
- One or more days of Alternative School placement
- Not participating in the state standardized assessment for their grade level (10th PreACT, 11th ACT with Writing, 12th WorkKeys, and AP exams)

Attendance and full participation in reviews and assignments for the class leading up to the day of the final exam are required.

***Text and Other
Required Reading:***

Farewell to Manzanar by Jeanne Wakatsuki Houston & James D. Houston (**Summer Reading**), *Night* by Elie Wiesel (**Memoir**), *Julius Caesar* by William Shakespeare (**Play**), *Born a Crime* by Trevor Noah (**Satire-excerpts**), and other short stories, poetry, and nonfiction by various writers. Digital links for these works will be provided in Schoology. The College Board Pre-AP Classroom **must be used** for learning checkpoints throughout the semester. Daily Grammar Practice (**DGP**) is daily and vocabulary quizzes are bi-weekly.

***Materials and
Supplies Needed:***

Blue/black pens, pencils, loose-leaf paper, 3 ring binder, 6 tabs for sections (Daily Grammar Practice (**DGP**), Vocabulary, Unit One, Unit Two, Unit Three, and Unit Four), and highlighters (**blue, green, yellow, orange, and pink**). Access to the Schoology learning platform is required. All materials for class are located on Schoology in digital form.

Laptops

Concerning laptop utilization: 1. Student laptops should not be hard-wired to the network or have print capabilities. 2. Use of discs, flash drives, jump drives, or other USB devices will not be allowed on Madison City computers. 3. Neither the teacher nor the school is responsible for broken, stolen, or lost laptops. 4. Laptops and other electronic devices will be used at the individual discretion of the teacher.

Plagiarism:

The majority of writing assignments in this course will be submitted and subjected to plagiarism programs that will generate a report on the originality of student writing by comparing it with AI and human-created text. These detectors will help students discern when they are using sources fairly, citing properly, and paraphrasing effectively - skills essential to all academic work.

18 – WEEK PLAN*-The Journey of Influence (Thematic Idea)	
Weeks 1-4	<u>Unit 1-Who am I, and why do I matter? (Self-Awareness)</u> Anchor Text: Farewell to Manzanar (Summer Reading-Memoir) *We will be reading various short stories, poems, and supplemental articles Learning Checkpoint on College Board Pre-AP Classroom (One per unit) Daily Grammar Practice (DGP) Vocabulary (Bi-weekly)
Weeks 5-9	<u>Unit 2-How do people connect, and why does that matter? (Relational Awareness)</u> Anchor Text: Night (Memoir) *We will be reading various short stories, poems, and supplemental articles Learning Checkpoint on College Board Pre-AP Classroom (One per unit) Daily Grammar Practice (DGP) Vocabulary (Bi-weekly)
Weeks 10-13	<u>Unit 3-What impact do my decisions/actions have on myself and others? (Communal Awareness)</u> Anchor Text: Julius Caesar by William Shakepeare (Play) *We will be reading various short stories, poems, and supplemental articles Learning Checkpoint on College Board Pre-AP Classroom (One per unit) Daily Grammar Practice (DGP) Vocabulary (Bi-weekly)
Weeks 13-17	<u>Unit 4-How can I contribute responsibly to society? (Social Awareness)</u> Anchor Text: Born a Crime by Trevor Noah (Excerpts-Satire) *We will be reading various short stories, poems, and supplemental articles Learning Checkpoint on College Board Pre-AP Classroom (One per unit) Daily Grammar Practice (DGP) Vocabulary (Bi-weekly)
Week 18	<u>Review for the final exam</u>

***This is a tentative plan and may change at the discretion of the teacher.**

Please sign below to acknowledge that you have received, read, and understood the syllabus.

_____ We know Pre-AP students will have **homework**, and we will support our student in making this rigorous academic year a successful one!

_____ We know that our student **needs to check Schoology when absent** because Mrs.Murray has all the materials there.

_____ We also know that Mrs.Murray will contact us about any concerns or classroom information via the email or phone number supplied on this form. **{If a parent completes this form and returns it by Thursday of this week, the student will receive 5 bonus points on the test grade of their choice in the first weeks of school.}**

Student name: _____

Student signature: _____

Parent/guardian name: _____

Parent/guardian signature: _____

Parent/guardian, please provide two ways for me to contact you (email address, phone numbers):

Parent/guardian Email:

Parent/Guardian Phone number:
