



## ***PRE-AP ENGLISH 9 - 25-26***

Teacher Name: Mr. Clement (English)

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### ***Course Description:***

This is an accelerated pace course designed to help prepare students for Advanced Placement English Language & Advanced Placement English Literature. Pre-AP English 9 provides students with experiences to enrich and expand their acquisition of language and communication skills, appreciation of literature and selected classics, organization and presentation of ideas, and cultivation of a variety of individual writing styles.

1. To master and successfully apply complex rules of language usage
2. To develop effective voice, organization, transitions, and sentence variety when writing
3. To successfully read and interpret literature from a variety of genres and time periods across world literature, recognizing styles associated with particular authors, time periods, and genres.
4. To become a more discerning reader, able to note stylistic devices and begin to consider their effect
5. To become a more effective communicator in both formal and informal presentations among large and small groups We will follow both the College Board Pre-AP English 1 Course Guide and the Alabama Core Standards.

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- The College Board Pre-AP English 1 Course Guide is found here:

<https://pre-ap.collegeboard.org/pdf/pre-ap-english-cg-wr.pdf>

- The Alabama Course of Study Guide is found here (grade 9 begins on page 110):

<https://www.alabamaachieves.org/wp-content/uploads/2021/05/2021-Alabama-English-Language-Arts-Course-of-Study.pdf>

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### ***Classroom Management Plan:***

#### **Classroom Management Plan**

- Verbal reprimand
- Conference with student with parent contact
- Withdrawal of privilege(s) with parent contact
- Other consequences determined to be reasonable and appropriate by the school administration.

#### **Cell Phones**

Per state law and district policy, communication devices, including cell phones, must be stored off the student's person during the school day. Phones and earbuds/headphones will be put away in a location designated by the teacher or school administration and placed in silent mode. Failure to comply with the policy may result in confiscation of the device or immediate referral to administration.

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**Grading Policy:**

Test grades will account for 70% of the 9-weeks grade, with the remaining 30% being determined by quiz/daily grades. The 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. The final exam counts for 20% of the final grade.

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**Make-up Work Policy:**

If a student misses a major or minor grade, it is up to the student to contact the teacher and make arrangements for a make-up date/time. The absences must be excused in order to schedule a make-up date/time. Failure to do so, will result in a 0 for that major or minor grade. Late work will be accepted for 1 week after the assignment due date for a 20% penalty. After one week, the grade will remain 0.

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**Supplies and  
Required Reading:****Supplies:**

- School-issued Chromebook
- Assigned novels - No digital copies (See required literature listed below)
- Binder with loose-leaf paper and 5 dividers
- Pencils, pens (blue or black), highlighters
- 3x3 Sticky notes (for organization, formative assessment, and annotations)

**Required Reading:**

- *Animal Farm*,
  - *To Kill A Mockingbird*,
  - *The Odyssey*
  - *Romeo and Juliet*
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**Classroom Expectations**

Jets are Resourceful, Respectful, Responsible, and Reliable.

- Resourceful: Students are expected to use resources appropriately; be prepared and ready to learn every day.
- Respectful: Students are expected to be respectful to the teachers, peers, and the learning environment.
- Responsible: Students are to be responsible for their own ideas, materials, and work.
- Reliable: Students consistently show that they are trustworthy and dependable.

\*Follow all classroom procedures, JCHS policies, and the Madison City School Handbook.\*

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**Academic Integrity**

Plagiarism will not be tolerated. It is unethical and against school rules. Offenses include:

- Copying the work of another (including copying/pasting from internet sources).
- Allowing someone else to copy your work.
- Giving, receiving, or seeking any unauthorized help on any assignment.
- Presenting someone else's ideas as your own.
- Failing to properly cite sources.
- For online tests, having another tab open.
- Unauthorized use of AI or LLM-assisted writing tools. [See Mr. Clement's AI Policy.](#)

Cheating and plagiarism will result in a grade of 0% on the assignment for all parties involved. Students may reattempt the assignment (except tests and quizzes, which will remain a 0%) after the first instance of plagiarism for reduced credit (-30%). Future infractions will result in an automatic 0% with no retake and possible referral to administration.

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**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. 5. An MCS issued Chromebook is required for tests and quizzes.

***Turnitin Notice  
(English Courses)***

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The majority of writing assignments in this course will be submitted to Turnitin via the Schoology learning platform. Turnitin generates a report on the originality of student writing by comparing it with a database of periodicals, books, online content, student papers, and other published work. This program will help students discern when they are using sources fairly, citing properly, and paraphrasing effectively - skills essential to all academic work.

Students will have the opportunity to review their Turnitin originality report and will have the opportunity to make revisions before submitting their work for grading. Once their work is submitted, teachers have the opportunity to view the student/s originality report and grade accordingly.

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***Accommodations***

Requests for accommodations for this course or any school event are welcomed from students and parents.

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***Teacher's Note***

I am here for your student. I love teaching, and want your student to meet his or her full potential in this class and in life. Please communicate frequently, and ask for support whenever you feel it is needed.

<b>18 Week Plan</b> <b>*Subject to change as needed*</b> <b>*See Schoology for Updates*</b>	
<b>Unit 1</b>	<u><b>Summer Reading</b></u> <b>Major Texts:</b> <i>Animal Farm</i> , <i>Animal Farm</i> (1954 or 1999) film <b>Areas of Focus:</b> Characterization, making inferences, introduction to analytical and argumentative writing. <b>Assessments:</b> Content test, Character Analysis Essay <u>Approximate Length of Unit:</u> 2 weeks
<b>Unit 2</b>	<u><b>Short Stories</b></u> <b>Major Texts:</b> "Why I Lied to Everyone in Highschool about Knowing Karate," (Akhtar) "The Secret to Raising Smart Kids," (Dweck) "Bread" (Atwood), "The First Day" (Jones), "The Cask of Amontillado" (Poe), "The Most Dangerous Game" (Connell) <i>The Most Dangerous Game</i> film (1932) <b>Areas of Focus:</b> Components of storytelling in fiction and nonfiction, tone, unity of effect, audience and purpose. <b>Assessments:</b> Content test, Timed Analytical Paragraph, Creative Writing Assignment <u>Approximate Length of Unit:</u> 2 weeks
<b>Unit 3</b>	<u><b>The Odyssey</b></u> <b>Major Texts:</b> <i>The Odyssey</i> (Homer; trans. Emily Wilson), <i>The Odyssey</i> TV Mini-series (1997) <b>Areas of Focus:</b> The Hero's Journey, cultural values and themes, poetry elements, research process. <b>Assessments:</b> Content test, Multi-Genre Research Project, Odyssey Map, Mid-term exam <u>Approximate Length of Unit:</u> 4 weeks
<b>Unit 4</b>	<u><b>Romeo and Juliet</b></u> <b>Major Texts:</b> <i>Romeo and Juliet</i> (Shakespeare), <i>Romeo and Juliet</i> The Globe Theatre stage play (2010), <i>Romeo and Juliet</i> film (1996) <b>Areas of Focus:</b> Cultural impacts of literature, theme, performance and presentation, poetry analysis. <b>Assessments:</b> Content test, Favorite Poem Project <u>Approximate Length of Unit:</u> 3 weeks
<b>Unit 5</b>	<u><b>To Kill a Mockingbird</b></u> <b>Major Texts:</b> <i>To Kill a Mockingbird</i> (Lee), <i>To Kill a Mockingbird</i> film (1962), <b>Areas of Focus:</b> Historical context, narrative point-of-view, theme, argumentation. <b>Assessments:</b> Content test, Argumentative Essay. <u>Approximate Length of Unit:</u> 5 weeks
<b>Finals</b>	<b>Review and Final Exam</b>

\*\*This is a tentative schedule and is subject to change at the teacher's discretion. \*\*

\*\*A variety of short stories, non-fiction texts, speeches, and poetry may also be included in each unit.\*\*