

Welcome to 7th grade English/Language Arts and 7th grade Honors English/Language Arts

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Course Description:

English/Language Arts class focuses on reading, writing, and grammar. This year, we will implement six thematic units. Each unit gives students the opportunity to explore a wide variety of genres, reading strategies, and writing skills. Students will manipulate both informational and literary texts, study academic vocabulary they will most likely see in their future, and broaden their writing abilities. The grammar covered includes areas needed to improve writing such as sentence structure, rules of usage, and organizational structures. Honors English/Language Arts covers the same objectives and standards of the English/Language Arts class but at a quicker pace and greater depth: there are additional work expectations for honors students, including a research paper. This approach is designed to promote higher student engagement and student-centered instruction in the classroom. Here is a brief look at what we will be focusing on this year:

<p>Unit 1: Bold Actions</p> <p>In this unit, students will explore what it means to face challenges fearlessly, even if it means failing in the attempt.</p>	<p>Unit 2: Perception and Reality</p> <p>In this collection, students will explore how things in life are not always how we perceive them to be.</p>	<p>Unit 3: Nature at Work</p> <p>In this unit students will be able to identify features of a memoir and analyze the author's style, identify elements of Shakespearean language, interpret meaning, and analyze a soliloquy.</p>	<p>Unit 4: Risk and Exploration</p> <p>In this unit students will trace and evaluate an argument, identify tone and evaluate the reasoning used to support a claim, analyze the structure of an informational text, and paraphrase central ideas and details.</p>	<p>Unit 5: The Stuff of Consumer Culture</p> <p>In this unit students will research and write an informative essay about consumerism, using information from the selections in the collection as their starting point.</p>	<p>Unit: 6 Guided by a Cause</p> <p>In this collection, students will consider the question: What inspires people to take action to improve their world?</p>
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Required materials:

- (1) 2.5-inch three-ring binder with divider tabs
- (1) Spiral or composition notebook
- Pencil/eraser
- Notebook paper
- Flash drive
- Highlighters
- Reading book (at all times!)

Grades/Weighting Scale

- 90 -100 = A; 80-89= B; 70-79 = C; 60-69= D; and 59 and below = F
- Extended Learning (Homework) – 10%
- Classwork/Focus Activities – 15%
- NoRedInk/IReady ELA- 15%
- Tests/Projects- 40%
- Quizzes/Notebooks/Reading Logs – 20%

Notebook Organization:

*Your notebook is a 3-ring binder, with dividers, and notebook paper (listed under materials required)

- Syllabus
- Assignment Sheet
- Cornell Notes
- Grammar
- Writing
- Short Stories

“Starters” (Focus Activities)– writing prompts at the beginning of class will be placed in your spiral or composition notebook (journal). Notebooks will be picked up twice per grading period and unannounced at least twice.

Homework Policy (Extended Learning)

Homework will be assigned in this class. Most nights, students will be required to read 20 minutes. Please encourage your child to read when they are at home. Homework will be reviewed and turned in during class time. **Late assignments** will be recorded as missing in the grade book until turned in. Late assignments will not receive full credit after the due date.

Absences

If absent, the student must check the “absent wall” the day he/she returns to school. Missing assignments or classwork will be in the designated folder. It is the student’s responsibility to complete and return the missing work within 3 days of the date he/she was absent. If you are absent on a test or quiz day, please see me to discuss how to make it up.

Classroom Library

Students have the privilege of checking out books from the classroom library. Checkout can only occur before or after class. To sign a book out, simply record your name and the title of the book in the notebook near the classroom library, and be sure to alert the teacher you are checking a book out. Students have three weeks to enjoy the book. Students must have a reading book with them at all times!

Classroom Discipline Plan for ELA class

Class Expectations

The purpose of this class is to provide students with skills necessary to become lifelong readers and writers. In order to ensure all students receive a quality education, students have several expectations to follow.

1. Respect the teacher, yourself, your classmates, and the learning environment
2. Follow directions the first time they are given
3. Stay in seat unless you have permission to do otherwise
4. Come to class prepared to learn with all materials needed
5. When a teacher uses the time-out sign every student should be at a zero voice-level, stop all movement, hands raised in the time-out sign, and all eyes on the teacher waiting for instructions.

Responses

If students choose to break a classroom expectation, one of the following responses may occur:

- **First time:** Warning (4 questions)
- **Second time:** Seat change/ Student Teacher Conference
- **Third time:** Detention and parent phone call
- **Fourth time:** Office referral
- **Severe disruptions:** (Fights, profanity etc.) Office referral

Tardies

Three tardies will earn a student an automatic phone call home and office referral.

Rewards

Students who follow the rules and exhibit good behavior will receive Bobcat bucks. Bobcat bucks may be used at the Bobcat store during lunch on Friday’s.

- Bobcat Bucks
- Positive phone calls home
- Positive notes
- PBIS incentives

Procedures

Students will be expected to follow the classroom procedures every day. If a student does not follow the procedures, a consequence will be given, as this distracts from the classroom-learning environment.

Entry Procedures

- Enter room at Voice Level-0 and find assigned seat
- Remain silent during announcements

- Get out ELA materials (ELA binder, reading book, pencil, and your planner)
- Begin the warm-up on the board
- By the time the tardy bell rings you should be seated and working.

During class

- Raise hand to speak
- Raise your hand to move from your seat.
- Stay in seat unless you have permission to do otherwise.
- Sharpen pencils at the beginning of class before the tardy bell rings.
- Throw away trash at the end of class on your way out of the door.
- When done with assignments, read book quietly
- NO CELL PHONES SHOULD BE ON OR OUT ON YOUR DESKS. (CELL PHONES SHOULD NOT be SEEN or HEARD)
- NO FOOD, GUM, CANDY, OR DRINKS ALLOWED.
- WATER IS THE ONLY DRINK PERMITTED
- Do Not Roll Chairs across the room (If you are rolling you will be strolling to the office)

Exit Procedures

- Gather materials
- Write down your homework
- Clean up area around your desk
- Sit quietly in assigned seat (class will be dismissed by section when ready)
- Ms. Mustafaa will dismiss the class not the bell
- Line up in a single file line at a level zero

Restroom Procedures

- No more than three students out of the room during any class period.
- Students must receive a pink pass and sign out on the sign in and out log
- Students will not leave the room during the first 15 minutes of class and no one will leave the room during the last 15 minutes of class.

After-School Help

I am available for tutoring and make-up sessions every Thursday from 2:30 to 3:30. Students must sign-up with their teacher by Wednesday morning before Thursday tutoring.

I have read/reviewed the class syllabus.

Student name (print) _____ Class period _____

STUDENTS: I have read this classroom discipline plan and understand it. I will honor it while in ELA class.

Signature: _____ Date: _____

PARENTS/GUARDIANS: My child has discussed the classroom discipline plan with me. I understand it and will support it.

Signature: _____ Date: _____

TEACHER: I will be fair and consistent in administering the discipline plan for ELA class.

Signature: _____ Date: _____