




Course Syllabus | 7th Grade English Language Arts

Instructor: Mrs. Hannah E. Mackay

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 www.mackayela.weebly.com

 mackaysclass

 @MissMack88

What is this class all about? Seventh grade English Language Arts (ELA) is all about interacting with diverse texts and responding critically, interpreting messages, and analyzing author's purpose. Beyond examining texts, students develop personal reading goals and habits inside and outside of class with independent reading books (IRBs), reading workshops, and literature circles. Writing skills are taught through the use of mentor texts, lessons on strategies and conventions (grammar!), and peer editing. Process, collaboration, authentic experiences, and celebration are emphasized throughout each unit. 😊

There are four units of study we will cover this year:

*Your Heroes, Your Inspiration
Your Connections, Your Conflicts
Your World, Your Future
Your Voice, Your Power*

Class Materials Needed Daily:

- 1" binder or pocket folder for handouts
- college ruled notebook or loose leaf notebook paper for notes
- writing journal (feel free to personalize!)
- assignment book (supplied by HMS)
- pencils and pens
- headphones
- iPad (supplied by HMS)
- an open mind 😊

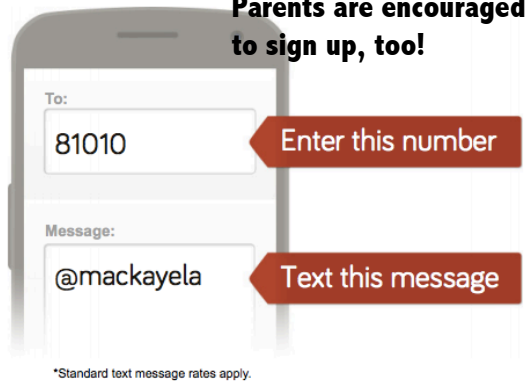
Students MUST sign up for text message reminders:

To receive messages via text, text @mackayela to 81010. You can opt-out of messages at anytime by replying, 'unsubscribe @mackayela'.

Trouble using 81010? Try texting @mackayela to (717) 850-9512 instead.



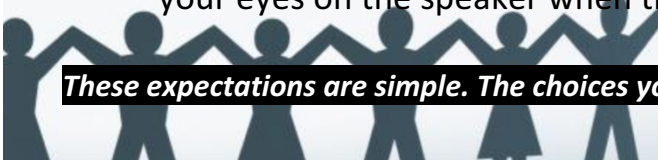
Parents are encouraged to sign up, too!



Class expectations: Our goal is to create a trusting and caring classroom community that is filled with high expectations for ourselves and each other. We will honor the 5 Ps in our classroom:

1. **Be Prompt:** Arrive on time, enter class quietly, check for bell ringer activity, and immediately go to assigned seat.
2. **Be Prepared:** Bring all materials and homework. Read/prepare BEFORE class.
3. **Be Productive:** Maximize learning time by staying on task, following directions the first time, and remaining seated unless given permission.
4. **Be Polite:** Be nice or neutral to everyone. Swearing, teasing, talking back, and bullying will not be tolerated. Respect yourself, your peers, your teacher, and your classroom.
5. **Be Patient:** Wait respectfully and calmly for your turn; don't complain. Listen and keep your eyes on the speaker when they are talking.

These expectations are simple. The choices you make will result in either positive or negative consequences.



-Homework-

Not all students learn at the same rate, and some students require more practice than others. To accommodate the needs of all students and to promote self-regulation, homework assignments are often labeled “optional but recommended,” so students only need to complete them if they haven’t reached proficiency (100% mastery). For students who require more practice, additional activities are posted on the study guides section of the class website (www.mackayela.weebly.com). All homework assignments are posted on the calendar on the homepage of our class website.

-Grading-

Growth is the major emphasis of my course. To help students learn from their mistakes and misconceptions, a formative assessment (ungraded, for feedback only) is given before each summative assessment (graded). I *expect* that students use their formative results along with teacher feedback to guide their study and remediation, so they can *grow* their knowledge. Student grades reflect their level of understanding of the skills learned; as such, no extra credit is offered to increase grades.

Formative assessment feedback codes are as follows:

P = Proficient (student has reached 100% proficiency and has demonstrated mastery of skill assessed)

S = Satisfactory (student has met 70-99% of the standard and has room for improvement)

U = Unsatisfactory (student has met 0-69% of the standard and requires remediation)

-Retesting-

If a student is determined to strive for mastery of a skill, a retake on a summative assessment* may be granted. Students must have completed all related homework (even the optional ones) leading up to the assessment to prove that they have been working hard to learn the content. All steps within the retake process must occur within 5 days of the student receiving their graded assessment.

The retake process is as follows:

1. Student will initiate the retake process by communicating their intent to Mrs. Mackay and completing the Retake Agreement.
2. Student will get the Retake Agreement signed by their parent/guardian.
3. Student will review/ discuss their graded assignment with Mrs. Mackay. Student must reflect and verbalize the areas in which they need to grow.
4. Student will work through (at least) one face-to-face remediation session with Mrs. Mackay.
5. Student will complete practice homework and activities.
6. Student will review practice homework and activities with Mrs. Mackay.
7. Student will schedule their retake assessment.

**No retake opportunities will be granted for longer-term, multiple step writing assignments, as there are multiple opportunities for improvement built into the steps of the assignment.*

Please sign below to affirm that you have read over the class syllabus and policies. I look forward to working with you to make this year the best one yet! Please do not ever hesitate to contact me with any questions, concerns, or comments. 😊

Student signature: _____ Date: _____

Parent signature: _____ Date: _____