



Norterra Canyon School

Theresa Milks, Principal

Samantha Robarge, Assistant Principal



7th Grade ELA Mahoney Teacher Syllabus Expectations

Parent Involvement is all about the children. Participation in your child's education is proven to boost his or her achievement in school. We are committed to treat parents as partners while keeping lines of communication open and focused on the needs of your child. Mutual trust and respect between parents and teachers is required to maintain a positive learning experience at any school. We believe that your trust in Norterra Canyon is required to ensure your child's success.

About the Teacher - Stacy Mahoney

I have a Bachelor's degree in Education from Arizona State University with an ESL endorsement and a specialization in Mathematics, a Master's Degree in Education in Reading Instruction and Curriculum from Grand Canyon University and am a Doctoral Candidate at Grand Canyon University in Organizational Leadership and Management in Education. I am Highly Qualified in both Middle School Language Arts and Mathematics and have a Gifted Endorsement. I am also pursuing National Board Certification.

I have taught 7th Grade ELA for the last 4 years and will also be teaching 8th Grade ELA this year as well. Prior to coming to Norterra Canyon, I spent 32 years with the Federal Aviation Administration as an air traffic controller and a manager at Phoenix Sky Harbor Tower. During my time with the FAA, I also taught 4th grade ELA and Social Studies in the Madison school district and 7th grade Mathematics at Desert Sky Middle School. I am also a U.S. Air Force Veteran.

I have two daughters. Stephanie is a professional wedding photographer in Phoenix and Katie works and lives in Spokane, WA. I have a bunch of dogs and two horses. In my spare time, I love to ride and show my horses, Otis and Harper.

I love riding my horses, playing with my dogs, kayaking, traveling, reading, cooking, sewing and just about anything crafty.

Course Description:

7th Grade ELA is a rigorous course that encompasses reading, writing, speaking and listening skills in preparation for high school. Students will be expected to reflect and respond to various texts and literature. They will be challenged to think critically and encouraged to share their thoughts and opinions in various ways. This course is aligned with the Arizona College and Career Readiness standards for English Language Arts. This includes all of the standards under the following four different categories:



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- Reading Standards for Literature
- Reading Standards for Informational Text
- Writing Standards
- Language Standards

[DVUSD English Language Arts Resources for Parents](#)

In each quarter, we will have several Units that focus on the following as well as supporting units:

Quarter 1 <i>August-October</i>	Quarter 2 <i>October-December</i>	Quarter 3 <i>January-March</i>	Quarter 4 <i>March-May</i>
Fiction Literature Reading <u>The Power of Story/ Narrative Writing Unit</u> NOVELS Peak Advanced - Alice's Adventures in Wonderland	Non-Fiction/ Informative Reading Informative Writing Speaking and Listening <u>Extraordinary Lives Unit/Informational Unit</u> NOVELS Chasing Lincoln's Killer Advanced - I Am the Cheese	Fiction & Non-Fiction/ Informative Reading Argumentative Writing Speaking and Listening <u>Everything's an Argument Unit</u> NOVELS Uglies Advanced - The Outsiders	Fiction & Non-Fiction/ Informative Reading Argumentative & Informative Writing NOVELS A Long Walk to Water Advanced - A Long Walk to Water

Additional Short Stories and Poems that may be used during the year include:

- "The Gift of the Magi" by O. Henry
- "Thank You, M'am" by Langston Hughes
- "The Necklace" by Guy de Maupassant
- "The Most Dangerous Game" by Richard Connell
- "The Lottery" by Shirley Jackson
- "The End of Something" by Ernest Hemingway

- "Annabel Lee" by Edgar Allan Poe
- "The Raven" by Edgar Allan Poe
- "Casey at the Bat" by Ernest Thayer
- "Seventh Grade" by Gary Soto
- "The Treasure of Lemon Brown" by Walter Dean Myer



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Course Objectives:

- Using the IB MYP course format, students will engage in the study of many aspects of the language and literature of communities and their cultures. The student will study a wide range of literary and non-literary text types, writing styles and techniques, allowing the students to comment on the significance of any possible contexts, audiences, purpose and the use of linguistic and literary devices. Students will develop skills in reading informational text and literature, writing, listening and speaking, and language conventions. Students will be able to create strong arguments using textual evidence to support analyses. Students will be able to identify and discuss various elements and genres of literature. Students will improve vocabulary and comprehension skills, and develop speaking and listening skills through shared inquiry and class presentations.

Required Text and Resources

- *Houghton Mifflin Harcourt: Collections Grade 7~*

A class set of books will be available for student use within the classroom. The books will not be available for use at home. Instead, the students will be able to access the book online.

Roundtable, Level 2(Junior Great Books)

- *Novels: As Assigned (See chart above)*

[Overview of Arizona State Standards](#)

- [DVUSD English Language Arts Resources for Parents](#)

COMMUNICATION

- [Communication Protocol Flow Chart](#)
- School-wide
 - [Norterra Canyon Website](#)
 - Weely Smores via social media, email, and texts



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PROFESSIONAL LEARNING COMMUNITIES (PLC's)

Most Fridays, students will be released early so that we are able to participate in PLC work. This work is directly related to the planning, instruction and interventions we implement in our classrooms to ensure that students master the standards.

Role of PLC

A professional learning community is a group of educators that meet regularly and work Collaboratively to improve teaching practices and the achievement of students. The questions that drive the work of PLC's are:

- What do we want all students to know and be able to do?
- How will we know if they learn it?
- How will we respond if some students do not learn?
- How will we extend the learning for students who are already proficient?

PLC Teams are responsible for collaborating to establish general consistency among the following:

- Assignments, presentations, products, observations and assessments used to determine a student's level of performance in relation to grade-level standards.
- The method and schedule for additional learning opportunities.
- Due dates, deadlines, and procedures for reassessment.
- Create opportunities for common scoring of assessments.

Generative Artificial Intelligence Tools in Grades K-8: *After careful consideration and in alignment with the developmental needs of our students and the Children's Online Privacy Protection Act (COPPA), DVUSD has determined that the use of Large Language Models (LLMs), such as ChatGPT, is not suitable for students in grades K-8 (under 13 years of age) and will not be utilized or endorsed in academic contexts.*

HOMEWORK & GRADES

- Canvas will sometimes be used to submit assignments. But I will not put a grade in Canvas for an assignment. ALL GRADES WILL BE FOUND ON POWER SCHOOL.
- The intent of homework is to practice, extend learning, and provide opportunities for students to develop critical, independent study skills and self-discipline for their life-long educational journeys.
- Grades are a reporting tool utilized to reflect what a student knows and is able to do in a content area. We measure achievement, not effort or behavior, in our grading system.
- Grades will be equitable, accurate, specific, consistent.
- A student's grade should reflect academic learning and should never be used as a punitive tool.
- Grades are for reporting the status of academic learning, not behavioral conduct
- The primary purpose of assessment and grading is to provide detailed feedback to inform and support student learning.



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- Learning is a process that takes place over time and at different speeds for different students.
- PowerSchool is an essential resource for parents and students. It is not only a tool for communication regarding grades, it is a resource for our students and parents to check progress, missing work, and what is being taught/learned regularly. Please ensure that you and your child have access (separate accounts) and even sign up for the app and push notifications or weekly email updates as an option in [PowerSchool](#).

3rd-8th GRADE

Students in 3rd through 12th grades will receive marks for their **proficiency** towards the grade level standards using the following scale. These marks are for information and do not calculate the student's overall course grade.

- **4 = Highly Proficient**
- **3 = Proficient**
- **2 = Partially Proficient**
- **1 = Minimally Proficient**

Students in 3rd through 12th grades will receive marks for their **overall performance** in each course of study using the following letter grade scale. Overall course grades for students in grades 3-12 will be calculated from the average of the student's assignment scores* (assessments, coursework).

- **A = 90-100%**
- **B = 80-89%**
- **C = 70-79%**
- **D = 60-69%**
- **F = 0-59%**

Grades of "D" and above are passing marks. A course grade of "F" indicates that the student has failed the course.

*For graded work in the Assessment/Coursework Categories, teachers will enter the proficiency marks for each standard measured and use the following guide to assign a score to the assignment. Parents will see the percentage score for each grade book entry with the letter grade mark on the front page of the PowerSchool parent portal.



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Highly Proficient A 100%-90%			Proficient B 89%-80%		Proficient C 79%-70%	
100-97	96-94	93-90	89-85	84-80	79-75	74-70
All 4's on standards	All 4's except for one 3	Mostly 4's with some 3's and/or 2's	Mostly 3's with some 4's All 3's on standards	Mostly 3's and 4's with a 2	Mostly 3's with some 2's	Mostly 2's with 3's and/or 4's
Partially Proficient D 69%-60%			Minimally Proficient F 59%-50%			
69-65		64-60	59-56		55-50	
Mostly 2's and 3's with a 1		All 2's on standards	Mostly 2's and some 1's		All 1's on standards	
No Evidence						
49% - 0%						

For additional information, the parent may click the blue "show standards" icon to view the proficiency marks for the learning standards associated with the assessment or coursework.

Due Date	Category	Assignment	Flags	Score	%	Grade
09/22/2022	Assignments	Weathering Rates - Gizmos		100/100	100	A
09/16/2022	Assignments	Weathering of Different Rocks Gizmo		90/100	90	A
09/09/2022	Quiz	Land forms Quiz	Click "show standards" icon to see standards measured on the assignment.	85/100	85	B
		4.E1U1.6 - Plan and carry out an investigation to explore and explain the interactions between Earth's major systems and the impact on Earth's surface materials and processes. 4.E1U1.6		3		Proficiency level shown here
08/12/2022	Quiz	Scientific Method Quiz		100/100	100	A

WEIGHTS

All 1st-12th grade teacher gradebooks will utilize the following weights for each category in the gradebook.

- ASSESSMENT CATEGORY 80%
- COURSEWORK CATEGORY 20%
- PRACTICE CATEGORY 0%



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Missing Work:

An assignment is considered as missing work when it is not submitted by the due date.

Missing work will be treated as such:

- The assignment will be marked with the “missing” special code in the gradebook
- A zero (0) will be entered as the score for the assignment in the gradebook (grades 3-12)
- No Evidence (NE) will be entered for the standards attached to the assignment
- If the work is submitted as Late Work (see below), the zero (“0”) assignment score will be changed to reflect the student’s actual score with no deductions or penalties.
- If the work is not submitted as Late Work or does not meet conditions for Late Work, the score for the assignment will be changed from a zero (“0”) to a 49% by the end of the term.

PROCEDURES FOR RE-ASSESSMENTS AND LATE WORK

Describe the expectation that all students will complete all learning requirements

- Students needing extra help will receive it from their teacher during Multi-Tiered Systems of Support in class
- In order to accurately reflect a student’s academic performance level, teachers will accept late work and missing work for full credit if the work is submitted within the timeframe and procedures developed by the school and before the end of the grading period.
 - The practice/coursework/assessment will be marked with the “Missing” special code in the gradebook with a 49% in line with district grading practices.
 - No Evidence (NE) will be entered for the standards attached to the practice/coursework/assessment
 - If the work is submitted as Late Work (see terms below), the NE or 49% score will be changed to reflect the student’s actual score with no deductions or penalties.
 - If the work is not submitted as Late Work or does not meet conditions for Late Work, the score for the practice/coursework/assessment will remain at 49%.
 - Students will still be responsible for turning in late work in addition to their current coursework, which results in the natural consequence of a heavier workload. The primary consequence for students not completing the work is to complete the work.

In order for Late Work to be accepted, students must meet the following parameters:

- Assignment is not a timed activity (such as a Quick-Write Essay)
- Assignment is not a Long-Term assignment (over multiple weeks)
- Assignment is turned in within the following time frame
 - K-2 Grades: By the end of the marking period
 - 3-8 Grades: Within 10 DAYS of the end of the unit.

If a student meets the above criteria, he/she will be issued full credit for the work submitted (no added penalties or caps on the grade that can be earned). The teacher will mark the student’s assignment with the “Late” special code. If the assignment is an assessment, the proficiency level of the standards attached will be entered.



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Please note: Accommodations included in a student's IEP, 504, or EL plan may supersede the above Late Work procedures. Consult with the student's Service Coordinator, counselor, or the student's support team.

REASSESSMENT

Retake: The student completes another assessment of the same learning targets. The assessment to be retaken may be in the same format or a different format. The higher of the two scores will be entered in the gradebook.

In order to earn a retake opportunity, a student must complete all of the following:

- Complete all formative coursework related to the content/skill assessed
- Consult with the teacher
- Submit a reassessment plan or application, if required by the teacher

A reassessment plan must be scheduled within the following time frames:

- K-2nd Grades: Until the week before the end of the marking period
- 3rd-8th Grades: Within 10 school days after receiving the assessment score

EXTRA CREDIT

Just as imposing grade penalties for poor behavior distorts academic grades, so does awarding higher grades or extra credit for good behavior. Extra credit renders an academic grade less accurate since it is not based upon performance of the standards, but rather on compliant behaviors. **No extra credit will be awarded.**



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Norterra Canyon Behavior Processes

Behavior Matrix & PBIS Rewards

Please help us to encourage your child to follow our school-wide behavior expectations: Be Respectful, Be Responsible, Be Safe, and Be Kind. The [matrix](#) below is posted in every classroom campus wide, as well as other school locations such as the library, cafeteria, and front office. During the first two weeks of school, students will be taught the expectations at each location.



The Pirate Way

Campus Expectations: Be Respectful, Be Responsible, Be Safe, Be Kind

	Be Respectful	Be Responsible	Be Safe	Be Kind
Classroom	<ul style="list-style-type: none"> Attend to the speaker Respect materials 	<ul style="list-style-type: none"> Engage in class activities Be prepared Follow directions Persevere 	<ul style="list-style-type: none"> Walk Push in chairs Hands and feet to self 	<ul style="list-style-type: none"> Support others Work cooperatively in groups
Hallway	<ul style="list-style-type: none"> Use quiet voices Keep campus clean 	<ul style="list-style-type: none"> Get to your destination quickly 	<ul style="list-style-type: none"> Walk Single file lines during transition Keep your place in line 	<ul style="list-style-type: none"> Be polite to students and staff you pass
Cafeteria	<ul style="list-style-type: none"> Clean up after yourself Maintain a reasonable volume Be respectful to staff and volunteers 	<ul style="list-style-type: none"> Sit in the rows assigned to your grade/class Throw trash away 	<ul style="list-style-type: none"> Stay seated Eat your own food Wait to line up until you are directed to do so Raise hand to get up 	<ul style="list-style-type: none"> Say please and thank you Use appropriate language
Playground	<ul style="list-style-type: none"> Take turns Be respectful to staff and volunteers Keep food in your lunchbox 	<ul style="list-style-type: none"> Return equipment at the end of recess Line up when your teacher blows the whistle Be a problem solver 	<ul style="list-style-type: none"> Use equipment safely Stay in designated areas Avoid horseplay See something, say something 	<ul style="list-style-type: none"> Use appropriate language Include everyone
Bathroom	<ul style="list-style-type: none"> Enter calmly and quietly Respect the facilities Respect others' privacy 	<ul style="list-style-type: none"> Use your time appropriately Wash your hands 	<ul style="list-style-type: none"> Hands and feet to self 	<ul style="list-style-type: none"> Leave the bathroom clean
Library	<ul style="list-style-type: none"> Use quiet voices Log out of computers 	<ul style="list-style-type: none"> Take care of books/materials Be a good digital citizen 	<ul style="list-style-type: none"> Walk Push in chairs 	<ul style="list-style-type: none"> Listen attentively to the librarian

Students demonstrating these positive behaviors, both in and out of their classrooms, will enjoy earning points using our PBIS Rewards program. Points can be spent on tangible items and social incentives in our NC School Store.

[Help us stock our school store using the link here!](#)

Discipline Process: Minor & Major

To ensure our school is safe, positive, and productive for all learners, a process is in place to address behaviors that do not meet the expectations above. The information below will be shared with students. Please help us implement new processes by talking to your child about minor and major behaviors. If you have any questions, contact your child's teacher.



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WHAT IS A MINOR BEHAVIOR?	WHAT IS A MAJOR BEHAVIOR?
<ul style="list-style-type: none"> • Teacher managed • It will not result in a punishment the first time I do it • It shouldn't be repeated because my teacher corrected me • It can become major if I continue to repeat it • The teacher will contact parents 	<ul style="list-style-type: none"> • Office managed • It will result in a punishment the first time I do it • It is against school district rules in the Student Rights and Responsibilities handbook • The school administration will contact parents

MINOR BEHAVIORS Handled in classroom (3 minors, then a major)	MAJOR BEHAVIORS Handled in office
Disruption Unprepared for class Cheating Inappropriate language Note passing Put downs/teasing Gum/food/drink Dress code Littering Off task Throwing objects Public Display of Affection Property misuse Tardies Defiance/disrespect Horse play Refusal to work Technology misuse Electronic device usage	Fighting Weapons Offensive language Bullying/harassment Skipping class Vandalism Theft Drugs/alcohol/tobacco Threatening/aggressive behavior (physical or verbal) Disorderly conduct Inappropriate content

When students demonstrate minor behaviors, NC staff will follow the four step process below.

Step 1: Redirect and reteach expectations Student verbally reflects with staff member Natural consequence
Step 2: Redirect and reteach expectations Student completes reflection in buddy room Natural consequence
Step 3: Redirect and reteach expectations Assign after school detention or 1-2 lunch period detentions Remind student and parent that next offense is an office referral
Step 4: Administrative action Complete office referral and attach all documentation (emails, reflection sheet)



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Cell Phone Policy

With our tech savvy world we have found it to be helpful for this cell phone policy to be readily available for families to reference.

Norterra Canyon's school cell phone policy is **Off and Away All Day**. Students are not permitted to use cell phones during school hours unless directed by a teacher (this includes in classrooms, in common areas, and during lunch/recess). While we understand that there are times you need to communicate with your child, all communication should be through the office. Please do not text or call your child's cell phone during school hours. Students not feeling well need to report to the nurse's office, rather than contact a parent to pick them up. We need your help to preserve the instructional environment of our classrooms every day of the school year! This policy also applies to the use of earbuds or airpods.

So, while students are on campus, cell phones are to be put in the student's backpack unless a teacher has given permission for cell phone use. In an effort to be consistent with this expectation the following consequences will be implemented schoolwide:

1st Offense: Cell Phone and/or airpods will be confiscated and can be picked up by the student at the end of the school day from the teacher. The student will be placed on STEP 1 Referral for a Minor Incident. Parents will be notified via email.

2nd Offense: Cell Phone and/or airpods will be taken & kept in the office until the end of the day. It can be picked up from the office (by the student) at the end of the day. Student will be placed on STEP 2 Referral for a Minor Incident and earn a natural consequence. Parents will be notified via email.

3rd Offense: Cell Phone and/or airpods will be taken & kept in the office until the end of the day. It can be picked up from the office (by the parent) at the end of the day. Student will be placed on STEP 3 Referral for a Minor Incident and earn 1 after school detention. Parents will be notified via email.

4th Offense: Cell Phone and/or airpods will be taken & kept in the office. It can only be picked up by a parent/guardian and will be accompanied with a conference discussing cell phone privileges. It can be picked up from the Principal or Assistant Principal at the end of the day accompanied with a conference about appropriate use. Student will be placed on STEP 4 Referral for a **Major Incident** and earn a consequence at the discretion of administration. Parents will be notified.

We are thankful for your support in ensuring a safe, positive, and productive learning environment for all Pirates.



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TEACHER WEBSITE, Email & Classroom

[Stacy Mahoney Staff Page](#)

- stacy.mahoney@dvusd.org
- Classroom number 623-445-4271



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MS. Mahoney's ELA Syllabus Signature Page Please Keep the Syllabus and ONLY Return this Page.

STUDENT

I have read through this syllabus and understand its content. I agree to adhere to the policies outlined within Ms. Mahoney's ELA CClass syllabus and the Grade Level Syllabus posted on 8t Grade Staff Pages

Print Name

Student Signature

Student EMAIL Address

PARENT/GUARDIAN

I have read through this syllabus and understand its content. I agree to help my child adhere to the policies outlined within Ms. Mahoney's ELA CClass syllabus and the Grade Level Syllabus posted on 7th Grade Staff Pages

Parent Printed Name(s)

Signatures

PARENT EMAIL Address

PLEASE KEEP THE SYLLABUS AND ONLY RETURN THIS PAGE SIGNED.