

7th Grade English - Course Explanation and Expectations
North Zulch High School Fall - 2025-2026



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Room 615

Conference: 9th period
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Course overview:

Welcome to 7th grade English! This course is designed to help you get ready for the 7th Grade RLA STAAR, but more importantly, it will help prepare you to think critically. The work will challenge you to reach beyond your current abilities. Sometimes you will shine; sometimes you will struggle. If we work together, you will leave this class a stronger reader, writer, and thinker.

The reading and writing in this course will focus on a variety of themes and genres. Many of the texts are difficult and require thoughtful investigation. We will analyze texts closely in preparation for major projects and essays. We will have class discussions, tests, and quizzes each grading period as well.

Topics and Progression for the Year:

The themes we will examine this year include *Who Am I, Heroes, Family and Friends, and Adversity*. We will read a variety of texts, including essays, poems, books, articles, and speeches that focus on these themes. The fall semester will focus on:

Classroom Expectations:

I have very high expectations for my students and work hard to ensure that all students are successful. But ultimately, you are responsible for your performance in my class.

1. Be responsible and have work and materials every day.
2. Be respectful of classmates, visitors, and me at all times.
3. Be ready to learn and participate.
4. Complete all work in a timely fashion.
5. Follow all NZISD rules listed in the Code of Conduct in the Student Handbook.
6. Food and drink (with the exception of water in a see-through container) are not allowed.

Required Materials:

- 3 colors of highlighters
- Pens/Pencils
- Colored pencils
- Your NZ issued computer and charger, *plug in* earphones– NO earbuds.

Technology Use:

We will go as paperless as possible this year, so **it is important that your school-provided chromebook or laptop be charged and ready to go each day**. Technology use is restricted to class activities ONLY in order to prevent additional distractions in the classroom. State law prohibits use of personal communication devices.

Grades, Extra Credit, & Late Work Policy Grades

Homework and daily grades account for 60% of your grade; projects, essays, and tests account for 40% of your grade. Students will have a minimum of 10 daily grades (discussion, classwork, homework) and 3 major assignments (projects, essays, tests) each grading period.

Due dates for assignments will be provided at the time they are assigned. Students should complete work in a timely manner. Students will receive the required time to make up assignments for which they are absent. Please communicate in a timely fashion if you need help with a particular assignment.

Late work will be assessed the following penalties:

1 day late – 90% of the value of the graded assignment

2 days late – 80% of the value of the graded assignment

3 days late – 70% of the value of the graded assignment

No late work will be accepted after 3 days and will result in a 0.

Extra credit is not an option as it creates more work for students and the teacher. Complete assigned work, and there will be no reason to request extra grading options.

Communication

My primary mode of communication will be email and google classroom. We will practice composing and responding to emails early in the semester. This will enrich the writing skills that you will utilize throughout the year.

Parents and guardians, I will use email and Parent Square to contact you when necessary; please be in touch with me if you have any questions or concerns.

Individual help

Seek help from me if you find you are struggling. **I want you to succeed and will help you do so.** I am available before or after school as long as you schedule time with me in advance. Please do not schedule a time and then not show up.

Semester at a Glance

Reading: Students select texts that are appropriate and engaging to them, applying knowledge of their own experiences to those depicted in the text, making connections between their own perspectives and those presented in texts, students reflect to deepen understanding, identify the differences between paraphrasing and summarizing in order to locate the key ideas of a text. Students read, respond to/write about, and discuss multiple fiction and literary/narrative nonfiction texts and analyze the similarities and differences between these texts and the perspectives they represent, study the concepts of author's message (theme), literary elements and devices, genre characteristics, author's craft, and the relationship between these features.

I look forward to getting to know each of you this year.