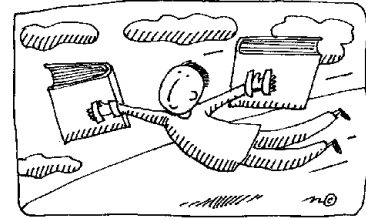


Reading 7 Disclosure

Course Description

The purpose of this 7th grade reading class is to **improve student comprehension through use of reading strategies and skills while increasing student engagement with reading.**

The course is divided into three, six-week rotations: one focusing on reading in the content-areas, one focusing on reading for inquiry (especially using the Internet effectively), and one focusing on reading other informational texts.



Grading Policy and Scale

Students will earn points in each rotation, which will contribute to final grades. Participation and improvement will be heavily weighted. The following is the course grading scale:

A	95-100 %	C	73-76%
A-	90-94 %	C-	70-72%
B+	87-89 %	D+	66-69%
B	83-86 %	D	63-65%
B-	80-82%	D-	60-62%
C+	77-79%	F	0-59%

Late Work

Late work is any work that is not turned in when due. Late work will be accepted up to **the last day of each rotation -- or (this takes priority) one week before the end of a term.** These dates are posted on your class blog or other website calendar.

Each student is responsible to obtain all missing work during Cavetime, or before/after school. Make-up work will include reading time to be completed during Cavetime or at home. Ask the teacher for your next rotation about his or her late work policy, as it may differ from your current rotation.

In-class Reading

Silent, sustained reading is an integral component of improving reading ability. Many class periods will include about 20 minutes when students may read a text of their choice — within reason. Points will be awarded for appropriate use of time, which will be reported through filling out the reading log. (Students are welcome and encouraged to use this time to read assigned books for English class.)

Homework

Homework should be minimal. Most assignments will be completed during class time. Because students have year-long reading homework associated with their English courses, we will rarely have additional outside reading homework for this course. We highly encourage participation in the 40 Book Challenge and Battle of the Books.

Discipline Policy

A positive learning environment is important for all students. Students who act inappropriately will be addressed in one of the following ways:

1. Warning – This may include reminding the whole class or the individual student or the rule.
2. Student/Teacher Conference
3. Parent Contact or Conference

See the AFJH STUDENT CODE OF CONDUCT in the student handbook for further information.



Materials Needed

1. Lined paper
2. Pens and pencils
3. **A thumb drive for the inquiry/internet rotation** (this will only be needed in Mrs. Dorsey's class).
4. Candy for bartering (should you forget your materials – I am allergic to corn syrup, so stick to chocolate, Reese's etc.) ☺

Computer/Internet Work

Parents, please make sure your student has permission to use the computers at school. If you do not wish to grant permission, the Internet assignments will need to be completed as homework.

Students will be given enough time during class to complete the Internet research and projects based on that research. As with other in-class work, if work is not completed during class, the student is expected to complete it on his or her own time by the due date. Please treat the school computers, keyboards, etc. with respect, and stay on task during our computer time.

Citizenship Grade Policy We adhere to the school's citizenship grade policy. Citizenship grades will be determined using the following rubric:

O Outstanding	S Satisfactory	N Needs Improvement	U Unsatisfactory
Helps Others	Responsible for Own Actions	Not Taking Responsibility for Own Actions	Hurts Others
compliments, encourages, recognizes, contributes, supports, includes	consistent, on-time, prepared, reliable, respectful	blames, disrupts, tardy, unprepared	truant, uses put-downs, harasses, disrespectful, tardy, unprepared, destructive, excludes

Attendance and Tardy Policy We adhere to the school's attendance and tardy policy.

You can find the School-Wide Student Handbook on our School website under School Information. Are you tired of reading disclosure documents? Put a smiley face on the signature page and receive a treat.

Contacting Teachers The best way to contact us will be through email (include "Parent of..." in subject line). You may also leave a voice message if you prefer 801.6610.8750.

Mrs. Fugal: ext. 200 or hfugal@alpinedistrict.org

Mr. Gillis: ext. 229 or dgillis@alpinedistrict.org

Ms. Dorsey: ext. 219 or cdorsey@alpinedistrict.org;

Dorsey class website at <http://cavereading.blogspot.com>

Gillis class website at gillisafj.weebly.com

Parent/Teacher Conferences: September 18, November 20, February 12

What Parents Can Do to Help?

We appreciate all efforts you make to value, model, and encourage reading at home. Research suggests that students' reading abilities improve through consistent, daily reading (20+ minutes). This can be *both* fiction and nonfiction. Feel free to utilize our classroom and school libraries in addition to the American Fork Public Library.

Students: One of your first assignments is to bring a reading book to class. You will have 20 minutes of free reading time during class many periods. You might want to bring the book you are reading for English 7 - hint, hint.

Don't forget to bring a thumb drive for the inquiry/internet rotation.

Keep this disclosure document to refer to during the semester.

Please fill out and return the disclosure signature page with the back also filled out.

Reading 7 Disclosure Signature Sheet

Class Period (circle one) A3 A4

Please fill out this sheet indicating that parent or guardian and student have read this disclosure document. Return this sheet by August 29 or within one week if you receive this later in the school year. This is your first homework assignment and is worth 10 points.

Please provide the following contact information. Often the information in the office or on Skyward is incorrect, and I'd like to be able to contact you quickly and accurately if the need arises. *Please print neatly.*
Or, and this would be even better, instead of filling out the lines below, e-mail me at dgillis@alpinedistrict.org, with this subject line: Parent of [your child's name]. Include a message to update me on the following information. Please return the above signatures anyway. Please also check and, if needed, update your information on Skyward as soon as you can. If your email addresses there are correct, you will be able to receive updates and messages we teachers occasionally send out to students and parents.

Print Student Name:	
Student Signature:	
Comments: (What should we know about you to help you be successful in this class?)	

Print Parent Name:	
Parent Signature:	
Parent Email:	
Parent BEST day-time phone #	

Student, please fill out the Reading Strategies Pre-Assessment on the back of this sheet.