**7th Grade Language Arts**

**Mrs. Kriegl - Room 201**

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**Overview**

I believe that learning is an active process strengthened and supported by strategic, active, and innovative teaching. All students deserve a chance to become the best they can be in a respectful, motivating environment.

This language course is designed to strengthen students’ reading, writing, and language skills through example, demonstration, and use of strategies learned. Through the study of and hands-on work with proper grammar, language conventions, sentence structure, the writing process, and reading strategies, this course will build students' independence and self-confidence in different reading and writing situations. I dedicate my time to fully preparing my students for educational success and instilling a love for learning in this domain. I strongly believe in reading and writing across the curriculum; therefore, I will take every opportunity to collaborate with my colleagues to offer this opportunity. Lessons in this course align with the Common Core State Standards.

* **Collaboration:** Although much of the information is initially presented to the class as a whole, students are expected to collaborate cooperatively and responsibly in small teams.
* **Comprehension monitoring**: Students are introduced to and expected to utilize a variety of graphic organizers that aid them in being actively involved in their writing/studies, strengthen their visualization skills, and build larger vocabulary banks.
* **Lexical learning:** Students will strengthen decoding strategies (syllabication), recognition and understanding of word components: roots, base words, and affixes, grammatical, writing, and communication skills.
* **Written language:** Students will work through the production process of writing along with **syntactic** and **semantic** components of written text. Students will be expected to participate in a plethora of writing situations - short responses; journal style writing; letters; and informational, argumentative, narrative, and expository pieces. MLA formatting is introduced and demonstrated in this course; therefore, it is expected in student writing pieces.
* **Explicit vocabulary instruction:** Students will engage in authentic vocabulary study that includes the lexical aspect of words. Vocabulary acquisition cannot be in isolation.
* **Contextual support:** Students will learn to derive meaning from contextual clues in narrative and expository reading selections.

Selected genre for study: historical fiction, short stories, mystery, adventure, screenplay, poetry, fables, and informational text selections. Current events will also be utilized for comprehension, vocabulary, and writing skills. It is crucial that students can read and understand informational text.

**Attendance**

Attendance is essential to student success! In the event of an absence, the **student** is responsible for accessing Google Classroom and checking with me upon return. Moreover, there is a designated absence folder for each class period. Upon return, absentees should check folders for any handouts. Again, it is each **student’s responsibility** to check for missed information and assignments.

**Materials**

* Paper – loose leaf
* Pencils - #2 & colored
* Charged Chromebook
* 1 - 1½ inch three-ring binder

with tab dividers

* Alternate reading material
* 5 x 8 index cards – these are needed in **April,** but it is good to begin looking now.

**Assignment Policy**

* Assignments are generally assigned in class with time allotted to begin. If there is work to finish, again, it is the student’s responsibility to complete it at home for the following school day.
* Students are given ample amount of time at the end of each class session to record assignments; Google calendar or planners work well.
* Group assignments may need to be worked on on-line via controlled collaboration. If Internet is not accessible at home, I will be empathetic. I simply require a written and signed note from the legal guardian to keep in my records.
* Rubrics are used to grade projects and writing; they consist of project expectations and points. Writing is scored against my rubrics that are based on CCSS rubric requirements.
* Individual grades are usually graded as a percentage; points will vary.

**Assessments**

Assessments will be announced in advanced. The information on tests and quizzes will be discussed in class prior to the test/quiz dates. Students who practice strong listening skills, note-taking skills, and class participation will do very well on my assessments. I frequently reiterate, “It pays to pay attention!” If a student is absent on the day of an assessment, he/she will take the assessment upon return.

**Cheating**

**UNACCEPTABLE** and will not be tolerated! Any form of cheating - give or take - will result in a 65% (a gift!). Always do your personal best, be responsible, and cheating will never be an issue.

**General Expectations**

* Students are expected to conduct themselves in a mature and respectful manner.
* Treat others as you would like others to treat you . . . common sense.
* Any behavior that disrupts teaching and learning opportunities will be dealt with accordingly. Our students know what behavior is expected; they shall make good choices and succeed in a positive learning environment.
* Remember, the only stupid question is the one that is not asked! I encourage relevant, appropriate questioning – this engages the brain and aids in understanding, so learning can truly take place.
* Please show respect by raising your hand and waiting to be recognized prior to speaking.
* Please respect all guests in our classroom.
* Make every effort to enter the room with a smile and ready to learn.
* **Please sign up for Remind! See website home page for access codes.**
* **NO personal communication devices in room 201; this includes smart watches.**

**Parents –** I will make every effort to create a positive, safe learning environment for your child where gaining knowledge can take place. Please help me accomplish my goals for your child by communicating with him/her about lesson details and offer your time; it is still special to them at this age. As a cooperative team, we can accomplish more for your child as a whole.

Please sign that you have **read** this syllabus **with** your child; he/she should return **signed portion only**:

Parent/Guardian Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_