

V.S.A. Benavente Middle School Reading Syllabus

School Year: 2023-24
Grade Level: 7th Grade

Course Description:

Section	Description
TEACHER INFORMATION	Mrs. Shirley Balmeo Room: 24 Email: sbbalmeo@gdoe.net Contact number: (671) 632-5647 Teacher website: https://mrs-sbalmeo.weebly.com/ Team website: https://vsabms.weebly.com/7a-black-cobras.html Team IG: @bmsblackcobras Office Hours: 3 rd period on Traditional schedule or 4 th period (Blue Day) 6 th period on Traditional Schedule or 7 th period (Gold Day)
SCHOOL VISION, MISSION AND SCHOOLWIDE LEARNING OUTCOMES	<u>Vision:</u> Students will have excellent character, lifelong desire for learning, ingenuity and perseverance to solve personal and global problems, and passion to serve their community. <u>Mission:</u> Our mission is to provide a safe, supportive, and progressive learning environment that enables our students to achieve at the highest levels and empowers them to be innovative and productive as they face the challenges of the future. <u>School Learning Outcomes:</u> V= Value Our Community S= Succeed Academically A= Adapt to Changing Times B= Behave Appropriately M= Make Positive Choices S= Strive for a Better Tomorrow
TEXTBOOK/RESOURCES/MATERIALS	Textbook(s): Prentice Hall. Literature: Language and Literacy. Pearson Education, Inc. 2010.

	<p>My Perspective English Language Arts, 7th grade. Savvas Learning Co., 2017. Words Their Way: Vocabulary for Middle and High School. Celebration Press. 2014. Independent Reading Novel(s) – will be announced at a later time. The teacher may provide additional resources, as needed</p> <p>External Applications for students.</p> <ul style="list-style-type: none"> ○ Google Suite (Google Classroom, Google Meet, Jamboard, Slides, Documents, Forms) ○ CommonLit: https://www.commonlit.org/ ○ Nearpod: https://nearpod.com/ ○ Schoology: https://gdoe.schoology.com/ ○ IXL: https://www.ixl.com/signin/guamdoe ○ Achieve 3000
<p>SCHOOL SUPPLIES</p>	<p><i>For this school year, basic school supplies will be provided by the District through the Education Stabilization Fund II - State Educational Agency (ESF II - SEA) Project.</i></p> <p><u>Student Must bring to Class Daily:</u> Composition Notebook Filler Paper Pens (blue or black only)</p>
<p>SUBJECT AND CLASS DESCRIPTION</p>	<p>READING</p> <p>In this class, you will be exposed to a variety of text selections that include Fiction/Non-Fiction such as:</p> <ol style="list-style-type: none"> a. Biography/Autobiography b. Myths, Fables and Legends, Poetry c. Drama/Novels/Short Stories <p>You will apply what you’ve learned from reading through assignments and special projects that incorporate the following goals:</p> <ul style="list-style-type: none"> ● Write detailed and coherent responses to critical thinking questions; ● Improve proficiency levels on reading standards and skills; ● Enhance and expand academic vocabulary usage through reading and course study; ● Be technologically literate in the classroom.

COURSE OUTLINE/ PRIORITY STANDARDS	The following is a list of standards we will be covering this school year, as outlined by the Common Core State Standards for 7 th Grade ELA: http://www.corestandards.org/			
	7th GRADE Tentative Course Outline			
	<u>First Semester –Literary (Fiction)</u>		<u>Second Semester – Informational (Non-Fiction)</u>	
	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
	RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how the setting shapes the characters or plot).		RI.7.6 Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. (Concurrent with RI7.8)	
	RL.7.1* Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Concurrent with RL 7.2)		RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. (Concurrent with RI 7.6)	
	RL.7.2* Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. (Concurrent with RL7.1)		RI7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Concurrent with RI7.5, RI7.6, & RI 7.8)	
RI7.4* Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.		RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. (Concurrent with RI 7.7).		
RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas		RI7.7 Compare and contrast a text to an audio, video, analyzing each medium’s portrayal of the subject (e.g. how the delivery of a speech affects the impact of the words). (Concurrent with RI 7.4).		

		<p>RL7.7 Compare and Contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g. lighting, sound, color, or camera focus and angles in a film). (Concurrent with RL7.10)</p>
		<p>RL7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (Concurrent with RL 7.7)</p>
	<p>TECHNOLOGY STANDARDS</p>	
	<p>ISTE STANDARD 1 Empowered Learner (EL)* Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences</p>	
	<p>ISTE STANDARD 2: Digital Citizen (DC)* Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical.</p>	
<p>*Year Long ** Semester Long</p>		

GRADING CRITERIA	<p>Grading will reflect a Standards-Based/Tiered Grading System with levels classified as the following categories:</p>	
	4.0	<p>Exceeds Standard: In addition to demonstrating understanding and mastery of standard, content knowledge, and skills, the student goes beyond what is explicitly taught or is able to apply the standard or skill to real world situations.</p>
	3.5	<p>Proficient: Demonstrates understanding and mastery of standard, content knowledge, and skills.</p>
	3.0	<p>Proficient: Demonstrates understanding and mastery of standard, content knowledge, and skills.</p>
	2.5	<p>Approaching Proficiency. Defines and identifies content knowledge or uses skills alone but needs help demonstrating full understanding of standard.</p>
	2.0	<p>Approaching Proficiency. Defines and identifies content knowledge or uses skills alone but needs help demonstrating full understanding of standard.</p>

	1.5	Needs Support: Even with help, the student has difficulty performing basic skills or defining content knowledge and is well below grade level standards.
	1.0	Needs Support. Even with help, the student has difficulty performing basic skills or defining content knowledge and is well below grade level standards.
	0.0	Unable to Perform
	NE	No Grade/No Evidence. No work or no grade was assessed because of a lack of artifacts submitted. (See teacher comment).

Note: Increments of .5 may be used to recognize partial mastery of a level.

Graded Artifacts (Assignments) may comprise of:

1. Daily Classwork (journals, writing assignments)
2. Assessments (quiz/test)
3. Mini projects/group projects
4. Interactive Student Notebook

CITIZENSHIP

Citizenship and Life Readiness Skills will be determined by the following criteria:

1. **Engagement:** Participate in class discussions and activities, ask and answer questions, and are on-task either in-person or on video conferences, depending on the model of learning or event.
2. **Organization and Planning:** Organizes notes, handouts, supplies, and instructional materials; plan assignments, activities, and tasks effectively; manages time efficiently to meet deadlines.
3. **Completion and Submission of Assignments:** Completes and submits assignments regularly and on time.
4. **Conduct:** Displays respectful and appropriate conduct when communicating with teachers, peers, and others either online or during face-to-face instruction.
5. **Accountability:** Follows school rules and takes responsibility for your actions.
6. **Attendance & Punctuality:** Attends class regularly and on time.

Citizenship and Life Readiness Skills will be reported using the following categories:

4.0	Excellent (E) - Consistently demonstrates all 6 behavior standards.
3.0	Satisfactory (S) - Consistently demonstrates 4-5 behavior standards.
2.0	Needs Improvement (N) - Consistently demonstrates 2-3 behavior standards.
1.0	Unsatisfactory (U) - Consistently demonstrates 1 behavior standard.
NE	Not enough evidence/No effort (NE) - No demonstration of any of the 6 behavior standards.

Citizenship & Life Readiness Scale

Behavior Grading Criteria

4 Excellent	• 4 - Consistently demonstrates all 6 behavior standards
3 Satisfactory	• 3- Consistently demonstrates 4-5 behavior standards
2 Needs Improvement	• 2- Consistently demonstrates 2-3 behavior standards
1 Unsatisfactory	• 1 - Consistently demonstrates only 1 of the behavior standards
N Not enough Evidence/No evidence or NO Effort	• N= no demonstration of any of the 6 behavior standards

<p>INTERVENTION AND SUPPORT</p>	<p>Additional remediation and make-up of assignments will be provided. The date and room number will be posted in advance by the team teachers.</p> <ol style="list-style-type: none"> 1. XL Period – 30 minutes, twice a week, or as needed 2. Activity (Study hall) - 40 minutes 3. Lunch (as needed) - 15-20 minutes
<p>STUDENT HANDBOOK</p>	<p>School rules, regulations, and policies are explained in our school handbook. The handbook is available in both hard copy and digital formats and will be thoroughly reviewed with the students by their Homeroom/AAP teachers during the first 2 weeks of school. As funding permits, our handbook will also be printed in the student planners. Students and parents are to be aware of and follow all expectations outlined in the handbook.</p>
<p>BEHAVIOR EXPECTATIONS</p>	<p>Students are expected to exhibit these characteristics and be responsible, respectful, and safe BMS Roadrunner students: Be RESPECTFUL:</p> <ul style="list-style-type: none"> • To all school personnel, your peers, and school property.

	<ul style="list-style-type: none"> • Follow and adhere to all classroom/team/school rules as well as directions are given. • Ask questions or permission to do anything in the proper manner as established by your teacher. This can be as simple as raising your hand for attention. I will provide guidelines for requesting water breaks and restroom usage. • Food must be consumed in the Cafeteria only. Water is the only beverage allowed in the classroom. <p>Be RESPONSIBLE:</p> <ul style="list-style-type: none"> • Report to your classes daily, and on time. If you are tardy, please provide a tardy slip from the previous teacher. • You represent Benavente Middle School by adhering to the Guam DOE Board Policy 401. Your uniforms/team shirts identify you as a BMS student. All other articles of clothing not in accordance with the dress policy are prohibited. • Bring all necessary materials to class daily. • Be ready to participate in class discussions. You are expected to submit assignments prior to or on due dates. However, if you require additional time, you may discuss this further with me. Otherwise, deadlines are non-negotiable. • You are responsible for obtaining and submitting missed assignments upon your return from absence(s). Assignments not completed or submitted after the specified due date will be marked as NE, and eventually zero, if no attempts have been made to submit. <p>Be SAFE:</p> <ul style="list-style-type: none"> • Stay only in designated areas; adhere to safety rules as outlined in the behavior matrix and discussed in class. • Sanitize or wash your hands frequently. Upon entry to the classroom, you may sanitize your hands prior to seating. • To minimize crowdedness, entrance to my classroom will be towards the front of the class, and exit from the back. Dismissal will be done by rows AND by the teacher. <p>NO FLY ZONE: The first and last 10 minutes of each class are what we refer to as “No Fly Zone,” which means that students are not allowed in the hallways at that time. During the transition, students must immediately report to their next class for attendance and roll call. Only after No Fly Zone may students be permitted to use restrooms or go to other approved locations but they must have a signed official Hallway Pass.</p>
<p>PARENT EXPECTATIONS</p>	<p>In order for your child to be a successful learner, we will need your assistance in ensuring the following:</p> <ul style="list-style-type: none"> • Monitor your child’s attendance and progress. You may access it through PowerSchool at http://powerschool.gdoe.net/public. Login information may be requested via the school at vsabms@gdoe.net, or by contacting the school directly at (671) 632-5647. Should you have questions regarding your child’s grades, please contact me directly at sbbalmeo@gdoe.net • While every effort is made to contact you, it is also incumbent upon you to ensure your child is present and on time. If your child is absent, please provide them with an excuse note upon their return. Please refer to the chart below. Reminder, every three consecutive absences must have a doctor’s note. • Please complete and submit any documents as requested by the teacher and/or school (i.e. progress reports, memos, media releases, health forms, AUP forms, etc.) in a timely manner.

	<ul style="list-style-type: none"> • Provide the teacher and school with updated contact numbers and email addresses (if any). • Ensure your child brings the necessary materials to class daily and as provided by the school. • Attend school functions/meetings/conferences as necessary. <p>Specific procedures regarding school absence and truancy:</p> <table border="1" data-bbox="506 302 1892 850"> <thead> <tr> <th data-bbox="506 302 785 391">Unexcused Absences</th> <th data-bbox="785 302 1892 391">Requirement/School intervention</th> </tr> </thead> <tbody> <tr> <td data-bbox="506 391 785 485">3</td> <td data-bbox="785 391 1892 485">Team intervention + Parent contact + Conference with student + Truancy notice + Referral to social worker (as needed)</td> </tr> <tr> <td data-bbox="506 485 785 578">6</td> <td data-bbox="785 485 1892 578">Mandatory conference with administrator and parent + School attendance contract + Referral to counselor + Truancy notice + Referral to social worker (as needed)</td> </tr> <tr> <td data-bbox="506 578 785 699">9</td> <td data-bbox="785 578 1892 699">Mandatory conference with administrator and parent and School Attendance Officer + Truancy notice signed by parent and returned + School attendance contract + Child Study Team referral + Referral to school psychologist (required) + Referral to social worker (required)</td> </tr> <tr> <td data-bbox="506 699 785 760">12</td> <td data-bbox="785 699 1892 760">Attendance referral to Truant Officer</td> </tr> <tr> <td data-bbox="506 760 785 850">Beyond 12</td> <td data-bbox="785 760 1892 850">Explanation for habitual truancy status provided as well as attendance referral for Truant Officer</td> </tr> </tbody> </table> <p><i>Difficulties in establishing contact with parents for truancy or discipline issues may result in a referral to Child Services.</i></p>	Unexcused Absences	Requirement/School intervention	3	Team intervention + Parent contact + Conference with student + Truancy notice + Referral to social worker (as needed)	6	Mandatory conference with administrator and parent + School attendance contract + Referral to counselor + Truancy notice + Referral to social worker (as needed)	9	Mandatory conference with administrator and parent and School Attendance Officer + Truancy notice signed by parent and returned + School attendance contract + Child Study Team referral + Referral to school psychologist (required) + Referral to social worker (required)	12	Attendance referral to Truant Officer	Beyond 12	Explanation for habitual truancy status provided as well as attendance referral for Truant Officer
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<p>CLASSROOM MANAGEMENT AND DISCIPLINE REFERRALS</p>	<p>Classroom Management for Minor Offenses is as follows:</p> <ul style="list-style-type: none"> • 1st offense - Warning. Notes made on referral. • 2nd offense - Phone call made to parents. Lunch detention. Notes made on referral. • 3rd offense - Meeting with parents attempted. Notes made on referral. Activity Detention. • 4th offense - Student referred to Discipline Office <p>Major Offenses will be submitted directly to the Administrator for Disciplinary Action. All of these expectations address the Roadrunner Three: Be Responsible, Respectful, and Safe</p>												
<p>SYLLABUS REVISION</p>	<p>The syllabus may be subject to change. Necessary revisions will be announced.</p>												
<p>SIGNATORY</p>	<p>Teacher: _____ (Mrs. S. Balmeo) Grade level Administrator: <u> <i>E. Gofigan Ed. D.</i> </u> (Dr. E. Gofigan)</p>												

By signing below, you are acknowledging that you have read and understood the requirements and expectations of the READING syllabus.

Print Name and signature of STUDENT: _____ Period: _____

Print Name and signature of PARENT: _____

Contact Numbers: Home: _____ Work: _____ Cell: _____ Other: _____

Contact time: _____ (Circle the preferred number to contact and indicate the best time to contact.)

Email(s): _____

Allergy (ies): _____ If so, please indicate: _____