

V.S.A. Benavente Middle School

Reading Syllabus

School Year: 2023-24
Grade Level: 8th Grade

Course Description:

Section	Description
TEACHER INFORMATION	<p>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</p> <p>Office Hours: 3rd period on traditional schedule, or 4th period (Blue Day) 6th period on traditional schedule, or 7th period (Gold Day)</p>
SCHOOL VISION, MISSION AND SCHOOLWIDE LEARNING OUTCOMES	<p><u>Vision:</u> Students will have excellent character, a lifelong desire for learning, ingenuity and perseverance to solve personal and global problems, and passion to serve their community.</p> <p><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.</p> <p><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</p>
TEXTBOOK/RESOURCES/MATERIALS	<p>Textbook: Prentice Hall. Literature: Language and Literacy. Pearson Education, Inc. 2010. My Perspective English Language Arts, 8th grade. Savvas Learning Co., 2017.</p>

	<p>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 Pen (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"> 1. Biography/Autobiography 2. Myths, Fables and Legends, Poetry 3. Drama/Novels/short stories <p>This course is designed to develop the skills, knowledge, and abilities of 8th-grade students in the discipline of reading. The instructor will facilitate learning by employing a variety of best-practice instructional strategies aimed at meeting the diverse needs of all students.</p>

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 8 th Grade ELA: http://www.corestandards.org/			
	8th GRADE Tentative Course Outline			
	<u>First Semester – Literary Text</u>		<u>Second Semester – Informational Text</u>	
	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
	MS RL8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.		MS RI8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	
	MS RL8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.		MS RI8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	
	MS RL8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.		MS RI8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	
	MS RL8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.		MS RI8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	
			MS RI8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	
		MS RI8.6 Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.		
MS RL8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.				
MS RI8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.				

GRADING CRITERIA	Grading will reflect a Standards-Based/Tiered Grading System with levels classified as the following categories:
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4.0	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.
3.5	Proficient: Demonstrates understanding and mastery of standard, content knowledge, and skills.
3.0	Proficient: Demonstrates understanding and mastery of standard, content knowledge, and skills.
2.5	Approaching Proficiency. Defines and identifies content knowledge or uses skills alone but needs help demonstrating full understanding of standard.
2.0	Approaching Proficiency. Defines and identifies content knowledge or uses skills alone but needs help demonstrating full understanding of standard.
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:</p> <p>Be RESPECTFUL:</p>

	<ul style="list-style-type: none"> • To all school personnel, your peers, and school property. • 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,

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: _____