

Name: \_\_\_\_\_

School: \_\_\_\_\_

Teacher: \_\_\_\_\_ Period: \_\_\_\_\_

# Everett Public Schools

## Secondary Reading Assessment



# Grade 8

## Mid-Year Benchmark

### Reading Selections

“Memories of Dating”

“The Man in the Glass”

“Dealing with Peer Pressure”

“Growing Up”

“Swim Lessons”

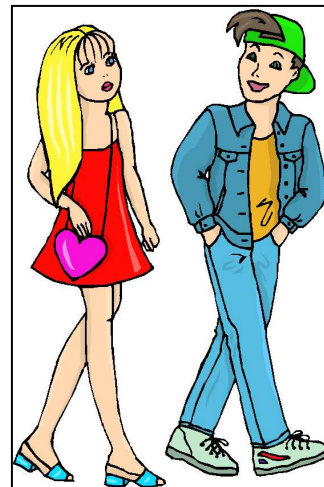
## Literary Passage

Directions: Read the following selection and then answer the corresponding questions.

### Memories of Dating

by Dave Barry

- 1 As a mature adult, I feel an obligation to help the younger generation, just as the mother fish guarded her unhatched eggs, keeping her lonely vigil day after day, never leaving her post, not even to go to the bathroom, until she observes her tiny babies emerge and she is able, at last, to eat them. “She may be your mom, but she’s still a fish” is a wisdom nugget that I would pass along to any fish eggs reading this column.
- 2 But today I want to talk about dating. This subject was raised in a letter to me from a young person named Eric Knott, who writes:
- 3 “I have got a big problem. There’s this girl in my English class who is really good-looking. However, I don’t think she knows I exist. I want to ask her out, but I’m afraid she will say no, and I will be the freak of the week. What should I do?”
- 4 Eric, you have sent your question to the right mature adult, because as a young person, I spent a lot of time thinking about this very problem. Starting in about eighth grade, my time was divided as follows:
  - Academic Pursuits: 2 percent
  - Zits: 16 percent
  - Trying to Figure Out How to Ask Girls Out: 82 percent
- 5 The most sensible way to ask a girl out is to walk directly up to her on foot and say, “So you want to go out or what?” I never did this. I knew, as Eric Knott knows, that there was always the possibility that the girl would say no, thereby leaving me with no viable option but to leave Harold C. Crittenden Middle School forever and go into the woods and become a bark-eating hermit whose only companions would be the gentle and understanding woodland creatures.
- 6 “Hey, Zitface!” the woodland creatures would shriek in their cute little Chip `n Dale voices while raining acorns down upon my head. “You wanna date? Hahahahahahaha.”
- 7 So the first rule of dating is, never risk direct contact with the girl in question. Your role model should be the nuclear submarine, gliding silently beneath the ocean surface, tracking an enemy target that does not even begin to suspect that the submarine would like to date it. I spent the vast majority of 1960 keeping a girl named Judy under surveillance, maintaining a minimum distance of fifty lockers to avoid the danger that I might somehow get into a conversation with her, which could have led to disaster.
  - Judy: Hi.
  - Me: Hi.
  - Judy: Just in case you have ever thought about having a date with me, the answer is no.
  - Woodland Creatures: Hahahahahahaha.



- 8 The only problem with the nuclear-submarine technique is that it's difficult to get a date with a girl who has never, technically, been asked. This is why you need Phil Grant. Phil was a friend of mine who had the ability to talk to girls. It was a mysterious superhuman power he had, comparable to X-ray vision. So, after several thousand hours of intense discussion and planning with me, Phil approached a girl he knew named Nancy, who approached a girl named Sandy, who was a direct personal friend of Judy's and who passed the word back to Phil via Nancy that Judy would be willing to go on a date with me. This procedure protected me from direct humiliation.
- 9 Thus it was that, finally Judy and I went on an actual date, to see a movie in White Plains, New York. If I were to sum up the romantic ambience of this date in four words, those words would be, "My mother was driving." This made for an extremely quiet drive, because my mother, realizing that her presence was hideously embarrassing, had to pretend she wasn't there. If it had been legal, I think she would have got out and sprinted alongside the car, steering through the window. Judy and I, sitting in the back seat about seventy-five feet apart, were also silent, unable to communicate without the assistance of Phil, Nancy, and Sandy.
- 10 After what seemed like several years, we got to the movie theater, where my mother went off to sit in the Parents and Lepers Section. The movie was called *North to Alaska*, but I can tell you nothing else about it because I spent the whole time wondering whether it would be necessary to amputate my right arm, which was not getting any blood flow as a result of being perched for two hours like a petrified snake on the back of Judy's seat exactly one molecule away from physical contact.
- 11 So it was definitely a fun first date, featuring all the relaxed spontaneity of paint drying, and in later years I did regain some feeling in my arm. My point, Eric Knott, is the key to successful dating is to be self-assured. I bet that good-looking girl in your English class would love to go out with you. But you have to make the first move. So just do it! Pick up that phone! Call Phil Grant.

*Selection adapted from- Seattle Times Archives: <http://archives.seattletimes.nwsource.com/cgi-bin/texis.cgi/web/vortex/display?slug=1480067&date=19920309&query=dave+barry>*

**Reading Assessment**  
**Grade 8 – Mid-Year Benchmark**  
“Memories of Dating”

**Fill in the bubble next to the letter of the best answer.**

1. What is the meaning of the word *vigil* as it is used in paragraph 1 of the selection? [LC04]
  - ☐ A. Rest
  - ☐ B. Roost
  - ☐ C. Watch
  - ☐ D. Attitude
  
2. What is the main idea of the selection? [LC01]
  - ☐ A. Dating is hard if you have acne.
  - ☐ B. Dating requires a direct approach.
  - ☐ C. Dating requires a confident friend to help you.
  - ☐ D. Dating is a process of observing before taking action.
  
3. Which sentence *best* summarizes this selection? [LC02]
  - ☐ A. The author discusses complications and successes of being a teenager.
  - ☐ B. The selection describes many problems associated with teenage dating.
  - ☐ C. The selection shows teenage readers that it is their responsibility to date.
  - ☐ D. The author tries to teach teenage readers how to balance dating and academics.
  
4. Which two objects does the author compare using a simile? [LA05]
  - ☐ A. An arm and a petrified snake
  - ☐ B. A date and a nuclear submarine
  - ☐ C. Superhuman power and x-ray vision
  - ☐ D. Woodland creatures and Chip 'n Dale voices
  
5. Which sentence tells how the author, Dave Barry, and Eric Knott are similar? [LA06]
  - ☐ A. Both are male and in the 8<sup>th</sup> grade.
  - ☐ B. Both learned confidence from their experience.
  - ☐ C. Both asked for help with their dating problems.
  - ☐ D. Both wished they had never asked a girl for a date.

**Reading Assessment**  
**Grade 8 – Mid-Year Benchmark**  
“Memories of Dating”

6. Why does the author hesitate to ask Judy out for a date? [LA07]
- ☐ A. The author fears he will be rejected by Judy.
  - ☐ B. The author fears the humiliation of having his mom on the date.
  - ☐ C. The author worries that on the date he will not know what to do.
  - ☐ D. The author worries he is not attractive enough to get a date with Judy.
7. Which sentence *best* describes the author’s feelings about dating? [LT09]
- ☐ A. Dating can be scary and uncomfortable.
  - ☐ B. Dating would be easier if girls asked guys out.
  - ☐ C. Dating takes several hours of intense discussion.
  - ☐ D. Dating is more frightening today than it was many years ago.
8. Which statement is the *most* important conclusion the reader can draw from this selection? [LT10]
- ☐ A. Dating is a necessary and a beneficial activity for students.
  - ☐ B. Dating is an easy and successful process for middle schoolers.
  - ☐ C. Dating is an entertaining activity for boys and girls to experience.
  - ☐ D. Dating is a difficult process for boys and girls because it can be embarrassing.
9. Based on the information in the selection, which generalization can the reader make about middle school dating? [LT11]
- ☐ A. Dating is not recommended for teenagers.
  - ☐ B. Teenagers should look to their parents for advice on dating.
  - ☐ C. During adolescence, teenagers struggle with self-confidence in dating.
  - ☐ D. Handling one rejection makes rejection easier the next time it happens.

**Literary Passage: Poem**

**Directions: Read the following selection and then answer the corresponding questions.**

**The Man in the Glass**

by Dale Wimbrow



- 1 When you get what you want in your struggle for self
- 2 And the world makes you king for a day,
- 3 Just go to a mirror and look at yourself,
- 4 And see what that man has to say.
- 5 For it isn't your father or mother or wife,
- 6 Whose judgment upon you must pass;
- 7 The fellow whose verdict counts most in your life
- 8 Is the one staring back from the glass.
- 9 He's the fellow to please, never mind all the rest.
- 10 For he's with you clear up to the end,
- 11 And you've passed the most dangerous, difficult test
- 12 If the man in the glass is your friend.
- 13 You may fool the whole world down the pathway of years.
- 14 And get pats on the back as you pass,
- 15 But your final reward will be the heartaches and tears
- 16 If you've cheated the man in the glass.

*Selection from- Public Domain*

**Reading Assessment**  
**Grade 8 – Mid-Year Benchmark**  
“Man in the Glass”

**Fill in the bubble next to the letter of the best answer.**

10. What is the meaning of the word *verdict* as it is used in line 7 of the poem? [LC04]

- ☐ A. Love
- ☐ B. Feelings
- ☐ C. Decision
- ☐ D. Question

11. Which sentence *best* states the theme of the poem? [LC01]

- ☐ A. Be true to who you are.
- ☐ B. It is hard to please others.
- ☐ C. Life can be dangerous and difficult.
- ☐ D. You will have to live with your actions.

12. What does the author mean when he says, “And get pats on the back as you pass” in line 14 of the poem? [LC03]

- ☐ A. You may receive praise from others.
- ☐ B. People will criticize your behavior and work.
- ☐ C. It is rare to have your accomplishments recognized by others.
- ☐ D. Others’ advice will help you decide which pathway to take in life.

13. According to the poem, what happens when, “...you’ve passed the most dangerous, difficult test”? [LA07]

- ☐ A. You will get a reward and pats on the back.
- ☐ B. You will be content and satisfied with yourself.
- ☐ C. You will know that your father or mother were right.
- ☐ D. You will understand the importance of listening to others.

14. Which line from the poem best reveals the author’s belief about self-awareness? [LT09]

- ☐ A. If the man in glass is your friend (line 12)
- ☐ B. Is the one staring back from the glass (line 8)
- ☐ C. He’s the fellow to please, never mind all the rest (line 9)
- ☐ D. You may fool the whole world down the pathway of years (line 13)

15. Which statement is the *most* important conclusion the reader can draw from the poem? [LT10]

- ☐ A. A difficult life will allow you to become a better person.
- ☐ B. It is important to consider how other people will react to your actions.
- ☐ C. It is normal to have a life filled with struggles that are judged by others.
- ☐ D. Taking responsibility for your own actions will allow you to live a happy life.

## Informational Passage

**Directions:** Read the following selection and then answer the corresponding questions.

### Dealing with Peer Pressure

- 1 "Come on! ALL of us are cutting math. Who wants to go take that quiz? We're going to take a walk and get lunch instead. Let's go!" says the coolest kid in your class. Do you do what you know is right and go to math class, quiz and all? Or do you give in and go with them?
- 2 As you grow older, you'll be faced with some challenging decisions. Some don't have a clear right or wrong answer - like should you play soccer or field hockey? Other decisions involve serious moral questions, like whether to cut class, try cigarettes, or lie to your parents.
- 3 Making decisions on your own is hard enough, but when other people get involved and try to pressure you one way or another it can be even harder. People who are your age, like your classmates, are called peers. When they try to influence how you act, to get you to do something, it's called peer pressure. It's something everyone has to deal with - even adults. Let's talk about how to handle it.

### Defining Peer Pressure



- 4 Peers influence your life, even if you don't realize it, just by spending time with you. You learn from them, and they learn from you. It's only human nature to listen to and learn from other people in your age group.
- 5 Peers can have a positive influence on each other. Maybe another student in your science class taught you an easy way to remember the planets in the solar system, or someone on the soccer team taught you a cool trick with the ball. You might admire a friend who is always a good sport and try to be more like him or her. Maybe you got others excited about your new favorite book, and now everyone's reading it. These are examples of how peers positively influence each other every day.
- 6 Sometimes peers influence each other in negative ways. For example, a few kids in school might try to get you to cut class with them, your soccer friend might try to convince you to be mean to another player and never pass her the ball, or a kid in the neighborhood might want you to shoplift with him.

### Why Do People Give in to Peer Pressure?

- 7 Some kids give in to peer pressure because they want to be liked, to fit in, or because they worry that other kids may make fun of them if they don't go along with the group. Others may go along because they are curious to try something new that others are doing. The idea that "everyone's doing it" may influence some kids to leave their better judgment, or their common sense, behind.



## **How to Walk Away From Peer Pressure**

- 8 It is tough to be the only one who says “no” to peer pressure, but you can do it. Paying attention to your own feelings and beliefs about what is right and wrong can help you know the right thing to do. Inner strength and self-confidence can help you stand firm, walk away, and resist doing something when you know better.
- 9 It can really help to have at least one other peer, or friend, who is willing to say “no,” too. This takes a lot of the power out of peer pressure and makes it much easier to resist. It’s great to have friends with values similar to yours who will back you up when you don’t want to do something.
- 10 You’ve probably had a parent or teacher advise you to “choose your friends wisely.” Peer pressure is a big reason why they say this. If you choose friends who don’t use drugs, cut class, smoke cigarettes, or lie to their parents, then you probably won’t do these things either, even if other kids do. Try to help a friend who’s having trouble resisting peer pressure. It can be powerful for one kid to join another by simply saying, “I’m with you – let’s go.”
- 11 Even if you’re faced with peer pressure while you’re alone, there are still things you can do. You can simply stay away from peers who pressure you to do stuff you know is wrong. You can tell them “no” and walk away. Better yet, find other friends and classmates to pal around with.
- 12 If you continue to face peer pressure and you’re finding it difficult to handle, talk to someone you trust. Don’t feel guilty if you’ve made a mistake or two. Talking to a parent, teacher, or school counselor can help you feel much better and prepare you for the next time you face peer pressure.

## **Powerful, Positive Peer Pressure**

- 13 Peer pressure is not always a bad thing. For example, positive peer pressure can be used to pressure bullies into acting better toward other kids. If enough kids get together, peers can pressure each other into doing what’s right!

*Selection from- [http://www.kidshealth.org/kid/feeling/friend/peer\\_pressure.htm](http://www.kidshealth.org/kid/feeling/friend/peer_pressure.htm). Printed with permission.*

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**Reading Assessment**  
**Grade 8 – Mid-Year Benchmark**  
“Dealing with Peer Pressure”

**Fill in the bubble next to the letter of the best answer.**

16. Which sentence *best* summarizes the section “How to Walk Away From Peer Pressure”? [IC02]

- ☐ A. Talk to someone you trust.
- ☐ B. Choose your friends wisely.
- ☐ C. Peer pressure can have positive results.
- ☐ D. Have inner strength to walk away from pressure.

17. Based on the selection, what inference can the reader make about cutting class, trying cigarettes, and lying to your parents? [IC03]

- ☐ A. By trying out these behaviors you are guaranteed to get in trouble.
- ☐ B. It is important to try these behaviors at least once when you are a teenager.
- ☐ C. They are negative behaviors requiring difficult choices between right and wrong.
- ☐ D. Individuals that make good choices have parents that teach them right from wrong.

18. According to the title “Dealing with Peer Pressure,” which statement is true? [IA05]

- ☐ A. Teenagers are all alone when they encounter peer pressure.
- ☐ B. Peer pressure is most often positive and therefore, easy to handle.
- ☐ C. There are specific ways a person can learn to cope with peer pressure.
- ☐ D. Peer pressure is a challenge that teenagers fail to handle because of their age.

19. What is the main similarity between how the poem and the article address peer pressure? [IA06]

- ☐ A. Both show how peer pressure is simple to overcome.
- ☐ B. Both stress the importance of listening to other people’s advice.
- ☐ C. Both claim that people should pay attention to their own beliefs.
- ☐ D. Both note that it is important to follow the crowd when making decisions.

20. Based on the information in the article, what is the *most* important concept the author presents? [IT10]

- ☐ A. Teenagers need to be careful when choosing friends.
- ☐ B. Teenagers only occasionally encounter positive peer pressure.
- ☐ C. Teenagers may still hang around with friends who misbehave.
- ☐ D. Teenagers tend to select friends with different values than their own.

21. After reading this selection, what generalization can the reader make about dealing with peer pressure? [IT11]


- ☐ A. Going it alone and deciding for yourself is the best way to avoid peer pressure.
- ☐ B. Peer pressure can help to decide the best course of action in a difficult situation.
- ☐ C. Having strategies to understand peer pressure can help to make the best decisions.
- ☐ D. Knowing why people give in to peer pressure can help to avoid its negative consequences.

## Literary Passage

**Directions:** Read the following selection and then answer the corresponding questions.

### Growing Up

by Russell Baker

- 1 I told my mother I'd changed my mind about wanting to succeed in the magazine business.
- 2 And so I set forth with my sack of magazines. I was afraid of the dogs that snarled behind the doors of potential buyers. I was timid about ringing the doorbells of strangers, relieved when no one came to the door, and scared when someone did. Despite my mother's instructions, I could not deliver an engaging sales pitch. When a door opened I simply asked, "Want to buy a Saturday Evening Post?" In Belleville few persons did. It was a town of 30,000 people, and most weeks I rang a fair majority of its doorbells. But I rarely sold my thirty copies. Some weeks I canvassed the entire town for six days and still had four or five unsold magazines on Monday evening; then I dreaded the coming of Tuesday morning, when a batch of thirty fresh Saturday Evening Posts was due at the front door.
- 3 "Better get out there and sell the rest of those magazines tonight," my mother would say.
- 4 I usually posted myself then at a busy intersection where a traffic light controlled commuter flow from Newark. When the light turned red I stood on the curb and shouted my sales pitch at the motorists.
- 5 "Want to buy a Saturday Evening Post?"
- 6 One rainy night when car windows were sealed against me I came back soaked and with not a single sale to report. My mother beckoned to Doris.
- 7 "Go back down there with Buddy and show him how to sell these magazines," she said.
- 8 Brimming with zest, Doris, who was then seven years old, returned with me to the corner. She took a magazine from the bag, and when the light turned red she strode to the nearest car and banged her small fist against the closed window. The driver, probably startled at what he took to be a midget assaulting his car, lowered the window to stare, and Doris thrust a Saturday Evening Post at him.
- 9 "You need this magazine," she piped, "and it only costs a nickel."
- 10 Her salesmanship was irresistible. Before the light changed half a dozen times she disposed of the entire batch. I didn't feel humiliated. To the contrary. I was so happy I decided to give her a treat. Leading her to the vegetable store on Belleville Avenue, I bought three apples, which cost a nickel, and gave her one.
- 11 "You shouldn't waste money," she said.
- 12 "Eat your apple." I bit into mine.

- 13 “You shouldn’t eat before supper,” she said. “It’ll spoil your appetite.”
- 14 Back at the house that evening, she dutifully reported me for wasting a nickel. Instead of a scolding, I was rewarded with a pat on the back for having the good sense to buy fruit instead of candy. My mother reached into her bottomless supply of maxims and told Doris, “An apple a day keeps the doctor away.”
- 15 By the time I was ten I had learned all my mother’s maxims by heart. Asking to stay up past normal bedtime, I knew that a refusal would be explained with, “Early to bed and early to rise, makes a man healthy, wealthy, and wise.” If I whimpered about having to get up early in the morning, I could depend on her to say, “The early bird gets the worm.”
- 16 The one I most despised was, “If at first you don’t succeed, try, try again.” This was the battle cry with which she constantly sent me back into the hopeless struggle whenever I moaned that I had rung every doorbell in town and knew there wasn’t a single potential buyer left in Belleville that week. After listening to my explanation, she handed me the canvas bag and said, “If at first you don’t succeed... ”
- 17 Three years in that job, which I would gladly have quit after the first day except for her insistence, produced at least one valuable result. My mother finally concluded that I would never make something of myself by pursuing a life in business and started considering careers that demanded less competitive zeal.
- 18 One evening when I was eleven I brought home a short “composition” on my summer vacation which the teacher had graded with an A. Reading it with her own schoolteacher’s eye, my mother agreed that it was top-drawer seventh grade prose and complimented me. Nothing more was said about it immediately, but a new idea had taken life in her mind. Halfway through supper she suddenly interrupted the conversation.
- 19 “Buddy,” she said, “maybe you could be a writer.”
- 20 I clasped the idea to my heart. I had never met a writer, had shown no previous urge to write, and hadn’t a notion how to become a writer, but I loved stories and thought that making up stories must surely be almost as much fun as reading them. Best of all, though, and what really gladdened my heart, was the ease of the writer’s life. Writers did not have to trudge through the town peddling from canvas bags, defending themselves against angry dogs, being rejected by surly strangers. Writers did not have to ring doorbells. So far as I could make out, what writers did couldn’t even be classified as work.
- 21 I was enchanted. Writers didn’t have to have any **gumption\*** at all. I did not dare tell anybody for fear of being laughed at in the schoolyard, but secretly I decided that what I’d like to be when I grew up was a writer.

*Selection from- Don Congdon Associates, Inc. ©1982 by Russell Baker. Reprinted with permission.*

**\*gumption** — boldness

**Reading Assessment**  
**Grade 8 – Mid-Year Benchmark**  
“Growing Up”

**Fill in the bubble next to the letter of the best answer.**

22. What is the meaning of the word *maxims* as it is used in paragraph 15 of the selection “Growing Up”? [LC04]

- ☐ A. Rules
- ☐ B. Poems
- ☐ C. Riddles
- ☐ D. Sayings

23. What is the theme of the selection? [LC01]

- ☐ A. People need to be satisfied.
- ☐ B. Saving money is necessary.
- ☐ C. Being listened to is essential.
- ☐ D. People need to use their talents.

24. Which sentence *best* summarizes the selection? [LC02]

- ☐ A. A mom encourages her son to sell magazines so he will learn to be a successful adult.
- ☐ B. A boy discovers he is an excellent salesman and decides to take this skill into his future jobs.
- ☐ C. A boy attempts to sell magazines in Newark, New Jersey, but the rain stops him from selling any of them, so his sister helps.
- ☐ D. A young man sets out to sell magazines and eventually discovers he is not cut out to be a salesperson, but realizes he could be a writer.

25. What does the author mean when he says, “...I dreaded the coming of Tuesday morning, when a batch of thirty fresh Saturday Evening Posts was due at the front door” in paragraph 2 of the selection? [LC03]

- ☐ A. He was distressed about having to try to sell them.
- ☐ B. He was worried about having to sell them in the rain.
- ☐ C. He was anxious his sister would not help him sell them.
- ☐ D. He was nervous that his mom would make him sell all of them.

**Reading Assessment**  
**Grade 8 – Mid-Year Benchmark**  
“Growing Up”

26. Why does the mother send Doris, the boy’s little sister, out with him to sell magazines? [LA07]

- ☐ A. The mother wanted to build a good relationship between her children.
- ☐ B. She was annoyed with her son because he was not successful at selling the magazines.
- ☐ C. It was a dark, rainy evening and mom was worried about him being alone on the streets.
- ☐ D. She knew Doris had the personality to successfully sell magazines and could show her brother.

27. Based on the information in the story, which generalization can the reader make about finding future careers? [LT11]

- ☐ A. Future careers can usually be found with little or no effort.
- ☐ B. Relying on others doesn’t make discovering a future career easier.
- ☐ C. Being young is about having fun and not worrying about a future career.
- ☐ D. Trying various jobs and activities will help in making a decision about a future career.

28. Which sentence from the story is an opinion? [LT09]

- ☐ A. They lived in a small town of only a few thousand people.
- ☐ B. The mother used wise sayings to help motivate her children.
- ☐ C. The boy will be more successful as a writer than he was a salesperson.
- ☐ D. The mom knew Doris was a better salesperson than her son, so she asked her to help.

29. Based on the story, which word *best* describes Doris (Buddy’s sister)? [LA05]

- ☐ A. Courteous
- ☐ B. Persistent
- ☐ C. Carefree
- ☐ D. Spiteful

30. Which sentence tells how Buddy in “Growing Up” and Dave Barry, the author of “Memories of Dating,” are similar? [LA06]

- ☐ A. They both retell childhood experiences using humor.
- ☐ B. They both think that it is necessary to fail before you succeed.
- ☐ C. They are both timid when confronted with a stressful situation.
- ☐ D. They are both confident in their ability to succeed in difficult circumstances.

## Informational Passage

Directions: Read the following selection and then answer the corresponding questions.



### “Swim Lessons” Grade 8 ~ Functional Document Passage

## SWIM LESSONS

## ATLANTIS

### *Sports Club and Spa*



Our swim programs are designed to be safe in an encouraging environment with our professional Red Cross, & CPR certified aquatic instructors. Instructors are trained to evaluate students' swimming ability.

Whether you are new to swimming or just want to improve your swimming techniques, we have a variety of program levels for all ages & abilities.

- 4 Fun Levels
- Red Cross Certified Instructors
- Small Personalized Classes
- Certificates Awarded

**Limited class sizes. Sign up today!**

### LESSON RATES

**All lessons meet weekly for 30 minutes.**

	<u>MEMBERS</u>	<u>NON-MEMBERS</u>
Group Lessons; cost for 10 Sessions 8 people maximum	\$130	\$155
Private Lessons; cost for 1 session, by appointment 1 person	\$35	\$40
Semi-Private Lessons; cost for 1 session, by appointment 2 people (cost per person) 3-4 people (cost per person)	\$27 \$20	\$32 \$25

Sign up is available until the class is full or until the first class has started. No one can be added or switched to another instructor once the class has begun. All classes will be held as scheduled unless cancelled by the instructor. Any cancelled classes are held the week after the last class on the same day and time as the regularly scheduled class, unless you are notified by our staff.

*Selection adapted from Atlantis Spa website*

### LEVELS:

#### **WATER BABIES** up to age 3

Parents will be assisted in introducing their children to the water through a variety of songs & games that will develop their water skills, keep their attention, & create a positive association with the water.

- How to enter pool safely
- Blowing Bubbles & Putting face in water
- Kicking feet & Splashing Hand
- Jumping to a parent from pool deck

#### **STARFISH** children ages 3 and over

At this level children may be apprehensive about leaving a parent or entering the water. This class will focus on making the water a safe & fun environment for children while also teaching them the very basics of swimming and water safety.

- Being comfortable in water & away from parents
- Rules of the pool
- Introduction to front & back float
- Beginning stages of the doggie paddle
- Water games that develop safety skills

#### **STINGRAY**

Children have learned the fundamental techniques taught in Starfish. In Stingray students will work to perfect their Crawl Stroke and gain independence while swimming the back stroke. There is more focus working in the deeper end of the pool in order to strengthen their swimming strokes and build confidence. They will also be introduced to more strokes. After building up more endurance they will participate in relay races & swimming drills.

- Perfect doggy paddle basics
- Introduction to proper breathing techniques
- Perfect & refine the crawl stroke
- Strengthen swimming techniques & build confidence
- Conduct more exercises in deep end
- Participate in relay races and swimming drills

#### **SHARK**

Once the instructor has determined students have met the requirements of stingray, they will be ready to move to shark and complete all the basic strokes. Students will work to perfect their crawl, back, breast, side and elementary back stroke as well as practice the butterfly stroke. This level will focus on endurance and students will be able to complete laps on their own.

- Perfect basic strokes & learn how to do flip turns
- Introduction to basic rescue & emergency situations
- Learn & practice Butterfly Stroke
- Participate in swim drills & advanced water games



**Reading Assessment**  
**Grade 8 – Mid-Year Benchmark**  
**“Swim Lessons”**

31. Which sentence *best* summarizes the “Stingray” section? [IC02]

- ☐ A. Swimmers will work to perfect their crawl stroke.
- ☐ B. Swimmers will advance their skills and build stamina.
- ☐ C. Swimmers participate in relay races and swimming drills.
- ☐ D. Swimmers gain independence while improving their back stroke.

32. According to the information in the selection, which resource would you choose to learn more about the appropriate swim class for someone? [IA08]

- ☐ A. Certified instructors
- ☐ B. Parents of swimmers
- ☐ C. Shark Level graduates
- ☐ D. USA Swim Team website

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