



8th Grade Core Course Descriptions

Reading/English Language Arts	United States History
<p>Unit 1: Telling Stories Writing Focus: Narrative Writing Students will read <i>Fences</i> by Pulitzer Prize winner August Wilson to analyze how he structures the play to bring his characters and story alive. In this unit, students will read, discuss, and write about Wilson's use of tension, mystery, and surprise to hook and hold the reader's attention and to reveal stories within the story. By the end of the unit, students will be able to explain how these literary elements and text features contribute to the complexity of Wilson's characters. Anchor Text: <i>Fences</i> by August Wilson</p> <p>Unit 2: Tension in Literature Writing Focus: Explanatory/Informative Writing Students will examine how mystery, tension, and surprise engage and intrigue readers. First, students read short stories and poetry, including Joyce Carol Oates' short story "Where Are You Going, Where Have You Been?" and Mara Bovsun's article "Pied Piper of Tucson." Students identify and describe ways authors hook and hold readers through specific literary choices. Anchor Text: Richard Dokey's short story "Sanchez."</p> <p>Unit 3: Identity in Literature Writing Focus: Argument Writing In this unit, students will study the Harlem Renaissance, focusing on how writers and artists of this movement used art to represent and shape cultural identities. They will read and study poems, works of visual art, and the novel <i>Passing</i> by Nella Larsen. Students will complete an extended research project in which they select a topic, use library resources to gather information and synthesize their research into a project with a real-world application. Anchor Text: <i>Passing</i> by Nella Larsen</p>	<p>Unit 1: Where We Come From Introduction to African Origins and Contributions of Ancient African Empires to World Civilizations and the African Diaspora - Students will understand the construct of race and why and how it was developed, investigate the evolution and development of African American/Black and Latino identities, including intersections with Indigenous and other identities, and analyze how race, power, and privilege influence group access to citizenship, civil rights, and economic power.</p> <p>Unit 2: How African Americans Persisted: Slavery and Freedom Stories of Resistance and Agency—Students will continue their investigation and analysis from Unit 1, examine the scope and legacy of resistance that has been integral to African American, Black, and Latino(a) histories, and articulate the integral role the aforementioned communities have played in shaping US society, economy, and culture.</p> <p>Unit 3: The American Revolution: When is revolt justified? - Students summarize the American Revolution and analyze the war's impact worldwide.</p> <p>Unit 4: The Constitution: What does a government owe its people? - Students identify early American democratic principles as stated in the founding documents and construct arguments on the limitations and consequences of the compromises to create a new government.</p> <p>Unit 5: Expansion and Industrialization: How can progress hurt? - Students examine the impacts of the United States' geographic, social, political, and economic expansion.</p> <p>Unit 6: Reform and Sectionalism: What is our moral obligation in times of great crisis? - Students explore how technological, ideological, and economic progress led to the country's expansion and the effects of westward expansion.</p> <p>Unit 7: Civil War and Reconstruction: Did Reconstruction end? Students explore the nature of the Civil War and its aftermath and how racism, segregation, and discrimination have persisted despite Reconstruction.</p> <p>Unit 8: Protest, Politics, and Power - Students reimagine new possibilities and more just futures for our country and our world drawn from the legacy of African American/Black and Latino experiences, intellectual thought, and culture; examine examples of the group above's action in addressing issues impacting their communities and identify resources and opportunities for active engagement, learning, and civic responsibility</p> <p>Unit 9: Review and Mock Exam</p>



Mathematics	Science
<p>SPORK Math is our spiraling curriculum that comprises the following courses:</p> <p>Students will be placed in classes based on EOY testing, teacher recommendations, and grades on comprehensive exams.</p> <p>8th-grade math courses include:</p> <p>Algebra 2 – completion of the course with a passing grade will earn HS credit</p> <p>Algebra Part 1 - a repeat of Algebra Part 1- supports math skills for HS</p> <p>8th grade math – Students will receive aptitude-appropriate instruction to strengthen and improve math skills for HS preparation</p>	<p>STEMscopes is our primary instructional resource for teaching science. It is built on an instructional philosophy that centers on students learning science through hands-on exploration and inquiry. Each lesson includes a series of investigations and activities to bring science to life for our students so they can “learn by doing” and fully engage in the scientific process.</p> <p>8th Grade topics are:</p> <p>Biology</p> <p>Chemistry</p> <p>Physics</p> <p>Earth Science</p> <p>8th grade is a MISA testing grade.</p>
AP Modern World History	
<p>AP World History: Modern is an introductory college-level modern world history course. Students will cultivate their understanding of world history from c. 1200 CE to the present by analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like humans and the environment, cultural developments and interactions, governance, economic systems, social interactions, and organization, and technology and innovation. Students will complete the Advanced Placement Coursework, potentially sitting for the AP Modern World History Exam, and prepare for the 8th Grade Social Studies MCAP by participating in 4 mandatory US History Seminars and exams.</p> <p>Unit 1: The Global Tapestry c. 1200 to c. 1450 Unit 2: Networks of Exchange c. 1200 to c. 1450 Unit 3: Land-Based Empires c. 1450 to c. 1750 Unit 4: Transoceanic Interconnections c. 1450 to c. 1750 Unit 5: Revolutions c. 1750 to c. 1900 Unit 6: Consequences of Industrialization c. 1750 to c. 1900 Unit 7: Global Conflict c. 1900 to the present Unit 8: Cold War and Decolonization c. 1900 to the present Unit 9: Globalization c. 1900 to the present Review and Mock Exam</p>	

8th Grade School Supply List - School Year 2025-26

Items to bring to school	Items to keep home	Class Specific Items
<input type="checkbox"/> Bookbag of your choice <input type="checkbox"/> ELA & Humanities Anchor Texts*** <input type="checkbox"/> Zipper binder (Trapper Keeper) <input type="checkbox"/> Communications Journal <input type="checkbox"/> Notebook Paper (Wide Ruled) <input type="checkbox"/> 1 pair of earbuds <input type="checkbox"/> 1 inch 3-ring binder <input type="checkbox"/> Blue 2 inch 3-ring binder <input type="checkbox"/> Blue Pocket folder for homework <input type="checkbox"/> Insertable dividers with tabs <input type="checkbox"/> Large Pencil Pouch packed with: <ul style="list-style-type: none"> • Pencils • Blue or Black ink pens only • Small pencil sharpener that holds shavings • 2 highlighters • erasers • colored pencils/markers • Index cards <input type="checkbox"/> Pocket Hand Sanitizer <input type="checkbox"/> Face Masks <input type="checkbox"/> Travel size personal hygiene items (eg, feminine items & deodorant)	<input type="checkbox"/> Packages of #2 Pencils <input type="checkbox"/> Packages of loose leaf paper <input type="checkbox"/> Old worksheets <input type="checkbox"/> Graph paper <input type="checkbox"/> Packages of glue sticks <input type="checkbox"/> Packages of ball point pens <input type="checkbox"/> Packages of colored pencils/markers	<p style="text-align: center;"><u>MATH</u></p> <input type="checkbox"/> 2 sided metric and standard to ¼ inch ruler <input type="checkbox"/> Calculator with Square Root <input type="checkbox"/> Graph paper <p style="text-align: center;"><u>PE/HEALTH</u></p> <input type="checkbox"/> Water bottle <p style="text-align: center;"><u>ELA</u></p> <input type="checkbox"/> 1-Subject Spiral Notebook <input type="checkbox"/> Pocket Folder <p style="text-align: center;"><u>HUMANITIES</u></p> <input type="checkbox"/> 1-Subject Spiral Notebook <input type="checkbox"/> Pocket Folder <p style="text-align: center;"><u>SCIENCE</u></p> <input type="checkbox"/> 1-Subject Spiral Notebook <p style="text-align: center;"><u>ELECTIVE CLASS(ES)</u></p> <input type="checkbox"/> 1-Subject Spiral Notebook
	Anchor Text Lists	
	<input type="checkbox"/> Unit 1 - <i>Fences</i> by August Wilson <input type="checkbox"/> Unit 2 - <i>"Sanchez"</i> by Richard Dokey <input type="checkbox"/> Unit 3 - <i>Passing</i> by Nella Larsen <input type="checkbox"/> AP World Only - <i>Ways of the World</i> by Robert W. Strayer	
	<p>***<i>Class sets of the Anchor Texts are provided however students are encouraged to purchase their own copy.</i>***</p>	