

8th Grade Course Descriptions

English Language Arts

English 8

Length: Two Semesters (Yearlong)

Prerequisites: None

Other: None

In Grade 8 English, students focus on refining important skills and knowledge areas for AP/College Readiness, including using reasoning and analysis to comprehend challenging literary and informational texts, revising and editing texts for effective expression of ideas, making careful and considered use of evidence during reading and writing, and describing how word choice helps shape meaning and tone. Course content includes graphic novels, memoir, persuasive speeches, news articles, poetry, and Shakespearean comedy. Students analyze literature, conduct research, and synthesize meaning from historical, cultural, and intellectual contexts while exploring the thematic concept of challenge. Analytical reading instruction extends understanding of literary elements, and language and writing instruction extends proficiency in the three modes of writing as outlined by the Common Core State Standards (CCSS): narrative, explanatory/informative, and argumentative. In addition, students develop CCSS language standards.

Pre-AP English 1

Credit: 1.0

Length: Two Semesters (Yearlong)

Prerequisites: There are no formal prerequisites for Pre-AP 1. It is recommended that students successfully completed Honors English 8 and/or score a 3 or 4 on the ELA SBA.

Other: Students will engage in 9th grade standards and content in this course. **This is a high school credit bearing course.**

In Pre-AP English 1, students develop analytical reading, academic writing, critical thinking, and presentation skills. Course content includes myth, short story, poetry, drama, and novels. Analytical reading instruction extends understanding of literary elements and language and extend proficiency in the three modes of writing as outlined by the Common Core State Standards (CCSS): narrative, explanatory/informative and argumentative. In addition, students develop CCSS language standards.

8th Grade Course Descriptions

Mathematics

Math 8

Length: Two Semesters (Yearlong)

Prerequisites: None

Other: None

In Grade 8, instructional time focuses on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

Algebraic Concepts

Credit: 1.0

Length: Two Semesters (Yearlong)

Prerequisites: Successful completion of Accelerated Math 7 or the Bridge to Algebra Summer School Program.

Other: Students in this course will experience an accelerated math model meaning they will cover more content including the algebra mathematical standards. Students should have a solid foundation in mathematics before considering this course. **This is a high school credit bearing course.**

In Algebra Concepts, instructional time focuses on four critical areas: (1) Building linear equations and systems as well as linear inequalities and systems to solve problems; (2) Understanding functions and how they model problems; (3) Constructing and comparing linear, exponential and quadratic functions to model and solve problems; (4) Investigating, analyzing, and interpreting bivariate data;

Geometry in Application

Credit: 1.0

Length: Two Semesters (Yearlong)

Prerequisites: Successful completion of Algebra 1.

Course is available to student in the Highly Capable program.

Other: **This is a high school credit bearing course.**

Geometry in Applications includes the study of logical reasoning, algebraic applications, and characteristics of geometric forms. Students explore geometric relationships with a wide variety of tools including compasses, computers, and graphing calculators. Students perform constructions, measure figures, observe patterns, discuss findings, write definitions, and formulate geometric conjectures. The skills used throughout this course assist student in becoming self-motivated, independent thinkers.

8th Grade Course Descriptions

Science

Science 8

Length: Two Semesters (Yearlong)

Prerequisites: None

Other: None

In grade 8 science and engineering, students articulate and use a set of norms to promote safe and equitable classroom culture that they will use as they investigate and explain phenomena. They learn how to ask different kinds of questions about the phenomenon and how to model what they figure out to explain the phenomenon. Through their investigations, they will work together to answer the following questions:

- Why do things sometimes get damaged when they hit each other?
- How can a sound make something move?
- How can a magnet move another object without touching it?
- How are we connected to the patterns we see in the sky and space?
- Why are living things different from one another?
- How could things living today be connected to the things that lived long ago?

Coordinated Science

Credit: 1.0

Length: Two Semesters (Yearlong)

Prerequisites: See counselor/teacher

Other: **This is a high school credit bearing course.**

The Coordinated Science course integrates physical science, earth and space sciences, life sciences and engineering. In this laboratory, high school credit bearing course, students engage in science and engineering practices such as conducting investigations, analyzing data, developing models, constructing explanations, and designing solutions to real-world problems

Social Studies

History 8

Length: Two Semesters (yearlong)

Prerequisites: None

Other: None

In grade 8 US History, students develop a new, more abstract level of understanding of social studies concepts. The context for developing this deeper understanding in U.S. history and government is student exploration of the ideas, issues, and events from the framing of the Constitution up through Reconstruction. After reviewing the founding of the United States, particularly the Constitution, students explore the development of politics, society, culture, and economy in the United States to deepen conceptual understandings in civics, geography, history, and economics. In particular, studying the causes, consequences, and impact of the Civil War and Reconstruction in our nation helps students to comprehend more profoundly the rights and responsibilities of citizens in a culturally diverse democracy.

By balancing depth and breadth and having students consider course essential questions, teachers provide students with the opportunity to gain enduring understandings that U.S. history teaches us about ourselves and the world.

8th Grade Course Descriptions

Physical Education

Physical Education – Foundational 8

Length: One Semester

Prerequisites: None

Other: None

This course provides students the continuing opportunity to learn through a developmentally appropriate, comprehensive sequentially planned physical education program aligned with the Physical Education Standards and Grade Level Outcomes for Washington State. In 8th grade, the content standards emphasize working as a team to solve problems. The focus of this course is the application of movement skills and knowledge (including defensive and offensive strategies) to team physical activities; the assessment and maintenance of physical fitness to improve health and performance; the requisite knowledge of physical fitness concepts, principles and strategies to improve health and performance; and the application of psychological and sociological concepts, including self-responsibility, positive social interaction, and group dynamics, in the learning and performance of physical activity. Units of activity include: soccer, tennis, basketball, fitness & circuit training, Olympic games, volleyball, lacrosse, golf, World games, and football/rugby. Students will also be educated in exercise anatomy, heart rate, components of health and skill related fitness and personal fitness planning. Students will also see social skill development in cooperation, teamwork, sportsmanship, and confidence building.

8th Grade Course Descriptions

| Elective Options | |
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| Performing Arts Electives | |
| Band I Length: Two Semesters (Yearlong) Prerequisites: None Other: None Beginning band offers students an opportunity to join band at an introductory level. This course provides students with instrument choice, introductory playing skills as well as an introduction to reading music. Students in this course will spend time familiarizing themselves with the instrument as well as learning how to play individually and as part of a group. Students are expected to practice instruments at home on a daily basis. | Band II Length: Two Semesters (Yearlong) Prerequisites: See counselor/teachers Other: None Students are expected to have previous experience in playing an instrument and have the ability to read music. The focus of this course will be around skill building in relation to playing the chosen instrument as well as reading music. Students will continue to practice independently as well as develop their ability to play as a group. |
| Band III Length: Two Semesters (Yearlong) Prerequisites: See counselors/teacher Other: None Students are expected to have previous experience in playing an instrument and have the ability to read music. The focus of this course will be around advanced skill building in relation to playing the chosen instrument as well as reading and playing more advanced music. Students will continue to practice independently as well as develop their ability to play as a group. | Choir I Length: Two Semesters (Yearlong) Prerequisites: None Other: None Beginning choir offers students an opportunity to join choir at an introductory level. This course provides students with an introduction to choir including using their voice, learning to read music and learning to sing independently and as a group. This course will offer musicians time to advance their music skills and knowledge. |
| Choir II Length: Two Semesters (Yearlong) Prerequisites: See counselors/teacher Other: None Students are expected to have previous experience in choir. The focus of this course will be around advancing skills in individual singing voice, reading skills, and large group choral singing. | Choir III Length: Two Semesters (Yearlong) Prerequisites: See counselors/teacher Other: None Students are expected to have previous experience in choir, the ability to read music, sing independently and sing as part of an ensemble. The focus of this course will be around advancing skills in individual singing voice, reading skills, and large group choral singing at a more advanced level. |
| Prelude Orchestra Length: Two Semesters (Yearlong) Prerequisites: None Other: EIK, GWY, EVG, HWD, NOR Prelude orchestra offers students an opportunity to join orchestra at an introductory level. This course provides students with an introduction to orchestra. Students choose their instrument, learn basic rhythms and basic music reading skills. Students practice independently as well as with the larger Prelude group. Students are expected to practice at home each night. | Intermezzo Orchestra Length: Two Semesters (Yearlong) Prerequisites: See counselors/teacher Other: EIK, GWY, HWD, NOR Intermezzo orchestra offers students with prior stings experience an opportunity to further advance their rhythms, music reading skills and provides more advanced musical selections. Students will continue to practice independent skills as well as further solidify their work as an ensemble. |

8th Grade Course Descriptions

Chamber Orchestra

Length: Two Semesters (Yearlong)

Prerequisites: See counselors/teacher

Other: None

Schools: GWY, HWD

Chamber orchestra offers students with more advanced prior strings experience an opportunity to further their rhythms, development of advanced strings skills, and advanced music reading skills. Students will continue to practice independent skills as well as further solidify their work as an ensemble while focusing on advanced musical selections.

Visual Arts Electives

Art 8

Length: One Semester

Prerequisites: None

Other: None

Schools: GWY, EVG

Throughout the visual art 8 course, students will learn about art through a variety of mediums including drawing, painting, clay and modeling. Students engage in a variety of projects and reflections that are aligned to the 8th grade Washington State Art Standards.

Physical Education Electives

Team Sports

Length: One Semester

Co-requisites: Physical Education – Foundational 7

Other: Students in grades 7-8 may take this course

Students in grades 7 and 8 this elective will participate in a variety of team sports and fitness activities as an extension of the foundational class requirements. This class will focus on developing more advanced skills previously acquired in the foundational physical education classes. Students will gain an understanding of how each activity can be used to improve and maintain health and wellness and will improve their understanding of the history, rules, offensive and defensive strategies, and roles in sports. This course will also include topics such as stress management, goal setting, recreational activities in relationship to fitness and wellness, and personal assessment of a variety of health/skill-related fitness areas.

Units may vary depending on school, and equipment availability.

Lifetime Physical Education

Length: One Semester

Co-requisites: Physical Education – Foundational 6

Other: Students in grades 6-8 may take this course

This class is designed for students interested in improving their physical fitness through avenues outside the scope of the foundational classes, including but not limited to: resistance and strength training, cardiorespiratory, muscular strength, muscular endurance, and flexibility activities. Students will be educated on training principles, techniques, and injury prevention. Individual sports such as bowling, archery, badminton, tennis, track and field, yoga, circuit training, pickleball, and more. Students will continue developing social skills in cooperation, encouragement, and confidence building
Units may vary depending on school, and equipment availability.

8th Grade Course Descriptions

CTE and STEM Electives

Digital Manufacturing

Credits: .5

Length: One Semester

Prerequisites: None

Other: Multi-grade level course 7-8

High school credit bearing course

This course introduces students to computer aided design, learning the industry standard CAD program, Fusion 360. Students will gain experience with multiple methods of computer-controlled manufacturing, such as 3D printing and Laser Cutting. Students will learn manufacturing concepts, workplace skills and habits, and safety. Students will apply their knowledge to design and produce a variety of projects. Digital Manufacturing is a foundational course in the Engineering & Advanced Manufacturing Pathway.

Exploring Graphic Arts

Credits: .5

Length: One Semester

Prerequisites: None

Other: Multi-grade level course 7-8

Schools:

High school credit bearing course
CTE and Visual Art credit

In this course, students will explore graphic design elements as they learn Adobe Photoshop, Illustrator and Animate. Students will publish digital media, create, and modify visual elements and design original digital art pieces. Exploring Graphic Art is a foundational course in the Communication & Information Technology Pathway.

Integrated Tech 1

Length: One Semester

Prerequisites: None

Other: Multi-age course 6-8

This course introduces students to various areas of technology. Example technologies explored: digital literacy skills, keyboarding, 3D modeling, block coding, animation, and more. Students will utilize skills and knowledge to create a range of projects throughout the semester. Integrated Tech I is a foundational course in Computer & Information Systems Pathways.

Integrated Tech II

Length: One Semester

Prerequisites: Integrated Tech I

Other: Multi-age course 7-8

Description: This course expands on technologies and skills learned in Integrated Tech I. Example technologies explored: digital literacy skills, keyboarding, text-based coding, animation, video production, and more. Students will utilize skills and knowledge to create a range of projects throughout the semester. Integrated Tech II is a foundational course in Computer & Information Systems Pathways.

Robotics Tech I

Credits: .5

Length: One Semester

Prerequisites: None

Other: Multi-age course 7-8

High school credit bearing course

This is a project-based course in which students explore the design, programming, and fabrication of robotics equipment and technology. Students will work in teams, engineer solutions to problems, and recognize the role of technology in our society. Robotics Tech I is a foundational course in the Engineering & Advanced Manufacturing Pathway.

Robotics Tech II

Credits: .5

Length: One Semester

Prerequisites: Robotics Tech I

Other: Multi-age course 7-8

High school credit bearing course

This course is a project-based course in which students explore the design, programming, and fabrication of robotics equipment and technology. Students will build on knowledge and skills learning in Robotics Tech I to collaboratively engineer solutions to problems and recognize the role of technology in our society. Robotics Tech II is a foundational course in the Engineering & Advanced Manufacturing Pathway and Computer & Information Technology Pathway.

8th Grade Course Descriptions

| Other Electives | |
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| <p>Leadership 8</p> <p>Length: One Semesters Prerequisites: Teacher/Counselor recommendation, application process Other: None</p> <p>This course will emphasize skills such as goal setting, communication, and organization, along with the other skills it takes to be a good leader both in your school and community. The structure of this class will consist of group activities, planning for school and community events, individual projects/goals, service projects/civic engagement and the learning and practicing of leadership qualities/skills both as a group and as individuals. The focus of this class will be to give you the tools you need to become great leaders.</p> | <p>Spanish I</p> <p>Credits: 1.0 Length: Two Semesters Prerequisites: None Other: None High school credit bearing course</p> <p>Students communicate in Spanish through interpersonal speaking and writing, presentational speaking and writing, and interpretive reading and listening. Students learn about diverse aspects of the cultures associated with the language and gain the ability and confidence to communicate about every day topics at a beginning level. A variety of resources are used, including written texts, songs, art works, films, and other media.</p> |
| <p>Peer Coach – Adaptive PE</p> <p>Length: One Semesters Prerequisites: Teacher/Counselor recommendation, application process Other: None Schools: GWY</p> <p>Peer coaches work with a maximum of one to three students to allow for small group help with kids. Coaches directly work with teacher to help students receiving Special Education services improve and reach their goals.</p> | |

8th Grade Course Descriptions

Special Education Course Options

English Language Arts 8

Length: Two Semesters (Yearlong)

Prerequisites: IEP team placement

Other: Resource Room class placement

In Language Arts 8 students focus on accessing literature and informational texts in English. They also write narrative, informational and argumentative essays aligned to the Common Core State Standards. Speaking & listening, and language are also areas of focus as outlined by the grade level standards. The scope and sequence provide flexibility for students to develop proficiency towards grade level standards and meeting the student specific IEP goals. Students engage in learning with Language Live and Springboard curricular materials dependent on present levels of performance. Students work in large group, small group and independent settings throughout this year-long course.

English 8

Length: Two Semesters (Yearlong)

Prerequisites: IEP team placement

Other: Co-taught model

In Grade 8 English, students focus on refining important skills and knowledge areas for AP/College Readiness, including using reasoning and analysis to comprehend challenging literary and informational texts, revising and editing texts for effective expression of ideas, making careful and considered use of evidence during reading and writing, and describing how word choice helps shape meaning and tone. Course content includes graphic novels, memoir, persuasive speeches, news articles, poetry, and Shakespearean comedy. Students analyze literature, conduct research, and synthesize meaning from historical, cultural, and intellectual contexts while exploring the thematic concept of challenge. Analytical reading instruction extends understanding of literary elements, and language and writing instruction extends proficiency in the three modes of writing as outlined by the Common Core State Standards (CCSS): narrative, explanatory/informative, and argumentative. In addition, students develop CCSS language standards.

Math Support 8

Length: Two Semesters (Yearlong)

Prerequisites: IEP team placement

Other: Resource Room class placement

In Grade 8, instructional time focuses on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. Students engage in instruction aligned to their IEP goals as well as grade level standards. Throughout this course students engage in large group, small group, and individual instruction to help support their present level of proficiency in math.

Math 8

Length: Two Semesters (Yearlong)

Prerequisites: IEP team placement

Other: Co-taught model

In Grade 8, instructional time focuses on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

Skills for Success 8

Length: Two Semesters (Yearlong)

Prerequisites: IEP team placement

Other: Might be a multi-grade level course

For students receiving special services and support with social communication and executive function. Course work is based on individual goals and objectives.

Learning Lab 8

Length: Two Semesters (Yearlong)

Prerequisites: IEP team placement

Other: Might be a multi-grade level course

For students receiving special services and support with reading, writing, and/or mathematics. Course work is based on individual goals and objectives.

8th Grade Course Descriptions

Functional Courses

Functional courses are designed for students in the ERR (Extended Resource Room) program.

Functional ELA 8

Length: Two Semesters (Yearlong)
Prerequisites: IEP team placement
Other:

For students attending the extended resource program; based on individual goals and objectives; this class will address reading fluency and comprehension skills as well as functional practical writing skills to build written expression.

Functional Math 8

Length: Two Semesters (Yearlong)
Prerequisites: IEP team placement
Other:

For students attending the extended resource program; based on individual goals and objectives; this class will address mathematical skills such as simple calculation and calculator skills.

Skills for Success 8

Length: Two Semesters (Yearlong)
Prerequisites: IEP team placement
Other:

For students attending the extended resource program. Based on individual goals and objectives, students develop social communication skills as well as work on adaptive goal areas.

Functional History 8

Length: Two Semesters (Yearlong)
Prerequisites: IEP team placement
Other:

For students attending the extended resource program; based on individual goals and objectives; this class will address foundational knowledge and skills related to US History.

8th Grade Course Descriptions

Adaptive Courses

Adaptive courses are designed for students in the Life Skills program.

Adaptive Multi-Age ELA

Length: Two Semesters (Yearlong)
Prerequisites: IEP team placement
Other:

For students attending the Life Skills program. Based on individual goals and objectives, students develop basic reading and writing skills required in daily life tasks.

Adaptive Multi-Age Math

Length: Two Semesters (Yearlong)
Prerequisites: IEP team placement
Other:

For students attending the Life Skills program. Based on individual goals and objectives, students develop basic mathematical skills required in daily life tasks.

Skills for Success 8

Length: Two Semesters (Yearlong)
Prerequisites: IEP team placement
Other:

For students attending the Life Skills program. Based on individual goals and objectives, students focus on adaptive skills required in daily life.

Family & Consumer Sci

Length: One Semester
Prerequisites: IEP team placement
Other:

For students attending the Life Skills program.

Modified Social Communications

Length: Two Semesters (Yearlong)
Prerequisites: IEP team placement
Other:

For students attending the Life Skills program. Based on individual goals and objectives, students develop basic social communication skills required in daily life tasks.

Adaptive Arts

Length: Two Semesters (Yearlong)
Prerequisites: IEP team placement
Other:

For students attending the Life Skills program. Based on individual goals and objectives, this course meets the state art requirement.

Adaptive PE

Length: One Semesters
Prerequisites: IEP team placement
Other:

For students attending the Life Skills program. Based on individual goals and objectives, students develop basic physical fitness aligned to personal goals in collaboration with a middle school peer coach.

8th Grade Course Descriptions

Multilingual Learner Course Options

English 8 and English Language Development Support I

Credit: 2.0 (two period block course)

Length: Two Semesters (Yearlong)

Prerequisites: WIDA score of 1.0-1.9, Teacher/team recommendation

Other: This is a two-period block class. One course specifically focuses on English Language Arts. The other course focuses on English Language Development.

In English 8 students focus on accessing literature and informational texts in English. The scope and sequence provide flexibility for students to develop proficiency towards grade level standards. The ELD 1 course offers students an opportunity for specific learning around English language development specific to students with beginning level English. Students work on speaking and listening skills in English. In addition, they begin to work on reading and writing skills to support their work in English Language Arts.

*Note – Some classes could be taught concurrently with 7th grade students (at the same proficiency level) and will need differentiation.

English 8 and English Language Development Support II

Credit: 2.0 (two period block course)

Length: Two Semesters (Yearlong)

Prerequisites: WIDA score of 2.0-3.9, Teacher/team recommendation

Other: This is a two-period block class. One course specifically focuses on English Language Arts. The other course focuses on English Language Development.

In English 8 students focus on accessing literature and informational texts in English. They begin to address more complex texts aligned to their current level of proficiency. The scope and sequence provide flexibility for students to develop proficiency towards grade level standards. The ELD 2 course offers students an opportunity for specific learning around English language development specific to students with intermediate level English proficiency. Students work on more advanced speaking and listening skills in English. In addition, they engage in more advanced reading and writing skills to support their work in English Language Arts.

*Note – Some classes could be taught concurrently with 7th grade students (at the same proficiency level) and will need differentiation.

English 8

Credit: 1.0

Length: Two Semesters (Yearlong)

Prerequisites: WIDA score of 4.0-4.6

Other: This is a one period stand-alone English Language Arts course for advanced ML students. Advanced students do not need to take an additional English Language Development support class.

In English 8, students focus on building important skills including analyzing literary works through close reading, developing awareness of how stylistic effects are achieved by a writer, engaging in the writing process, and developing grade level academic vocabulary knowledge. Course content includes short stories, editorials, images-as-text, drama, and film. Students analyze literature, conduct research, and synthesize meaning from historical, cultural, and intellectual contexts. Throughout this course, students also receive embedded English Language Development support as determined by current proficiency towards grade level standards.