



Eighth Grade Curriculum Guide

● ENGLISH LANGUAGE ARTS · STUDYSYNC

● MATHEMATICS · ENVISION

● SCIENCE · ELEVATE SCIENCE

● SOCIAL STUDIES · U.S. HISTORY

● ELECTIVES

About this guide: This document describes the instructional programs, standards, pacing, and expectations for all Eighth Grade students at Southfield Public Schools. It is intended to support teachers, families, and administrators in understanding what students learn and why.

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SECTION 1

Our Instructional Philosophy

Southfield Public Schools provides rigorous, joyful, and equitable instruction for every student. In Eighth Grade, we build on Seventh Grade foundations while expanding students' capacity to read, think, communicate, and problem-solve across all content areas.

ALL STUDENTS CAN AND WILL READ

We use the Science of Reading and evidence-based literacy instruction to ensure every student can access complex texts. McGraw-Hill StudySync provides the rigorous, text-based instruction eighth graders need to analyze major works of fiction and nonfiction from all over the world and from different time periods.

CURIOSITY DRIVES SCIENCE LEARNING

Students learn by investigating real phenomena. Elevate Science by Savvas anchors every unit in a question worth investigating and builds authentic scientific thinking through three-dimensional NGSS-aligned instruction.

KNOWLEDGE FUELS COMPREHENSION

Strong readers bring deep knowledge to complex texts. Students who build rich background knowledge across history, science, geography, and literature become stronger readers and thinkers over time. In Grade 8, our Integrated U.S. History course and StudySync texts reinforce each other, giving students the historical context they need to fully engage with the texts they read.

English Language Arts

● McGraw-Hill StudySync Grades 6–12

Our English Language Arts department is committed to developing literate students who demonstrate reading, writing, and critical thinking skills necessary to make them successful in today's global society. In grade eight, students will read major works of fiction and nonfiction from all over the world and from different time periods. They will continue to learn how to understand what they read and evaluate an author's assumptions and claims, and will conduct research requiring the analysis of resources and accurate interpretation of literary and informational text.

READING & TEXT STUDY · DAILY

Engaging with Complex Texts

Students experience a balance of literature and informational texts. They apply strategies to analyze, compare, and evaluate ideas when reading fiction and nonfiction — reading closely, citing evidence, and evaluating an author's assumptions and claims.

WRITING INSTRUCTION · DAILY

Writing to Learn and Communicate

Eighth graders use a writing process to improve narrative, argumentative, and informational writing. Writing tasks may include stories, essays, reports, and persuasive papers. Students learn to connect information and ideas efficiently and effectively in writing.

Grade 8 ELA Learning Priorities

READING LITERATURE & INFORMATIONAL (RL.8, RI.8)

- Identify what a text explicitly says and draw inferences based on evidence (RL.8.1, RI.8.1)
- Analyze the impact of specific word choices on meaning and tone, including analogies or allusions (RL.8.4)
- Evaluate the argument and specific claims in a text, assessing whether reasoning is sound and evidence is sufficient (RI.8.8)
- Analyze the purpose of information presented in diverse media formats (RI.8.7)
- Develop a large vocabulary of multi-use academic words and phrases (L.8.6)
- Interpret figures of speech, such as puns or verbal irony, in context (L.8.5)

WRITING & LANGUAGE (W.8, L.8)

- Write arguments; introduce claim clearly, support with relevant evidence and sound reasoning (W.8.1)
- Write informative/explanatory texts; introduce, develop, and organize with broader categories (W.8.2)
- Write narratives using narrative techniques and well-chosen, relevant details (W.8.3)
- Produce and strengthen writing through planning, revision, and editing (W.8.4–5)
- Conduct short research projects using multiple sources (W.8.7)
- Connect information and ideas efficiently and effectively across writing types
- Participate in class discussions by expressing ideas and building on the ideas of others (SL.8.1)

StudySync — What the Curriculum Includes

- Integrated reading and writing across fiction, nonfiction, poetry, drama, and informational texts
- Embedded skills lessons focusing on comprehension, reading, writing, and research
- Explicit vocabulary instruction, language acquisition, and reading comprehension strategies
- Self, peer, and teacher evaluations embedded in every unit lesson
- A variety of novels, short stories, and informational texts
- Equal access for every student regardless of native language, proficiency level, or physical ability
- English Language Learner resources matched to the thematic focus, text structure, and writing form of each unit

- Extended writing instruction through planning, drafting, revising, editing, and publishing

Instructional Resources

- McGraw-Hill StudySync (core curriculum, Grades 6–12)
- MyAccess — automated writing scoring and feedback
- IXL — targeted reading and language skills practice
- Learning Ally — human-read audiobooks for students with reading challenges
- i-Ready — universal screening and diagnostic data

The Science of Reading in Practice

The **Science of Reading** refers to decades of research from cognitive science, linguistics, and education defining how the brain learns to read. StudySync (Grades 6–12) is built on this research, providing structured, evidence-based literacy instruction that works for all learners.

1

Phonological Awareness
Hear, blend, and segment sounds in spoken words

2

Phonics & Decoding
Map sounds to spellings systematically

3

Fluency
Read with accuracy, rate, and expression

4

Vocabulary
Build word knowledge through wide reading and discussion

5

Comprehension
Apply strategies to understand complex texts

STRUCTURED LITERACY IN EVERY CLASSROOM

Every StudySync lesson follows a consistent, evidence-based routine: close reading → vocabulary instruction → text-based discussion → structured writing response. This predictable structure supports all learners, including students with dyslexia or language differences. End-of-unit assessments guide differentiation and intervention at all grade levels, 6–12.

ELA Scope & Sequence Overview

Quarter	Unit / Theme	Key Texts & Genres	Writing Focus
Q1 Sep–Oct	Evidence, Claims & Argument	Major nonfiction works; informational texts; speeches and historical documents	Argumentative essay; evaluate claims and evidence; assess sound reasoning
Q2 Nov–Jan	Literary Analysis: World Literature & Historical Fiction	Novels, short stories, plays, and poems from different time periods and cultures	Literary analysis essay; narrative writing with technique and style
Q3 Jan–Mar	Research, Media & Informational Writing	News articles, multimedia sources, primary documents, diverse media formats	Research report; informative/explanatory writing; multimedia analysis
Q4 Apr–Jun	Comparative & Extended Writing	Cross-genre texts; analytical reading of fiction and nonfiction pairs	Extended argument or research project; oral presentation

WRITING PROGRESSION: GRADES 7 → 8 → 9

Grade 7: Introduce a topic clearly, previewing what is to follow; develop with relevant facts, definitions, concrete details, and quotations; use transitions to create cohesion; use precise, subject-specific vocabulary. | **Grade 8:** Introduce a topic clearly; develop with relevant, well-chosen facts, definitions, and details; organize ideas into broader categories; use appropriate and varied transitions to create cohesion; use precise, subject-specific vocabulary. | **Grade 9:** Introduce a topic; develop with well-chosen, sufficient facts,

SECTION 5

Mathematics

● enVision Mathematics Grades K–8

Building on their study of proportionality, eighth grade students begin to develop the concept of **functions** and how to explore and represent them with tables, equations, and graphs. They analyze linear functions and solve linear equations — including those with infinitely many solutions, no solutions, or one solution. Systems of linear equations, exponential functions, and rules of exponents are also introduced. Southfield uses **enVision Mathematics** for Grades K–8, combining problem-based learning with visual mathematical models. Each lesson opens with a *Solve & Share* task, followed by explicit instruction, guided practice, and assessment, all fully aligned to CCSS-M.

FUNCTIONS (8.F)

- Define, evaluate, and compare functions
- Represent functions using tables, equations, and graphs
- Analyze and model linear and nonlinear relationships
- Use functions to model real-world relationships

EXPRESSIONS & EQUATIONS (8.EE)

- Work with radicals and integer exponents; use scientific notation
- Analyze and solve linear equations; understand solutions
- Analyze and solve systems of two linear equations

GEOMETRY (8.G)

- Understand congruence and similarity through transformations (reflections, rotations, dilations, translations)
- Understand and apply the Pythagorean Theorem
- Solve problems involving volume of cylinders, cones, and spheres

STATISTICS & PROBABILITY (8.SP)

- Investigate bivariate data; represent data in scatter plots
- Study patterns of association, including linear models
- Analyze categorical data in two-way tables
- Develop understanding of irrational numbers

Grade 8 Mathematics Scope & Sequence

Quarter	Months	Topic
Quarter 1	September – October	Topic 1: Real Numbers Topic 2: Analyze and Solve Linear Equations
Quarter 2	November – January	Topic 3: Use Functions to Model Relationships Topic 4: Investigate Bivariate Data
Quarter 3	January – March	Topic 5: Analyze and Solve Systems of Linear Equations Topic 6: Congruence and Similarity
Quarter 4	April – June	Topic 7: Understand and Apply the Pythagorean Theorem Topic 8: Solve Problems Involving Surface Area and Volume

Instructional Resources

- enVision Mathematics 6–8 (core curriculum) — Pearson/SAVVAS
- IXL Mathematics Learning — intervention and skills practice

- BrainPOP — multimedia supplemental resource

Science

● SAVVAS Elevate Science Grades 6–8

Southfield has adopted **SAVVAS Elevate Science** for Grades 6–8. The program is fully aligned to the **Next Generation Science Standards (NGSS)** and anchors every unit in a real-world phenomenon students investigate through hands-on activities, science and engineering practices, and cross-cutting concepts. Students develop scientific literacy alongside content knowledge.

THREE DIMENSIONS OF SCIENCE LEARNING (NGSS)		
Disciplinary Core Ideas	Science & Engineering Practices	Crosscutting Concepts
The key science concepts students need to know	How scientists investigate and engineers design	Ideas that apply across all science disciplines

Physical Sciences

Module & Topic	NGSS Performance Expectations
Module: Structure and Properties of Matter	
Topic 1: Introduction to Matter	(MS-PS1-1) Develop models to describe the atomic composition of simple molecules and extended structures. (MS-PS1-2) Analyze and interpret data on properties of substances before and after interaction to determine if a chemical reaction has occurred.
Topic 2: Solids, Liquids, and Gases	(MS-PS1-4) Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.
Module: Energy Transfer	
Topic 1: Energy	(MS-PS3-1) Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass and speed of an object. (MS-PS3-2) Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system.
Topic 2: Thermal Energy	(MS-PS3-3) Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer. (MS-PS3-4) Plan an investigation to determine relationships among energy transferred, type of matter, mass, and change in average kinetic energy.
Module: Atoms and Chemical Reactions	
Topic 1: Atoms and the Periodic Table	(MS-PS1-1) Develop models to describe the atomic composition of simple molecules and extended structures.
Topic 2: Chemical Reactions	(MS-PS1-2) Analyze and interpret data on properties of substances to determine if a chemical reaction has occurred. (MS-PS1-3) Gather and make sense of information to describe that synthetic materials come from natural resources and impact society. (MS-PS1-5) Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved. (MS-PS1-6) Undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes.

Module & Topic	NGSS Performance Expectations
Module: Forces	
<i>Topic 1: Forces and Motion</i>	(MS-PS2-1) Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects. (MS-PS2-2) Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object.
<i>Topic 2: Electricity and Magnetism</i>	(MS-PS2-3) Ask questions about data to determine factors that affect the strength of electric and magnetic forces. (MS-PS2-5) Conduct an investigation to provide evidence that fields exist between objects exerting forces without contact.
Module: Waves and Information Technologies	
<i>Topic 1: Waves and Electromagnetic Radiation</i>	(MS-PS4-1) Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave. (MS-PS4-2) Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.
<i>Topic 2: Information Technologies</i>	(MS-PS4-3) Integrate qualitative scientific and technical information to support the claim that digitized signals are a more reliable way to encode and transmit information than analog signals.

Life Sciences

Module & Topic	NGSS Performance Expectations
Module: Structure and Properties of Living Things	
<i>Topic 1: Living Things in the Biosphere</i>	(MS-LS1-1) Conduct an investigation to provide evidence that living things are made of cells, either one cell or many different numbers and types of cells.
<i>Topic 2: The Cell System</i>	(MS-LS1-2) Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function. (MS-LS1-3) Use arguments supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.
<i>Topic 3: Human Body Systems</i>	(MS-LS1-3) Use arguments supported by evidence for how the body is a system of interacting subsystems. (MS-LS1-8) Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.
<i>Topic 4: Reproduction and Growth</i>	(MS-LS1-4) Use arguments based on empirical evidence to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction. (MS-LS3-2) Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation.
Module: Relationships Within Ecosystems	
<i>Topic 1: Cell Processes</i>	(MS-LS1-6) Construct a scientific explanation for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms. (MS-LS1-7) Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth.
<i>Topic 2: Ecosystems</i>	(MS-LS2-1) Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations. (MS-LS2-3) Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.
<i>Topic 3: Populations, Communities, and Ecosystems</i>	(MS-LS2-2) Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems. (MS-LS2-4) Construct an argument that changes to physical or biological components of an ecosystem affect populations. (MS-LS2-5) Evaluate competing design solutions for maintaining biodiversity and ecosystem services.

Module & Topic	NGSS Performance Expectations
Module: Diversity of Life	
<i>Topic 1: Genes and Heredity</i>	(MS-LS3-1) Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects. (MS-LS3-2) Model why sexual reproduction results in offspring with genetic variation. (MS-LS4-5) Gather and synthesize information about technologies that have changed the way humans influence the inheritance of desired traits.
<i>Topic 2: Natural Selection and Change Over Time</i>	(MS-LS4-1) Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms. (MS-LS4-2) Apply scientific ideas to construct an explanation for anatomical similarities and differences among modern and fossil organisms. (MS-LS4-4) Construct an explanation based on evidence that describes how genetic variations of traits increase some individuals' probability of surviving and reproducing. (MS-LS4-6) Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time.

Earth and Space Sciences

Module & Topic	NGSS Performance Expectations
Module: Cycles Influencing Weather and Climate	
<i>Topic 1: Weather in the Atmosphere</i>	(MS-ESS2-4) Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity. (MS-ESS2-5) Collect data to provide evidence for how the motions and complex interactions of air masses result in changes in weather conditions.
<i>Topic 2: Energy in the Atmosphere and Ocean</i>	(MS-ESS2-6) Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.
<i>Topic 3: Climate</i>	(MS-ESS2-6) Describe patterns of atmospheric and oceanic circulation. (MS-ESS3-5) Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.
Module: Earth's Systems	
<i>Topic 1–2: Earth's Systems & Minerals and Rocks</i>	(MS-ESS2-1) Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.
<i>Topic 3: Plate Tectonics</i>	(MS-ESS2-2) Construct an explanation based on evidence for how geoscience processes have changed Earth's surface. (MS-ESS2-3) Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of past plate motions.
<i>Topic 4: History of Earth</i>	(MS-ESS1-4) Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history.
Module: Changing Earth and Human Activity	
<i>Topic 1–2: Earth's Surface Systems & Natural Resources</i>	(MS-ESS2-3) Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of past plate motions. (MS-ESS3-1) Construct a scientific explanation for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.
<i>Topic 3: Human Impacts on the Environment</i>	(MS-ESS3-3) Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment. (MS-ESS3-4) Construct an argument supported by evidence

Module & Topic	NGSS Performance Expectations
	for how increases in human population and per-capita consumption of natural resources impact Earth's systems.
Module: Earth's Place in the Universe	
<i>Topic 1: Earth-Sun-Moon System</i>	(MS-ESS1-1) Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses, and seasons.
<i>Topic 2: Solar System and the Universe</i>	(MS-ESS1-2) Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system. (MS-ESS1-3) Analyze and interpret data to determine scale properties of objects in the solar system.

Instructional Resources

- Elevate Science Modules with Labs by Savvas (core curriculum, Grades 6–8)
- IXL — supplemental science skills practice
- BrainPOP — supplemental multimedia science resource

Social Studies — Integrated U.S. History

● Integrated United States History (1754–1898) Grade 8

Our Social Studies department is committed to promoting civic competence — the knowledge, intellectual processes, and democratic dispositions required of students to be active and engaged participants in public life. In grade eight, this course introduces students to American history from the Revolutionary Era through the last half of the 19th century. Using the text of the Preamble to the U.S. Constitution as the touchstone for the course, students assess how the phrases "*We the People*" and "*to form a more perfect Union*" are reflected in past decisions and events and have inspired generations of Americans. Rather than follow a single narrative, this course explores the stories of many different people and investigates the compelling question: "**How should we tell the stories of America?**"

HISTORICAL ERAS — SCOPE OF STUDY

FOUNDATIONS IN U.S. HISTORY & GEOGRAPHY (ERAS 1–2)

Foundational expectations connecting 8th Grade U.S. History with 5th Grade content. Students draw upon an understanding of the philosophies and intellectual foundations that set the stage for the development of the U.S. Constitution.

ERA 3 · REVOLUTION AND THE NEW NATION

Students analyze the institutions and practices of government created during the Revolution and how they were revised between 1787 and 1815 to create the foundation of the American political system. Focus on inalienable rights, limited government, social compact, rule of law, equality, and the right of revolution.

ERA 4 · EXPANSION AND REFORM (1792–1861)

Students investigate the territorial expansion of the United States, how the Industrial Revolution and the rapid expansion of slavery changed Americans' lives, and the sources and character of cultural, religious, and social reform movements during the antebellum period. Includes trails westward from the viewpoints of American settlers, Indigenous Peoples, and other marginalized groups.

ERA 5 · CIVIL WAR AND RECONSTRUCTION (1850–1877)

Students understand the causes, course, and character of the Civil War and its effects on people. Students engage in a deep study of the Reconstruction Era and evaluate whether Reconstruction worked — examining its impact on the course of U.S. history and its continued impact today.

INQUIRY PROCESS (C3 FRAMEWORK)

- Construct compelling and supporting questions
- Gather and evaluate primary and secondary sources
- Develop claims with evidence
- Communicate conclusions and take informed action

C3 FRAMEWORK DIMENSIONS

- **Dimension 1:** Developing Questions and Planning Inquiries
- **Dimension 2:** Applying Disciplinary Tools and Concepts (Civics, Economics, Geography, History)
- **Dimension 3:** Gathering and Evaluating Sources; Developing Claims and Using Evidence
- **Dimension 4:** Communicating Conclusions and Taking Informed Action

KEY STANDARDS (MICHIGAN GLCE)

All Social Studies units are aligned to Michigan Grade Level Content Expectations, covering civic values, geographic literacy, historical thinking, economic reasoning, and civic participation. This course highlights how the nation addressed tensions among founding values (liberty, common good, security, equality) and asks students to consider their role in a participatory democracy.

PUBLIC DISCOURSE & CIVIC PARTICIPATION

While centered on U.S. history, the course creates many opportunities to consider contemporary public issues that emanate from the inherent tensions among the values found in our nation's founding documents. Students identify and analyze these issues and develop persuasive communication about a global issue.

ERA 6 · INDUSTRIAL, URBAN, AND GLOBAL U.S. (1870–1898)

Grade 8 addresses trends and patterns in the last half of the 19th century through 1898. Students compare and contrast the United States in 1800 and 1898, focusing on economic, social/cultural, and geographic/environmental trends and patterns.

SECTION 8

Electives

Elective offerings at Southfield Public Schools depend on the individual school building. Eighth Grade students may have access to one or more of the following enrichment and specialty areas. Please contact your child's school directly for the specific elective schedule at your building.

WORLD LANGUAGE — SPANISH

Continued development of Spanish language and Latin American cultures. Students advance conversational skills, listening and speaking proficiency, and explore cultural traditions aligned to Michigan World Language Standards.

VISUAL & PERFORMING ARTS — FINE ARTS

Drawing, painting, sculpture, and design. Students develop visual literacy, explore elements and principles of art and design, and create original works reflecting personal expression and cultural understanding.

VISUAL & PERFORMING ARTS — MUSIC

Music literacy including rhythm, melody, harmony, and music from diverse cultural traditions. Students sing, play instruments, and explore musical concepts aligned to Michigan Visual and Performing Arts Standards.

PHYSICAL EDUCATION

Fitness development, spatial awareness, cooperative play, and sportsmanship. Students participate in fitness activities, games, and movement challenges aligned to Michigan Health Education Standards, building habits of physical wellness that last a lifetime.

TECHNOLOGY & COMPUTER SCIENCE

Digital literacy, computational thinking, coding fundamentals, and responsible technology use. Students develop age-appropriate technology skills in alignment with ISTE Standards for Students.

NOTE TO FAMILIES

Elective schedules are determined at the building level and are subject to change. Contact your school's main office for the most current information about elective offerings and scheduling for your child.

SECTION 9

Social-Emotional Learning

Southfield Public Schools integrates social-emotional learning (SEL) throughout the school day. Eighth Grade students develop competencies aligned to the **CASEL framework**: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. SEL is embedded in daily routines, advisory periods, and subject-area instruction.

INTEGRATION ACROSS SUBJECTS

EIGHTH GRADE SEL FOCUS AREAS

- Identifying and managing emotions in academic and social situations
- Building positive peer relationships and resolving conflicts constructively
- Practicing empathy, perspective-taking, and cultural awareness
- Developing a growth mindset toward learning challenges and transitions to high school
- Understanding personal responsibility, community engagement, and civic participation

StudySync texts — including historical fiction exploring identity, justice, and equity, and informational texts on civic responsibility — provide natural opportunities to discuss characters' decisions, emotions, and social challenges. The Integrated U.S. History course naturally connects to discussions of power, equity, the rights of marginalized groups, and the responsibilities of citizens in a democracy. Teachers intentionally connect SEL competencies to literature and content throughout the year.

SECTION 10

Assessment & Reporting

Southfield Public Schools uses multiple forms of assessment to monitor student progress and guide instruction. Assessment data informs differentiation, intervention decisions, and communication with families.

Assessment Type	Program / Tool	Frequency	Purpose
ELA Unit Assessments	McGraw-Hill StudySync	End of each unit	Monitor reading comprehension and writing mastery; identify students needing support or enrichment
Writing Assessment	MyAccess / StudySync	Each unit extended write	Assess writing quality; provide automated feedback; inform re-teaching decisions
i-Ready Reading Diagnostic	i-Ready	3 times/year	Provide a complete picture of student performance relating to grade level and national norms
Math Unit Assessments	enVision Mathematics	End of each topic/unit	Measure mastery of CCSS-M standards; guide grouping and intervention
Science Performance Tasks	SAVVAS Elevate Science	End of each unit	Evaluate NGSS science and engineering practices through authentic tasks
Social Studies Assessments	U.S. History curriculum	End of each unit	Check understanding of historical thinking, geography, civics, and economics concepts
Progress Reports	Southfield SIS	4 times/year (quarterly)	Communicate student performance across all subject areas to families
Universal Screening	i-Ready / NWEA	3×/year (Sep, Jan, May)	Monitor reading and math growth; identify students for Tier 2/3 support
State Assessments	Michigan M-STEP / PSAT 8/9	Spring	Measure grade-level proficiency; results inform district curriculum decisions

MTSS — MULTI-TIERED SYSTEM OF SUPPORTS

Universal screening data (i-Ready, NWEA) is used to identify students needing additional support. Students who are not meeting grade-level expectations receive targeted Tier 2 or Tier 3 intervention through small-group instruction, supplemental tools, and progress monitoring every 2–4 weeks. Literacy Coaches, Title I teachers, and building MTSS Committees coordinate these supports at each building.

SECTION 11

Family Partnership

Families are essential partners in student success. Here are meaningful ways to support your Eighth Grader at home:

SUPPORTING ELA (STUDYSYNC) AT HOME

- Read alongside your student — ask "What is the author's argument?" or "How does word choice affect the tone of this passage?"
- Encourage your student to share their writing and give feedback as an audience member
- Practice vocabulary words from current units in everyday conversation
- Support research projects by helping evaluate the credibility and bias of sources
- Discuss books, articles, and news stories — modeling the habits of thoughtful readers

SUPPORTING MATHEMATICS AT HOME

- Talk about linear relationships using real-life examples (distance vs. time, cost vs. quantity)
- Explore the Pythagorean Theorem using everyday situations (diagonal measurements, navigation)
- Use IXL for at-home skills practice in current math topics
- Ask your student to explain their homework — teaching reinforces understanding

SUPPORTING SCIENCE AT HOME

- Ask "Why does that happen?" about everyday science phenomena
- Connect school units to real life (weather, forces, ecosystems, genetics)
- Watch science documentaries and discuss the phenomena investigated
- Encourage questions — look up answers together using reliable sources

SUPPORTING SOCIAL STUDIES AT HOME

- Discuss current events and connect them to the historical periods your student is studying
- Share family history and discuss how your family's story fits into American history
- Visit local museums, historical sites, or attend civic events together
- Encourage your student to ask: "How should we tell the stories of America?"

STAYING CONNECTED

- Review quarterly progress reports and reach out with questions
- Attend parent-teacher conferences in fall and spring
- Contact your child's teacher whenever you have concerns or want to celebrate successes

CURRICULUM CONTACTS

For questions about Eighth Grade curriculum, instructional programs, or assessment, please contact the **Southfield Public Schools Office of Curriculum & Instruction**. Your child's classroom teacher is always your first point of contact for questions about your child's specific progress and learning.

