

8th Grade STEM 2025-2026

Welcome to 8th grade STEM! This year we will be exploring space, forces and biological phenomena, conducting investigations and working through the engineering and design process. It's going to be great!

Class Rules:

- 1) Respect - Each other, the teacher, and yourself; the materials you use and your environment.
- 2) Participate - Show up on time, ready to engage, try, and be a little curious.
- 3) Food, phones, earbuds, hood/hats, toys/distractions are not allowed unless explicitly stated by the teacher.
- 4) Keep your body to yourself (this includes but is not limited to: beautifying friends' hair, rough housing, recess-like play, etc.).

Class Routines:

- 1) **Daily Entry Task:** When the bell rings you should be in your seat and actively starting the entry task posted in Google Classroom or on the board. The entry task should be completed in the first few minutes of class.
- 2) **Our Learning Goals (LG's):** LG's are posted for the unit with the success criteria, we will be referencing these routinely throughout the units.
- 3) **Lab Days:** Safety gear will be worn when necessary and safe behavior is expected always. Clean up will happen in accordance with clean up routines.
- 4) **Summary Table:** After we have collected data, evidence or new learning, we will enter what we did and learned, and its connection to our phenomenon into our summary table to track the process of our investigations.
- 5) **Exit Task:** This quick check-in helps me to plan our next steps. You will complete before leaving class.

STEM Grading:

Student learning will be reported using the guide below:

- 85% of the student grade will be based on state standard assessments.
- 15% of the student grade will be based on daily work and practice (the student-created science notebook, some completed through Google Classroom and some on paper).
- Behavior will be graded as E-exceptional, S-satisfactory, or U-unsatisfactory, but is not factored into grade %.

Standard Reporting Guide (*Precision is integrated into assessments)

A/4 -DIS Distinguished -deeper application to something new and different (ability to apply learning on an advanced level)

B/3 -PRO Proficient-meets grade level standard

C/2 -APP Approaching -needs assistance to meet grade level standard

D/1 -BEG Beginning-work is below grade level standard

F/NE- No evidence

Materials Needed: Chromebook, pen, pencil, and Science Notebook. Markers and colored pencils are helpful for scientific drawing.



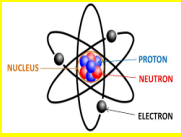





Late Work Policy: Students are responsible for turning work in on time. If the student is absent, they will be given time to make up the work. Late work will not be accepted after the assessment of the content missed.

Academic Integrity/Cheating: All work produced in this class must be your own/credit given to resources. We will follow the Cashmere School District Technology & AI User Agreement. Each assignment will show AI Recommended, Permitted or Restricted. AI must be acknowledged/cited. If you violate this policy you will receive an unsatisfactory (U) on the assignment in question.

Please don't hesitate to email or call with any questions or concerns, sball@cashmere.wednet.edu or (509) 782-2001. I am looking forward to our year of STEM!

Please review this syllabus with your parent/child. Yes, we talked about it! _____ date: _____
(Parent please sign, student, return and keep this syllabus sheet in the front of your binder)

8th Grade STEM Course Content

	Unit 1: <u>Mini Metric Olympics</u>: How well can you estimate, measure and perform within the metric system? (+ MAP testing)	August/September
	Unit 2: <u>Earth in Space</u>: How are we connected to the patterns we see in the sky and space?	September/November
	Unit 3: <u>Atoms/Properties Of Matter</u>: What makes different kinds of matter different from one another?	November
	Unit 4: <u>Contact Forces</u>: Why do some things get damaged when collisions occur? Which laws impact forces and motion? How do physics and the laws of motion affect the world we experience?	December/January
	Unit 5: <u>Forces At A Distance (Magnetism, Electricity and Sound)</u>: How can an object move without another object touching it?	February
	Unit 6: <u>Genetics & STEM EXPO</u>: Why do offspring look different than their parents?	March/April
	Unit 7: <u>Natural Selection</u>: How are living things living today connected to things that lived long ago? How does structure, function and behavior affect an organism's ability to survive?	April/May
	Unit 8: <u>State Testing & Personally Created Science Book & Presentation to Vale 4th graders</u> (+ MAP testing)	May/June