



Lake Washington
GIRLS MIDDLE SCHOOL

L-DUB 2022-2023
EIGHTH GRADE
CURRICULUM
GUIDE



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OVERVIEW

The L-Dub curriculum is designed to nurture intellectual curiosity and cultivate a drive to social action and advocacy in each L-Dub student to participate in a more just and equitable world. We strive to create inclusive spaces and a supportive environment that challenges each student to reach their potential. With the guidance of teachers, students develop the skills and confidence needed to meet the varying social, emotional, physical, and academic challenges of adolescence. The program is hands-on, experiential, and provides students with opportunities for collaborative learning, projects, presentations, performance, and discussions used to ensure that every student strengthens their voice as they learn. At the heart of the curriculum is a commitment to our mission - to build strength in the mind, body, and voice of each student.

LANGUAGE ARTS

The eighth grade Language Arts class is centered on the theme of voice, both in the literature students read and the writing students produce. With an emphasis on the voices from those in marginalized groups, students engage in regular discussions, writing, presentations, and other activities that reflect on the importance of having a voice through the powerful act of writing. In their own writing, students engage in both expository and creative writing to engage in developing their own voices.



Students engage in critical reading of the class novels and practice literary analysis through class discussion, Socratic Seminars, writing assignments, and oral presentations. In ongoing writing assignments, students explore the themes and issues raised in the texts, while building critical thinking skills and practicing using rules of grammar and mechanics as well as the writing process to generate clarity and precision.

ESSENTIAL QUESTIONS

- How does voice matter?
- What does literature contribute to understanding and changing society?
- What forms our identities?
- How does identity shape individual and group status and experiences in society?



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SOCIAL STUDIES

In civics, students focus on government structure and civil rights. We study the foundations of our democratic republic, examining, for example, the US and Washington State constitutions through the filter of social justice. In addition, we look at moments of major social and political change, using multiple case studies drawn from the history of the Pacific Northwest region - from the earliest treaties with native nations to racially restrictive housing covenants in Civil Rights Era Seattle. The class uses literature and other texts to study civics, Washington State history, and United States history - all with an emphasis on how different groups in our society have been marginalized and sought greater justice and equal standing.

ESSENTIAL QUESTIONS

- What is justice, and how is it achieved?
- What is the role of power in a society?
- What purposes do governments serve?
- What is citizenship?
- What determines who is included in or excluded from society?
- How do citizens make social change?

SCIENCE



Science at L-Dub is framed by the following four questions: How do scientists work together? How do scientists ask questions and find answers? How does science connect to your life? How do scientists make sense of "failure"?

Eighth-grade science focuses on developing confident and courageous scientists while studying force, energy, and properties of matter. The year begins with a unit exploring Newton's Laws of Motion. Next, we study the different forms of energy and how hydroelectric dams create electricity. Students then complete units on light, sound, states, and properties of matter, and the Periodic table and chemical reactions.

The year concludes with an environmental chemistry unit studying the impacts of climate change on local ocean ecosystems. Each unit is centered around an essential question that students explore through lab investigations, simulations, scientific readings and media, class discussion, and lectures. Throughout the year, students develop their skills in scientific



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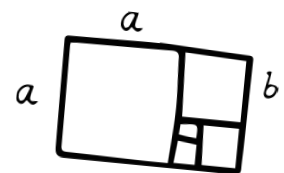
modeling, data analysis, designing investigations, scientific argumentation, developing hypotheses and inferences, and scientific literacy. Students are assessed through unit quizzes, presentations, discussions, lab reports, in-class assignments, collaboration, and participation.

ESSENTIAL QUESTIONS

- Why does braking quickly in a car move different objects in different ways?
- Does a hydroelectric dam create "clean" energy?
- How does a one-way mirror/window work? ?
- How can a sound make an object move?
- How do scientists communicate invisible phenomena?
- Why does the oil tanker implode?
- Why does cutting an onion make you cry?
- How are increasing atmospheric carbon dioxide levels responsible for dissolving seashells?

MATH

The focus of eighth-grade math is primarily on algebra topics, with an eye toward future work in geometry in high school. Students will build on their previous understanding about proportional reasoning in order to begin using algebraic equations and inequalities to describe and model mathematical and real-world problems. They will also learn how to use nonlinear functions to model more complex exponential and quadratic relationships. By the end of the year, students will be prepared to begin high school in geometry class, which puts them on track to reach calculus by their senior year. They continue studying new ideas involving data and geometric figures. Students will be assessed regularly using exit tickets and checkpoint quizzes. Assessments in the form of tests and projects will occur in each unit as well.



ESSENTIAL QUESTIONS

- How do I use algebraic expressions to analyze and solve problems?
- What is the solution to a function, and what does it mean in the context of a mathematical problem?
- How do graphs of functions help me understand relationships between quantities?



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- How can I use algebraic properties and factoring to simplify and solve quadratic equations?
- What real-world applications can I model using functions (linear, exponential, and quadratic)?
- How is thinking algebraically different from thinking arithmetically?
- How do effective problem solvers tackle a problem, maintain awareness of their own practice, and know what to do when they get stuck?
- How do I know and describe when a result is reasonable?
- How can I communicate and justify my mathematical ideas effectively?
- How can I use numbers to describe the world around me?

SPANISH

The focus for eighth grade Spanish is to strengthen and expand language skills and to complicate and deepen an understanding of Spanish-speaking communities at both local and international levels. Students consider how language is treated socially, challenge



definitions of language and literacy, and explore the relationship between language, power, and privilege. Students will engage in various units relating to the history and culture of the Spanish-speaking world, which include themes such as language prejudice and justice, colonization of the Americas, and the continued resistance of indigenous peoples in Latin America.

In eighth grade Spanish, students deepen, broaden, and strengthen their proficiency with oral and written communication. By the end of eighth grade, students engage in sustained discourse, reading, and writing, demonstrate comfort with day-to-day conversation and show a high level of accuracy with grammatical structures. Through the use of communication- and task-based activities, movement and games, songs, projects, and partner and group work, students practice and apply their Spanish. Students have regular homework practice and are assessed both formally and informally through regular class activities, skill checks, projects, performance tasks, and written unit assessments.



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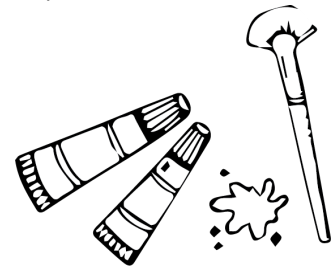
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ESSENTIAL QUESTIONS

- How do I continue to improve my accuracy?
- How do I develop my Spanish literacy?
- How does reading impact my proficiency?
- How can cultural awareness enhance language learning and vice versa?
- How does language intersect with power and privilege?

VISUAL ART

In this course, students will learn to use a variety of art tools and techniques, as well as explore the elements of art and principles of design to create original works of art with a focus on both process and product. Furthermore, students will learn about art history and develop a vocabulary to discuss and critically examine works of art and make connections to the world around them. Throughout the year, students will work with ink, pencil,



sculpture, fiber, paint, and printmaking. Students will also engage in a feedback process to give thoughtful and constructive feedback to peers, and apply feedback as they develop their own artworks. At the end of the year, student work is displayed at the annual art show. Students are assessed on craft, feedback, production, and learning behaviors.

ESSENTIAL QUESTIONS

- How can we read and understand works of art?
- What is the value of sharing art?
- How do artists use tools and techniques to express ideas?
- Why does art matter?

THEATRE ARTS

The Theatre Arts program at LWGMS is an opportunity for students to work together as they build strong voices, strong minds, and strong bodies. Through script analysis, interpretation, and memorization, students develop strong minds; by learning to perform on stage, students develop strong voices; and finally, through





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learning to use physical movements to express emotion and meaning, students develop strong bodies.

The Theatre Arts program also provides opportunities for students to practice teamwork and leadership skills. As members of a cast and crew, the students must learn to work together and be responsible on both an individual level as well as for the entire group. In addition to performing as actors, students take on leadership roles in stage management, lighting, sound, set design, assisting the director, and choreographing musical numbers.

Eighth-grade students write original plays to perform for the school community, and the eighth-grade productions rely on teamwork and peer support for success. Consequently, with every show, the students learn to work cohesively and collaboratively. The process of creating a show is filled with opportunities for social and emotional learning and the personal growth that results from meeting challenges and taking appropriate risks. Students are assessed based on their mastery of basic theatre skills such as memorization, projection, dictation, and audience awareness.

STEAM

The LWGMS STEAM (Science, Technology, Engineering, Art, and Math) curriculum seeks to produce creative problem-solvers who are undeterred by failure. STEAM class is designed not only to excite students about engineering, technology, science, and math but also to



allow them to apply their knowledge of those disciplines in a creative, hands-on way. Each STEAM project connects to content from students' art, math, and science classes and exposes students to design thinking, coding, robotics, woodshop and maker space tools, and circuitry. In this once-a-week class, students collaborate with their peers to solve design challenges and build prototypes, developing their interpersonal and project management skills. Students are assessed on their final product, reflections on and engagement in the

design and building stages, collaboration, and participation.

ESSENTIAL QUESTIONS

- Why is failure a good thing?
- What does it mean to think creatively?
- How can I create solutions using the knowledge and tools I already have?
- What do I learn by collaborating with others?



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PHYSICAL EDUCATION

The goal of the physical education (PE) program is to help develop strong, confident, and well-balanced individuals. Students participate in a variety of physical activities and learn the role movement plays in their overall health and well being. Each student takes three terms of PE and may take additional fitness-related courses through L-Dub enrichment programs. Each grade level will progress from basic large motor skills to smaller motor skills utilizing more compound movements. Eighth grade is expected to learn form, body awareness, and a basic understanding of healthy behaviors. Students will be able to demonstrate and explain various activities and the role these movements play in building and maintaining healthy lifestyles, while creating and tracking their individual SMART goals. Students are assessed on learning behaviors in daily lessons as well as on the overall progress they have made for each skill.



ADVOCACY AND SOCIAL JUSTICE

This course is designed to introduce students to a variety of social justice issues and provide a space for them to have difficult conversations in the spirit of creating positive change. Students will explore topics related to identity, race, ethnicity, gender, and more. Each week, students will prepare for class discussions by reading articles, watching videos, and analyzing political cartoons. Students will also be provided time at the end of each class to journal their reflections. This course will encourage students to think critically and recognize injustice on local, national, and global levels. Advocacy and Social Justice prepares students to address issues relevant to their everyday lives.

ELECTIVES

L-Dub offers a variety of electives based on student interest and teacher expertise. The goal of the enrichment program is to provide students with skills and opportunities beyond their regular academic program. The design of the enrichment program reflects the belief that students should have choice in their learning and opportunities to explore and expand their individual interests, skills, and passions. The enrichment classes are often project-based, and they allow students to create products to publish, perform, or display in class. The enrichment program gives students opportunities to work in groups and on subject matter that relates to real-world experiences. These classes rotate three times per year and students are assessed on learning behaviors.



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