



Lake Washington
GIRLS MIDDLE SCHOOL

L-DUB 2023-2024
SEVENTH 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

This class emphasizes the importance of clear writing and close reading. Students write to convey ideas, using academic writing as well as personal writing to develop critical thinking skills and to discover more about themselves. Using the writing process, students communicate those understandings clearly and creatively while learning and applying grammatical and mechanical rules to their writing. Students consistently engage in the processes of revision, editing, and proofreading as they develop the tools used in generating clarity and precision. Active reading skills are utilized in all texts as students annotate and compose reading notes.

ESSENTIAL QUESTIONS

- What makes someone a writer?
- How is writing an act of discovery?
- How and why do writers take risks in their writing?
- How do writers convey meaning?
- How can writing create community?
- Why do people need to belong?
- What does it mean to grow up?
- How does identity develop?
- How can literature serve as a vehicle for social change?
- How do we form and shape our identities?
- How does power or lack of power affect individuals and communities?





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SOCIAL STUDIES

The course content focuses on world religions as students explore the development of culture in world history. Beginning with ancient religions of Hinduism, Buddhism, and Confucianism, students explore the ideas of how religions develop and meet the needs of human experiences.

Using the Abrahamic faiths of Judaism, Christianity, and Islam, students engage in comparative studies of how religions are connected to each other while remaining distinct aspects of cultures and civilizations. Finally, through an examination of Pacific Northwest Native Tribes, seventh grade investigates the role of spirituality and religion in indigenous societies. The social studies curriculum teaches and practices skills in reading comprehension, writing, oral presentations, study techniques, and research assignments. Critical thinking skills are emphasized in all units especially when analyzing, examining, and writing about historical events. These analytic skills are honed with written assignments, group projects, oral presentations, and class discussions.

ESSENTIAL QUESTIONS

- What makes a civilization?
- What is the purpose of religion?
- What is power for?
- What is justice?
- How is culture made?



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"?



Seventh-grade science focuses on the human body as well as supporting students to use science as a means to better understand and ignite change in their communities.



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Students explore the major systems of the human body, including the brain and nervous system, cardiovascular and respiratory system, and genetics and heredity. They participate in a research project on a public health topic of their

choice, in which they design a research question and investigation, collect and analyze data, and present their findings to the school community and public health mentors.

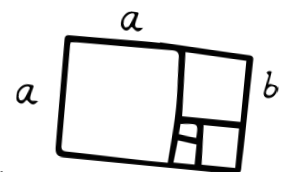
Each unit is centered around an essential question that students explore through lab investigations, simulations, readings and media, class discussion, and lecture. Throughout the year, students develop their skills in scientific modeling, data analysis, designing investigations, scientific argumentation, 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

- What happens if we don't drink water?
- Why does a cut heal faster than our brain after getting a concussion?
- What does breathing have to do with how our muscles work?
- How does a body turn a piece of pizza into energy?
- Why can a "healthy" person survive the common cold while the common cold is life-threatening to someone with HIV or AIDS?
- How do we use science and math to better understand public health issues in our community?
- How do scientists effectively communicate research findings to others?
- How do scientists collaborate with others to solve complex problems?
- Why do humans of most sexes have nipples?
- Why do kittens from the same litter look different?
- How does your DNA influence your identity?

MATH

The focus for seventh-grade math is to develop students' understanding of proportional reasoning and the use of variables to represent mathematical relationships. Students work on developing their numeracy skills through continued practice with rational numbers, including positive and negative whole numbers, fractions, and decimals. They will then use these skills to make sense of proportional relationships. Working with these concepts will





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prepare students for the challenges of the abstract concepts found in algebra, and eventually, geometry courses. They will also study new ideas involving data and geometric figures. Students will be assessed using regular exit tickets, checkpoints, and quizzes. Assessments in the form of tests and projects will occur in each unit.

ESSENTIAL QUESTIONS

- How is thinking algebraically different from thinking arithmetically?
- What are different ways I can represent quantities and relationships?
- How do I use proportions to compare and relate quantities?
- How do I compare and communicate number relationships?
- 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 seventh grade Spanish is to expand upon skills for language learners, deepen the understanding of Spanish-speaking communities at local and international levels, and further consider the significance of language learning. In class, students will engage in thematic units related to the culture and history of the Spanish-speaking world.



In seventh grade, students continue to develop communication skills in all four areas: reading, writing, speaking, and listening. Students practice Spanish through a wide variety of task-based activities.

Students have regular homework practice and are assessed both formally and informally in all four communication skills areas.

ESSENTIAL QUESTIONS

- How do I extend and create with the language?
- How do I ask questions?
- How do I begin to improve my accuracy?
- How do I challenge myself in the Spanish classroom?
- How are language, culture, and history linked?
- How does language intersect with power and privilege?

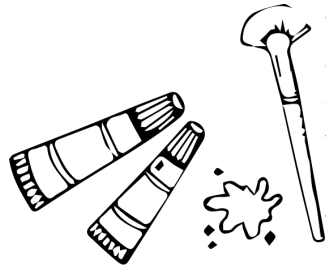


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VISUAL ART

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.

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 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. Through two one-act shows, seventh-grade students take ownership in both the acting and technical aspects of the production and perform for the school community. The seventh-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.



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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, 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?
- How can I use data and feedback to inform ideas and solutions?
- How can I solve problems creatively?
- What do I learn by collaborating with others?

MIND, BODY, VOICE

Our Mind, Body, Voice class will be taught as a trimester class. The seventh grade students will take the MBV during their second trimester. During the MBV course, each student will have the opportunity to build community, learn age appropriate content on mental health and stress management, adolescent brain development and executive functioning, healthy



relationships and boundaries, media literacy and online presence, gender and sexuality, sexual health, and puberty. Classes will be a combination of lectures, group discussions, and individual journal entries.

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 grade level will progress from basic large





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motor skills to smaller motor skills utilizing more compound movements. Seventh 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 goals. Students are assessed on learning behaviors in daily lessons as well as on the overall progress they have made for each skill.

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.