

Welcome to Grade 7!

Seventh grade is an exciting time in your child's life. Your child is growing academically and socially. This guide provides an overview of the academic standards and social-emotional milestones that your child will experience this year. Academic standards are important because they help ensure that all scholars, no matter where they live, are prepared for success. Your child understands more complex ideas. This guide is meant to support you in understanding what your child is learning and ways you can speak with your child's teacher. Use this guide to help you speak with your child's teacher about her or his progress and growth over the year.



SOCIAL & EMOTIONAL grade 7 milestones

- Adult personality begins to emerge
- Capable of self-awareness, insight, and empathy
- Enthusiastic and uninhibited; appear to feel secure
- Care more about peer opinions than those of teachers and parents/guardians
- Will initiate their own activities without adult prompting
- Appreciate teachers who listen and respond to their suggestions for changes in routines, when realistic
- Leadership qualities abound; need opportunities for activities, such as cross-age tutoring, jobs at school, community service, etc.
- Need access to significant adults, other than teachers and parents, who will listen to them and help them think about serious issues they or others may be facing

get engaged

IN SCHOOL & DISTRICT

- Email or call your child's teacher as soon as you have a concern; you do not need to wait for Scholar-Led Conferences to speak with your child's teacher/s
- Talk with your school principal about ways you can be connected and involved with the school
- Stay informed with the FWPS Mobile App, FWPS/School Facebook and Twitter feed, and Peach Jar
- Sign up for ParentVue, and view information about your scholar:
 - courses
 - assignments
 - grades for assignments and overall grades

You can sign up by getting an activation code from your child's school front office and visiting www.fwps.org/Page/4085

The information contained in this handbook was current at the time of printing. Federal, state and local laws may influence updates to district policies and procedures, and the most current version can be found at www.fwps.org.

QUESTION & ANSWER

Q: How do I support my scholar in preparing for high school?

A: You can review the course catalog to gain understanding about the courses required for college and post-secondary work. You can also attend High School Planning nights held in the spring.

Q: How do I stay informed about my child's progress in every class he or she takes?

A: ParentVue allows you to see all of your child's courses, his or her assignments, and current grades. If you have concern about your child's grade, first, ask your child to speak with his or her teacher in that class. Your child should ask what he or she can do to improve the grade and make a plan to do so. If you are still concerned, contact your child's teacher directly to see how you can support your child's success in that class.

GETTING READY FOR career & college the ABCs

ATTENDANCE

Scholars who maintain good attendance through all years of school:

- Achieve grade level standard at a higher rate
- Graduate from high school at a higher rate
- Develop good habits that contribute to success in school and in future careers

For each day a scholar is absent it takes an average of three days to catch up.

BEHAVIOR

The purpose behind Culturally-Responsive Positive Behavioral Intervention & Supports (CR-PBIS) is to make schools more effective, efficient, and equitable learning environments for all scholars. By teaching scholars expectations and acknowledging positive behavior, adults increase the predictability, consistency, positive climate, and safety of all at school. Restorative Practices (RP) are included within the CR-PBIS framework to further establish relationships, address harm, and prevent escalation in scholar behavior. To learn more about CR-PBIS and RP at your school, contact your scholar's teacher or principal.

COURSE PERFORMANCE

GRADES 10–12 ▶ Passing an advanced course (AP, IB, CAMBRIDGE)

GRADE 9 ▶ Passing grade 9 courses earning 8 credits

GRADES 8–9 ▶ Passing Algebra 1

GRADES 6–7 ▶ Passing ELA and Math courses

GRADE 3 ▶ Reading on grade level

GRADES K–2 ▶ Learning how to read



Welcome!

Learning Partnership Guide

GRADE



OUR STRATEGIC GOALS

1. THE EARLY YEARS: Building the foundation

2. WHOLE CHILD: Thriving, confident, responsible individuals

3. ACTIVE LEARNERS: Engaged, empowered critical thinkers

4. CONTENT-AREA COMPETENCE: Mastery of all subjects

5. PERSISTENCE TO GRADUATION: High school graduation through successful transitions

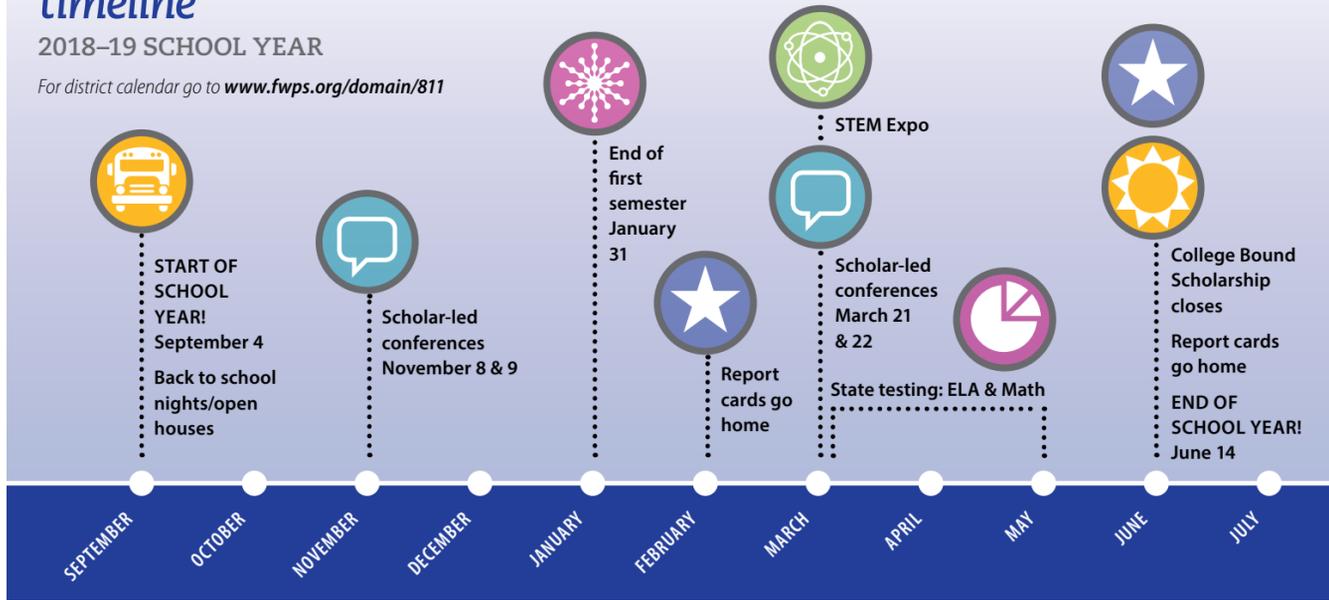


EACH SCHOLAR: A VOICE. A DREAM. A BRIGHT FUTURE.

timeline

2018–19 SCHOOL YEAR

For district calendar go to www.fwps.org/domain/811



A GUIDE TO *your scholar's success*

7	SEMESTER 1: SEPTEMBER–JANUARY	SEMESTER 2: FEB–JUNE
ENGLISH LANGUAGE ARTS	<p>Scholars can close read a fictional text, focusing on how the setting shapes character development.</p> <ul style="list-style-type: none"> Explain how the setting in <i>A Long Walk to Water</i> influences the perspectives and actions of the main characters Explain how the working conditions in the fabric mills influence the perspectives and actions of the main characters 	<p>Scholars can explain how authors create stories with enduring power.</p> <ul style="list-style-type: none"> Explain how Frederick Douglass' purpose and audience influenced how he told his story Explain why Frederick Douglass' <i>Narrative...</i> was a story with enduring power
	<p>Scholars can use informational texts to deepen their understanding of a fictional portrayal of the same time period, event or issue.</p> <ul style="list-style-type: none"> Explain how the informational texts helped you better understand the setting and characters in <i>A Long Walk to Water</i> Compare and contrast Cesar Chavez's actions in improving working conditions to the experiences of characters within Lyddie 	<p>Scholars can write narrative texts (fiction).</p> <ul style="list-style-type: none"> Use powerful imagery and language to write a narrative based on an event from the Life of Frederick Douglass
	<p>Scholars can write explanatory texts.</p> <ul style="list-style-type: none"> Analyze how the author established and maintained the theme of survival within <i>A Long Walk to Water</i> 	<p>Scholars can use evidence from a variety of sources to write an effective argument.</p> <ul style="list-style-type: none"> Write a position on Recommended Screen Time for Adolescents using relevant evidence from a variety of sources
	<p>Scholars can use research questions to gather relevant information and use that information to support a claim.</p> <ul style="list-style-type: none"> Research the working conditions within the modern-day garment industry 	

Ways to talk with your child's teacher

- What is my child's reading level? Is that level below, on or above grade level?
- What is my child's independent reading power goal? A power goal is a specific skill or strategy that your child is working on to move to the next reading level.
- How is my child progressing in terms of meeting standards in reading, writing, speaking and listening? What are his/her strengths? What are areas to improve?

Ways to support your scholar at home

- Set aside time (20-30 minutes) for your child to read every day.
- Ask your scholar to share his/her Scholar Journal and/or Readers Notebook with you. Ask them questions like, "What text did you read and/or discuss in class today?" "How did what you read today connect to real life?" "What was challenging for you and how did you deal with that challenge?"
- Set aside time (15-20 minutes) for your child to work on ELA homework. Ask them questions like, "What is your homework tonight?" "How does your homework connect to today's learning, or how does it prepare you for tomorrow?"

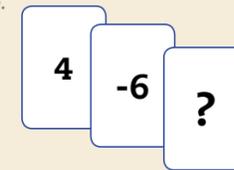
7	SEMESTER 1: SEPTEMBER–JANUARY	SEMESTER 2: FEBRUARY–JUNE								
MATH	<p>Standards: Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</p> <p><i>Example 1:</i> If a bank represents deposits with positive numbers and withdrawals as negative numbers, what could $5 \bullet (-20)$ represent?</p> <p>A. Five deposits of \$20 B. Five withdrawals of \$20 C. A \$5 deposit followed by a \$20 withdrawal D. A \$5 withdrawal followed by a \$20 deposit</p> <p><i>Example 2:</i> Mark buys a wooden board that is 37 feet long. The cost of the board is \$0.50 per foot, including tax. What is the total cost, in dollars, of Mark's board?</p>	<p>Standards: Analyze proportional relationships and use them to solve real-world and mathematical problems.</p> <p><i>Example 1:</i> David uses $\frac{1}{4}$ cup of apple juice for every $\frac{1}{2}$ cup of carrot juice to make a fruit drink. Write the number of cups of apple juice David uses for 1 cup of carrot juice.</p> <p><i>Example 2:</i> This table shows a proportional relationship between the number of cups of sugar and flour used for a recipe.</p> <table border="1"> <thead> <tr> <th>CUPS OF SUGAR</th> <th>CUPS OF FLOUR</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>5</td> </tr> <tr> <td>6</td> <td>15</td> </tr> <tr> <td>8</td> <td>20</td> </tr> </tbody> </table> <p>Write the number of cups of sugar used for 1 cup of flour.</p>	CUPS OF SUGAR	CUPS OF FLOUR	2	5	6	15	8	20
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SCIENCE	<p>Earth and Space</p> <ul style="list-style-type: none"> Earth's place in relation to the solar system, Milky Way galaxy, and Universe Explain the cyclic patterns of eclipses, tides, and seasons Data that supports the theories that explain the formation and evolution of the Universe The processes and events in Earth's history How Earth's geosystems operate The controlling properties of important materials Geoscience processes provide resources needed by society, but also cause natural hazards that present risks to society The feedbacks between systems as energy from the sun is transferred between systems and circulates through the ocean and atmosphere 									
SOCIAL STUDIES	<p><i>Focus: World & Pacific Northwest History</i></p> <ul style="list-style-type: none"> Geography, culture and government structure of civilizations, 600–1450 CE (common era) Washington State History, 1854–present (fulfills Pacific Northwest History graduation requirement) 									
MUSIC	<ul style="list-style-type: none"> Understand and demonstrate appropriate vocal or instrumental technique Demonstrate understanding of rhythm, pitch, melody, harmony Read and write music Have options to participate in band, orchestra, and choir 									
HEALTH & FITNESS	<ul style="list-style-type: none"> Understand how the food they eat affects their energy and body and chose foods for nutrition based on food labels Participate in activities used to develop health and skill-related fitness Recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction and begin to advocate for personal and family health Learn basic anatomy of the muscular and skeletal systems 									
TECH SKILLS	<ul style="list-style-type: none"> Collaborate and communicate virtually using shared documents and/or wikis Use digital maps to develop cultural understanding Select the appropriate programs to create a multimedia product 									

Ways to talk with your child's teacher

- What is my child's progress on the priority standards?
- What are the best resources I can use to support my child at home?
- What are my child's strengths and weaknesses?

Ways to support your scholar at home

- Ask your child what they learned in school today and ask them to show you an example.
- In the first semester, your child learned how to play the Integer Game. Ask them to find the missing value of the card below if the total score equals 0. Have them explain how they determined the missing value.



- If your child struggles with a particular concept in math, be their cheerleader! Be supportive and encourage your child to persevere. They CAN do well in math!
- When shopping or going out to eat, ask your child to estimate the sales tax or gratuity.

Our commitment to scholars and families

- All scholars learn best when they experience physical and emotional safety in classrooms and schools. Scholars and families should expect to see the following adult actions:
- Provide a welcoming environment to support building trusting, encouraging relationships with all families
 - Prioritize scholar voice and participation in shaping the learning and classroom culture
 - Teach for understanding to assure scholars have high expectations and academic supports to grow intellectually
 - Focus on scholar cooperation to encourage scholars to learn from and help others
 - Implement school-wide Positive Behavioral Intervention and Supports so that all scholars and adults live out their shared beliefs and actions that make school a safe and fun place to learn

Scholar name _____

Parent/guardian name _____

One hope I have for my child this year is _____

One dream I have for my child in the future is _____

My child learns best when _____

One topic I would like to know more about is _____

My child's passions are _____

Please return to your child's English Language Arts teacher.