

# Family Resources

The resources below will help connect you and your child with important learning for this school year.

We are committed to a bright future for your child!



**FEDERAL WAY  
PUBLIC SCHOOLS**

FW School District #210  
33330 8th Avenue South  
Federal Way, WA 98003

NONDISCRIMINATION and EQUAL  
EMPLOYMENT OPPORTUNITY STATEMENT  
Federal Way Public Schools does not  
discriminate in any programs or activities  
on the basis of race, color, national origin or  
ethnicity, religion, creed, sex or gender,  
sexual orientation, gender expression or  
identity, age, marital or family status,  
veteran or military status; disability, or the  
use of a trained dog guide or service animal.  
The district provides equal access to the  
Boy Scouts of America and other designated  
youth groups. For more information:  
[www.fwps.org](http://www.fwps.org)

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GRADE



# Welcome!

## Learning Partnership Guide



### 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**

**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 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 provide ways you can speak with your child's teacher about their progress and growth over the year.

## Digital Communications Tools in Federal Way Public Schools



### Canvas

Canvas is a Learning Management System (LMS) that provides students and parents access to digital learning, classroom(s) weekly schedules, and more. To access Canvas, go to FWPS' Launchpad to Learning at <https://learn.fwps.org>. Your child's username is their Student ID, and their password is the same one used to log in to computers at school.



### Phone Calls

Teachers may contact you using a calling system. You may notice the number may appear from a different area code than our geographical area.



### Texting

#### Staff texting to parents and students

Communication tools are used by staff such as teachers to communicate with parents via email, texting and voice and students via email. Texting is available for students ages 13 & over. Students and parents are automatically opted in. For more information and on how to opt out, visit [www.fwps.org](http://www.fwps.org).

#### School and district-wide texting to parents

Texting is also available from your child's school and the school district. More information can be found here: [www.fwps.org/parentnotification](http://www.fwps.org/parentnotification).



### Zoom Meetings

For some families, video conferences will be the best way to connect with your child's teacher. Your child's teacher may send you an invitation to participate in a Zoom video conference. To access this meeting on a computer, click on the link provided in the invitation. To access this meeting over the phone, you can call the number provided or download the Zoom mobile app at <https://www.zoom.us/download>.

**FOR MORE  
INFORMATION**  
How-to videos and  
resources can be  
found on our  
website at  
[www.fwps.org](http://www.fwps.org)

### Did you know our website is translatable in our top languages?

To change the language on the FWPS website:

- Go to [www.fwps.org](http://www.fwps.org)
- Click on the 'Translation' at the top right of the webpage
- Select your preferred language from the drop-down menu

### Does your child(ren) need access to a computer to access their learning at home?

Please indicate technology access needs for your child during the online registration process. If you have questions or need assistance, contact your child's school.

## ParentVUE

ParentVUE is your way to check your child's grades, attendance and communicate with your child's teacher. To access ParentVUE, visit <https://grades.fwps.org>.

*Parents and guardians, make sure your contact information is up to date!*

In order to receive communications from the district, school and school staff, it's important that your contact information in your ParentVUE account is current.

You can update your account by visiting <https://grades.fwps.org>.

If you have not activated your ParentVUE account, please contact your child's school. To receive voice messages, ensure you have entered a mobile or home phone, and selected the corresponding type.

ParentVUE allows for two-way communication between teachers and parents in **multiple languages**. To receive messages in a language other than English, please set your preferred language on the login page of ParentVUE or on the mobile app.

When your child's teacher sends a message through ParentVUE, you will receive an email containing the message. To respond to this message, you must login to your ParentVUE account. (Do not respond to the noreply@fwps.org email notification.)

If you need assistance with ParentVUE, visit [www.fwps.org/families](http://www.fwps.org/families) or email [grades@fwps.org](mailto:grades@fwps.org).

## Parent Portal

The **Parent Portal** is the place where you will find all needs related to your child's learning! Visit [www.fwps.org/families](http://www.fwps.org/families) to find frequently asked questions, links to common resources, "How to" videos related to digital resources, and more.



## Launchpad to Learning

**Launchpad to Learning** is a one-stop online location that provides access to all school applications and educational resources.

Check it out at: <https://learn.fwps.org>.



**FEDERAL WAY  
PUBLIC SCHOOLS**

[FWPS.ORG](http://FWPS.ORG)

**Reading**

- In the middle school years, scholars analyze, define, compare, and evaluate ideas while reading, writing, speaking, and listening.
- Scholars will closely read rich, grade-level literary anchor texts multiple times a week.
- Units are organized around related topics and themes that help build knowledge and connect ideas.
- Scholars will cite specific text evidence to support their ideas from text.
- They will build content knowledge through wide reading of informational text.
- Scholars will use context clues and parts of words to determine the meaning of new vocabulary words.
- They will analyze figurative language, meaning, and tone.

**Writing & Communication**

- Scholars will practice multiple forms of writing including narrative, informational, and argumentative.
- Scholars will regularly research multiple texts and other resources to build and convey knowledge on a topic through writing and speaking.
- They can use research questions to gather relevant information and use that information to support a claim.
- Scholars will process their learning through small-group and partner discussion.
- They will examine multiple perspectives and points of view on a topic through writing and speaking.

**SEMESTER 1: SEPTEMBER–JANUARY**

- Scholars will extend prior understanding of ratios and unit rates to include other proportional relationships between quantities.
- Scholars will apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.
- Scholars will apply prior knowledge of positive and negative numbers to solve real-world problems.

**SEMESTER 2: FEBRUARY–JUNE**

- Scholars will continue to develop their understanding of proportional relationship and proportional reasoning.
- Scholars will expand geometric knowledge to include facts about angles and understanding of area, volume, and surface area to solve real-world problems.

**Earth and Space**

- Scholars will use models to understand how Earth's place in our solar system leads to patterns such as seasons and eclipses.
- Scholars will use data and models to explain how and why Earth's surface changes over time, including plate tectonics, erosion, weather, and climate patterns.
- Scholars will analyze data to argue from evidence about how human actions and population increases impact Earth's systems.

- 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 reading level? Is that level below, on or above grade level? What specific skills are they working on?
- How is my child progressing in terms of meeting standards in reading, writing, speaking and listening? What are their 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 their student 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?"



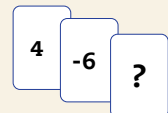
**Ways to talk with your child's teacher**

- 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 at right 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.



**Pacific Northwest History**

- Students examine Washington state, from native and European contact to the present. The study of Washington state includes an examination of the state constitution and key treaties, including popular and tribal sovereignty issues. Through additional study of migration, differing cultural experiences, and human interactions with the environment, students will develop enduring understandings of the core concepts and ideas in civics, economics, geography, and history. Scholars will also practice literacy standards as they use essential questions and inquiry to work on skills such as reading, writing, and thinking like a historian. This course meets the Washington State History requirement for high school graduation.
- Scholars will consider multiple viewpoints and weigh the validity of those viewpoints by applying an analysis of evidence.
- Scholars will debate an issue using civil discourse backed with a range of credible sources.
- Scholars will use evidence to justify a claim.
- Scholars will analyze how social movements, technological developments, and cultural and ethnic groups have shaped Washington state's history.

- Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent.
- Use standard and/or iconic notation and/or audio/video recording to document personal simple rhythmic phrases, melodic phrases, and two-chord harmonic musical ideas.
- Evaluate their own work, applying teacher-provided criteria such as application of selected elements of music, and use of sound sources.
- Identify and apply teacher-provided criteria (such as correct interpretation of notation, technical accuracy, originality, and interest) to rehearse, refine, and determine when a piece is ready to perform.
- Have options to participate in band, orchestra, and choir.

- Apply knowledge of skills, concepts, principles, and strategies related to movement activities.
- Recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction and begin to advocate for personal and family health.
- Access valid health information and use communication and decision-making skills to advocate for their own health.

**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



**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 Interventions 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.

**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 they take?*

**A:** ParentVUE allows you to see all of your child's courses, assignments, and current grades. If you have a concern about your child's grade, first, ask your child to speak with their teacher in that class. Your child should ask what they 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.

COLLEGE BOUND *scholarship*

The College Bound Scholarship is an early commitment of state financial aid to eligible students who enroll in middle school and meet the pledge requirements. The College Bound Scholarship covers average tuition at public college rates, some fees, and a small book allowance at over 65 colleges, universities, and technical schools in Washington.

Students who meet one of the following requirements are automatically enrolled in College Bound:

- Students who are in public school and eligible for free-and-reduced price lunch in 7th, 8th, or newly eligible in 9th grade.
- Students who are in state foster care, or a dependent of the state between 7th grade and high school graduation.

**OTHER WAYS TO QUALIFY**

Some students do not fit into either scenario but are interested in applying for College Bound. Students and families can contact the College Bound program to apply if they meet one of the following criteria:

- Attend a private school or homeschool program in Washington State and meet the income requirements.
- Are in another type of foster care and not eligible for free-and-reduced price lunch.



**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 & SOCIAL EMOTIONAL LEARNING**

The purpose behind Culturally-Responsive Positive Behavioral Interventions & 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. Social emotional learning skills are embedded throughout the school year. To learn more about CR-PBIS and social emotional learning at your school, contact your scholar's teacher or principal.

**HIGH SCHOOL & BEYOND PLAN**

Scholars should begin mapping out their High School & Beyond Plans and find out about what courses to take that will lead to specific post-secondary education, training and college plans. Grade level specific High School & Beyond Checklists can be found at [www.fwps.org/CCR](http://www.fwps.org/CCR). Scholars can also use their [www.MaiaLearning.com](http://www.MaiaLearning.com) account to plan and discover more using interest surveys, academic planning tools and scholarships, and college and career searches. Go to [MaiaLearning.com](http://MaiaLearning.com), select "Sign In with Google" and use your P12 Gmail account and password.

**COURSE PERFORMANCE**

- GRADES 10–12 ▶ Passing an advanced course (AP, IB, CAMBRIDGE)
- GRADE 9 ▶ Passing grade 9 courses earning 6 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

For the district calendar go to [www.fwps.org/schoolcalendar](http://www.fwps.org/schoolcalendar)