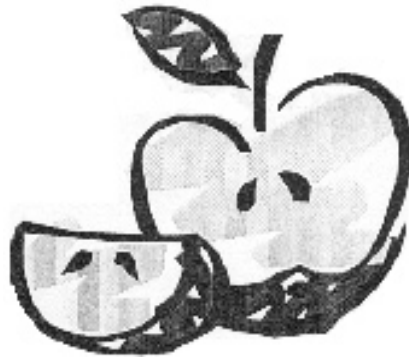




# *Family Guide for Grade Seven*



EIGHTH EDITION

September 2007



## —HOW TO USE THIS GUIDE—

Dear Families:

This guide is written to help families understand the Wenatchee School District's grade level standards. These standards are defined by the State's Essential Academic Learning Requirements (EALRs) and the State's Grade Level Expectations (GLEs). Promotion depends upon students meeting these standards.

The opposite page outlines the Promotion Standards for this grade. It describes expectations for attendance, work ethic, test scores, and classroom work. The following pages summarize grade level standards in all subjects. How can you help your child at home? Helpful hints are provided within each section to provide ideas about how you can support your child's learning.

Research shows that parent participation is essential for student success. We also believe that educating our children is a partnership of responsibility between home and school. We want parents involved in the Wenatchee Schools! If you are interested in being a part of your child's education at the building or district level, contact your school principal for more information.

Brian Flonas  
Superintendent

Jodi Smith, Executive Director  
Learning & Teaching Department

Student Name: \_\_\_\_\_  
 Date: \_\_\_\_\_

# GRADE SEVEN

## Promotion Standards

School Year: 2007-2008  
 Class of 2013  
 PS 7.1

To earn promotion a student must have a score of at least 10. This rubric is intended for use by student and staff at any given time throughout the school year to assess progress.

<b>4</b> ABOVE STANDARD: Superior Performance	0-4 Absences/ <i>TARDIES</i>	Sixth Grade Writing Assessment Score $\geq 4.0$ (Meets/Exceeds Standard)  <b>AND</b>  Level Test Scores Reading $\geq 228+$ Math $\geq 241+$	GPA 3.7 – 4.0	Consistently turns in work that exceeds grade level standards  Academic Classes: Core 7; math; science	
<b>3</b> MEETS STANDARD: Solid Academic Performance	5-10 Absences/ <i>TARDIES</i>	Sixth Grade Writing Assessment Score 3.4-3.9 (Meets/Exceeds Standard)  <b>AND</b>  Level Test Scores Reading 220 - 228 Math 229 - 241	GPA 3.0 – 3.69	Consistently turns in work that meets grade level standards  Academic Classes: Core 7; math; science	
<b>2</b> WORKING TOWARD STANDARD	$\geq 10$ Absences/ <i>TARDIES</i>	Sixth Grade Writing Assessment Score 2.0–3.3  <b>AND</b>  Level Test Scores Reading 214 - 219 Math 223 - 228	Some classroom based evidence of growth  GPA 1.5 – 2.99	Turns in work inconsistently  Academic Classes: Core 7; math; science	
<b>1</b> BELOW STANDARD: Little or no Demonstration	$\geq 15$ Absences/ <i>TARDIES</i>	Sixth Grade Writing Assessment Score 0.0-1.9  <b>AND</b>  Level Test Scores Reading LESS THAN 215 Math LESS THAN 223	Little or No classroom based evidence of growth  GPA 0.0 – 1.49	Turns in little or no work  Academic Classes: Core 7; math; science	
	<i>ATTENDANCE/ TARDIES</i>	<i>STANDARDIZED SCORES (Average)</i>	<i>GRADE POINT AVERAGE</i>	<i>WORK ETHIC/ STUDY SKILLS</i>	<i>Grand Total</i>
<b>Total</b>	+	+	+	=	

(Legend)  $\geq$  means greater than or equal to

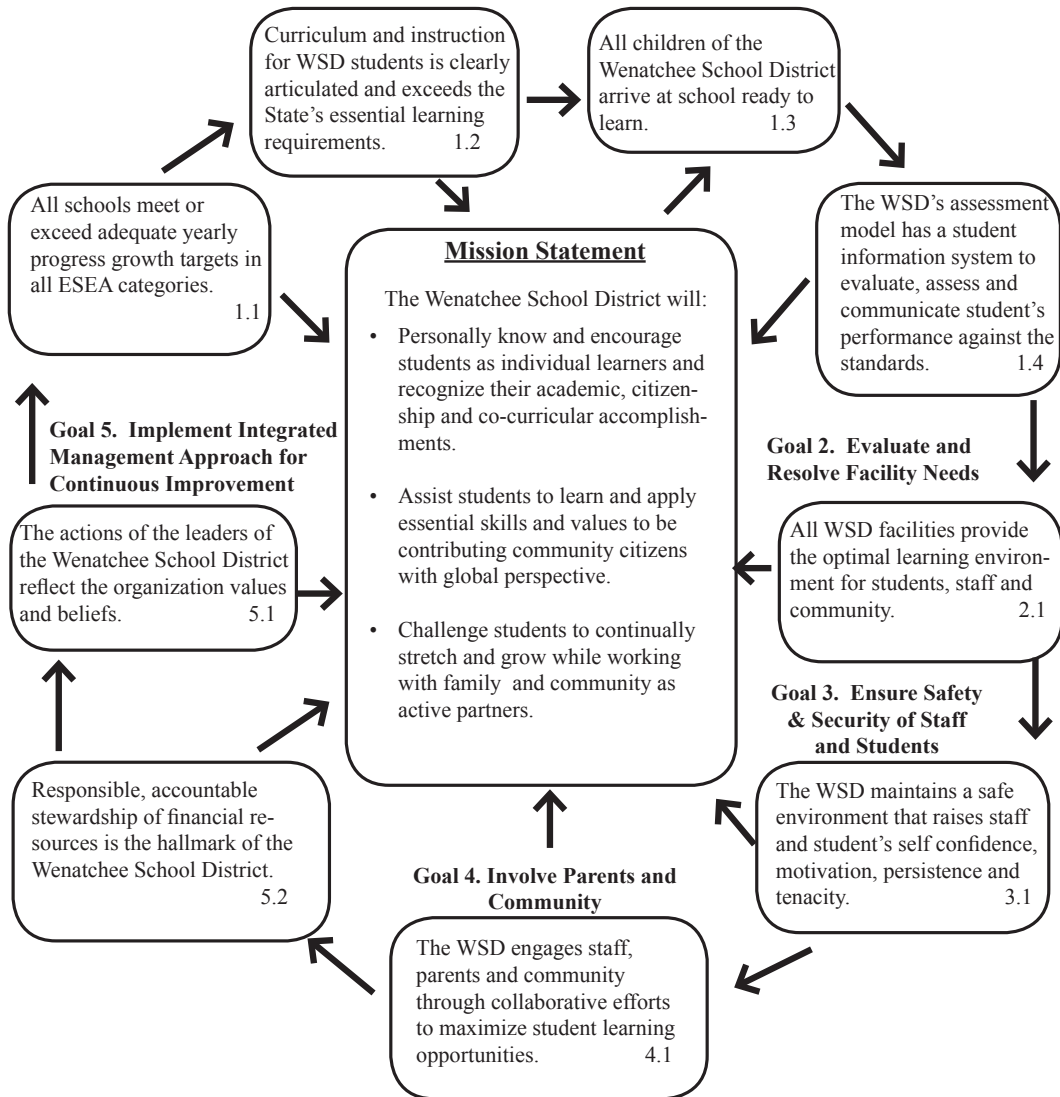
ANOTHER FACTOR TO CONSIDER IS IF THE STUDENT IS MAKING SIGNIFICANT PROGRESS TOWARD MEETING STANDARD.



# Vision Elements

*Students will meet or exceed standards when:*

**Goal 1. Improve Student Achievement**



**School Board Members -**  
 Kevin Gilbert, President  
 Jesús Hernández, Vice President  
 Laura Jaecks  
 Chuck Largent  
 Karen Norlin

Brian Fiones, Superintendent

# Technology

As citizens of the 21st century, we use technology as a normal part of everything that we do. Continuing into the next decade, technology skills will mean far more than simply programming cell phones or composing letters on desktop computers, and student knowledge of technology must grow, too. For example, electronic applications, data-based presentations, and Internet information literacy have become an expectation of high school graduates almost everywhere. Wenatchee School District students at each grade level, therefore, are required to meet technology skills standards that are integrated into specific content areas.

**By the end of seventh grade, your student must be able to:**

- Write clearly and effectively in a variety of forms (i.e., letters, essays, etc.) for different purposes (i.e., persuade, inform), for various audiences, using word processing.
- Analyze and evaluate their own writing and the writing of others, using word processing.
- Develop a multi-paragraph essay focused on one topic, using word processing.
- Explore options for career opportunities, including technology.
- Describe and construct geometric figures that are congruent (same shape and size) and symmetric (both halves are mirror images of each other), both hand-written and digital.
- Calculate the probability that an event will occur and compare experimental and theoretical results, both hand-written and digital.
- Calculate and demonstrate the appropriate use of mean, median, mode and range, both hand-written and digital.
- Use available technology and to retrieve information helpful to their understanding of math.
- Communicate scientific procedures, investigations, and explanations orally, in writing, with computer-based technology, and in the language of mathematics.

**The Internet is a valuable and beneficial tool that has become widely accessible to people of all ages. The vast array of information and services available on the Internet is staggering. However, as with any activity, Internet use has certain risks. We need to be aware of the risks in order to help our children use the Internet properly and safely. The following are links to Internet safety resources for you and your student:**

- *Students* – <http://www.amdsb.ca/InternetSafety/StudentTips.htm>
- *Parents* – <http://www.amdsb.ca/InternetSafety/ParentTips.htm>

**Curriculum-related Internet resources to use at home:**

*Internet 4 Teachers – For Use as Independent Skill Activities*

- [http://www.internet4classrooms.com/skills\\_7th.htm](http://www.internet4classrooms.com/skills_7th.htm)

*Getting Students Connected*

- [http://www.gsc.amdsb.ca/grade\\_seven.htm](http://www.gsc.amdsb.ca/grade_seven.htm)

*KidPort*

- <http://www.kidport.com/Grade7/Grade7Home.htm>

*Quiz Hub*

- <http://quizhub.com/quiz/quizhub.cfm>

# Philosophy Statement for Reading, Writing and Communication

Reading, Writing and Communication in the Wenatchee School District is based on the belief that curriculum development is a constant process of evolution and implementation. This process is learning-centered, with students and teachers working together to support and develop each other's inquiry and understanding. The classroom is, therefore, a community where learners are encouraged to take risks in a nurturing environment that engenders ownership. Within this environment, language is recognized not only as a means of communication, but also as a means of personal and content knowledge development. Language is not only what is studied and learned; it is also a major mode of learning.

## District Reading/Writing/Communication Program Goals

1. Reading — Understand, evaluate, and appreciate written information in literary and technical writing.
2. Writing — Understand the writing process and use it effectively in a variety of forms.
3. Speaking — Speak effectively in various situations to entertain, to persuade, to respond, and to inform.
4. Listening — Actively listen for the purpose of processing and responding to a variety of presentations.

# Reading

Seventh grade readers are aware of their responsibility as a reader. Oral and written responses analyze information from multiple sources to deepen understanding. Students read for pleasure and choose books based on personal preference, topic, genre, theme, or author.

## **How you can help your child with reading:**

- *Provide a time and place for your child to read at least 20 -30 minutes a day.*
- *Make sure your child has ample fiction and nonfiction materials at his/her reading level.*
- *Discuss what your child is reading.*
- *Use the library on a regular basis for enjoyment and research.*

## **Your child needs to understand and use different skills and strategies to read:**

- Uses word strategies to understand text.
- Builds vocabulary through reading variety of texts.
- Applies word skills and strategies to read fluently.

## **Your child needs to understand the meaning of what is read:**

- Shows understanding of theme/main idea and supporting details.
- Applies prior knowledge, makes inferences, forms questions when reading.
- Summarizes important ideas/events in fiction and nonfiction text.
- Interprets cause and effect relationships within a literary or informational text.
- Analyzes similarities and differences within and between text.
- Distinguishes between fact and opinion and draws conclusions about what is read.

## **Your child needs to read different materials for a variety of purposes:**

- Locate and use functional documents such newspapers and magazines.
- Understands and analyzes a variety of literary works.
- Analyzes sources of information for a specific purpose.

## **Your child needs to set goals and evaluate progress to improve reading:**

- Evaluates reading progress and sets goals for reading.
- Evaluates book and authors to share common literary experiences.

## **Resources to use at home:**

*Wenatchee School District librarian's web page:*

*<http://home.wsd.wednet.edu/WSD/learnteach/wsdlibrary/index.htm>*

# Writing

Seventh grade writers produce interesting, cohesive writing in a form and style that is appropriate for the purpose and audience. Opinions are well researched and supported with sufficient examples or facts. Language is descriptive, incorporating details and imagery to enhance ideas. Students write for a specific purpose and enjoy exploring their ideas through writing and graphics. Students consider writing to be an important and effective tool for furthering their own learning.

## **How to help your child in writing:**

- *Help your child to write letters.*
- *Encourage your child to keep personal and trip journals.*
- *Help your child to use writing to get things done, e.g. letters to politicians, newspapers, etc.*
- *Encourage your child to use dictionaries and thesauruses independently.*

## **Your child needs to understand and use the writing process:**

- Uses a variety of prewriting strategies to brainstorm and plan.
- Composes multiple drafts when needed.
- Revises text including changing words, sentences, paragraphs, and ideas.
- Edits to fix conventions errors, including spelling and punctuation.
- Publishes

## **Your child needs to write in a variety of forms for different audiences and purposes:**

- Writes in a variety of forms, including expository essays, persuasive letters, book reviews, literature responses.
- Writes in content areas (charts, graphs, lab reports, info graphics, et.).
- Writes to learn.

## **Your child needs to write clearly and effectively:**

- Presents a narrow topic with a central idea.
- Uses relevant details, personal experiences, and opinions to support central idea.
- Organizes writing with a clear introduction, cohesive paragraphs, and a satisfying conclusion.
- Selects precise language.
- Uses a variety of sentence lengths and patterns.
- Writes legibly.
- Spells accurately and applies capitalization, punctuation, and grammar rules.
- Uses complete sentences in writing.

## **Your child needs to analyze and evaluate the effectiveness of written work:**

- Evaluates writing using set criteria.
- Evaluates writing and sets goals to improve over time.

# Communication

Seventh grade students apply observation skills and listening strategies to analyze visual and auditory information. They use empathetic listening to judge the emotional state of the speaker, and understand the role of nonverbal communication.

**How you can help your student with communication:**

- *Set aside 10-15 minutes to discuss current events as well as student's experiences during the school day.*
- *Ask open-ended questions and discuss ideas and opinions on a daily basis.*

**Your student uses listening and observation skills and strategies to gain understanding:**

- Applies a variety of listening strategies to accommodate the listening situation, such as teacher instruction, group discussion, or oral presentations.
- Applies a variety of listening or observation skills to interpret information.
- Understands, analyzes, synthesizes, or evaluates information from a variety of sources.
- Distinguishes between literal and implicit meaning in a statement.

**Your student uses communication skills and strategies to interact/work effectively with others:**

- Analyses the needs of the audience and setting to adjust language.
- Chooses language that resolves conflicts or influences others.
- Uses communication skills that demonstrate respect.
- Contributes responsibly in a group setting.
- Understands cultural/individual perspectives and how they influence communication.

**Your student uses communication skills and strategies to effectively present ideas and himself/herself in a variety of situations:**

- Applies strategies for the delivery of an effective oral communication.
- Speaks with expression, uses effective non-verbal messages, uses standard adult grammar, and uses appropriate register.
- Uses notes and outlines rather than a script in presentations.

**Your student analyzes and evaluates the effectiveness of communication:**

- Analyses and evaluates strengths and weaknesses in formal and informal communication using a rubric or scoring guide.
- Offers feedback to classmates using a rubric or scoring guide.
- Sets goals for an area of communication, creates a plan, and monitors progress toward goals.

# Mathematics

## **Math Strand:**

### **In Number Sense, Concepts & Procedures, your child needs to be able to:**

- Explain the relationships of rational numbers anywhere on the number line.
- Use pictures and symbols to show properties of the rational system.
- Convert between fractions and decimals and ratios and percentages.
- Express numbers in standard and exponential form.

### **In Measurement, your child needs to be able to:**

- Measure & explain the relationship between perimeter, area & volume.
- Solve problems and make conversions within the U.S. and Metric Systems.
- Select and use appropriate tools of precise measurement.

### **In Geometric Sense, your child needs to be able to:**

- Describe and construct geometric figures that are congruent (same shape and size) and symmetric (both halves are mirror images of each other), written and digital.

### **In Probability and Statistics, your child needs to be able to:**

- Calculate the probability that an event will occur and compare experimental and theoretical results, written and digital.
- Implement an investigation where a random sample of data about a described population is collected.
- Calculate and demonstrate the appropriate use of mean, median, mode and range, written and digital.
- Predict outcomes of experiments and compare the predictions to results.

### **In Algebraic Sense, your child needs to be able to:**

- Recognize, extend, create and represent number patterns.
- Translate a given problem situation into a simple mathematical equation and find the solution.
- Evaluate simple expressions and formulas
- Solve simple equations and inequalities containing no variable ( $1+2 < 3+5$ ).

# Mathematics

## **In Problem Solving your child needs to be able to:**

- Explain and use a variety of strategies.

## **In Mathematical Reasoning, your child needs to be able to:**

- Reflect and evaluate procedures and results in new problem situations.

## **In Communication, your child needs to be able to:**

- Use available technology and to retrieve information helpful to their understanding of math.
- Express mathematical understandings in both everyday and mathematical language.

## **In Connection, your child needs to be able to:**

- Understand the different mathematical strands.
- Recognize the extensive use of mathematics outside the classroom.

## **HOW YOU CAN HELP YOUR CHILD WITH MATH:**

- Allow your child to plan, shop for food and cook a meal.
- Talk about patterns that go together.
- Use mathematical vocabulary when appropriate.
- Help your child appreciate how a strong foundation in math can lead to great opportunities.
- Spend time playing board games or doing puzzles and activities that encourage stronger math skills.
- Use real life examples like paying bills, balancing your checkbook, or tipping at restaurants to teach math.
- Explore with your child, careers that require a sound base in mathematics.
- Encourage your child to use computers for tasks like developing charts, graphs and spreadsheets.

# Science

**How you can help your child with science:**

- *Learn about and practice recycling, visit a recycling center.*
- *Plant and observe the growth of a seed.*
- *Identify body systems and how they work.*

**In Science your child needs to know:**

- That specialized cells within multicellular organisms form different kinds of tissues, organs, and organ systems to carry out life functions.
- That all living things reproduce and pass on genetic information.
- That an organism's characteristics are determined by both genetic and environmental influences.
- Identification and description of human life functions, and the interconnecting organ systems necessary to maintain human life such as digestion, respiration, reproduction, circulation, excretion, movement, disease prevention, control, and coordination.
- How biological evolution accounts for species diversity, adaptation, natural selection, extinction, and change in organisms over time.
- How organisms interact with their environment and with other organisms to acquire energy, cycle matter, influence behavior, and establish competitive or mutually beneficial relationships.
- How human societies' use of natural resources affects the quality of life and the health of ecosystems.

**In Science your child needs to be able to:**

- Categorize plants and animals into groups according to how they accomplish life processes and/or by similarities and differences in external and internal structures.
- Speak clearly and effectively.
- Generate questions that can be answered through scientific investigations.
- Design, conduct, and evaluate scientific investigations, using appropriate equipment, mathematics, and safety procedures.
- Use evidence from scientific investigations to think critically and logically to develop descriptions, explanation, and predictions.
- Correlate models of the behavior of objects, events, or processes to the behavior of the actual things under investigation; test models by predicting and observing actual behaviors or processes.
- Communicate scientific procedures, investigations, and explanations orally, in writing, with computer-based technology, and in the language of mathematics.
- Identify, design, and test alternative solutions to a challenge or problem.
- Compare and contrast multiple solutions to a problem or challenge.
- Describe how methods of investigation relate to the validity of scientific experiments, observations, theoretical models, and explanations.
- Demonstrate understanding of how scientific theory, hypothesis generation, experimentation, and observation are interrelated and may lead to changing ideas.

**HOW YOU CAN HELP YOUR CHILD WITH SCIENCE:**

- Learn about and practice recycling, visit a recycling center.
- Plant and observe the growth of a seed.
- Identify body systems and how they work.

# Social Studies

Seventh grade students discover ancient cultures. Understanding the legacies left behind, or impacts these cultures had on our world, both in ancient and current times help us understand the impact we have today.

## **How you can help your child with social studies:**

- *Visit local museums and government buildings.*
- *Discuss current events and historical events with your child, locating foreign countries and the United States on a map.*
- *Visit the public library, checkout and read nonfiction materials about other cultures, civilizations, and noted individuals in World History.*
- *Watch shows such as The Discovery Channel that pertain to ancient civilizations and discuss the ideas mentioned below.*

**In Social Studies your child will be exploring the following Big Ideas:**

### **History is a series of causes and effects that produce change.**

- Why is history divided into time periods?
- What distinguishes the prehistoric, ancient, classical, medieval and modern time periods?

### **Geography and climate influence the development of culture.**

- How do physical geography and climate contribute to the development of a civilization?

### **All civilizations share cultural universals which include government, economic, social and belief systems.**

- What is culture? • How and why does the rule of law develop in civilizations?
- In what way do societies assign power to individuals, groups or institutions?
- How do different economic systems affect people's daily lives?
- How did the development of languages, arts, and customs affect a civilization?
- How do religion and government exercise authority over people?
- How did trade develop based on internal and external needs?
- How does trade affect cultures?

### **Cultures develop and progress through the exchange of ideas.**

- What stimulates the movement of goods, people, and ideas?
- How does the exchange of ideas (including science and the arts), technology, and products affect the development of culture?

### **Elements of different cultures impact world history.**

- What legacies have been left by different civilizations on our culture (ancient civilizations in particular)?

### **Resources to use at home:**

*World: Adventures in Time and Place, by McGraw Hill (student textbook)*

*Helpful websites for Social Studies curriculum:*

*<http://fms.wsd.wednet.edu/Library%20Webpages/7thgradelessonlinks.htm>*

*Eyewitness books on ancient civilizations*

# Health and Fitness

## **In Health and Fitness your child needs to be able to:**

- Acquire knowledge and skills necessary to maintain and monitor an active healthy life.
- Understand how movement, creativity, physical activity and nutrition contribute to health and fitness.
- Understand that the human being develops from a single cell into a many-celled organism capable of reproducing.
- Understand basic concepts relating to genetics.
- Understand the developmental transitions from fertilization through adulthood.
- Recognize patterns of growth and development.
- Learn how to reduce health risks and to live safely.
- Understand the importance of lifelong wellness.

## **HOW YOU CAN HELP YOUR CHILD WITH HEALTH AND FITNESS:**

- Encourage involvement in volunteer work and hobbies.
- Attend a Red Cross first aid and/or CPR class.
- Attend a baby sitting class.
- Include your child in meal planning and preparation.
- Model positive communication skills.
- Discuss and demonstrate respect for cultural diversity.
- Encourage participation in community and school sports and recreation.
- Provide enrichment opportunities in area of dance to create movement sequence.
- Practice throwing, catching, kicking, dribbling and hitting skills.
- Organize a family exercise time using warm-up and cool down, and less television time.
- Play games that increase heart rate.
- Encourage activities with students of other cultures, genders and abilities.
- Attend sporting events that evidence good sportsmanship.

# Dance and Movement

## **In Dance your child needs to be able to:**

- Maintain a steady beat and holds the tempo in half time and double time [time].
- Demonstrate a range of effort actions, such as glide, float, flick, dab, punch, slash, wring, and press [energy].
- Demonstrate theme and variation in choreography [form].
- Create transitions to develop fluency in dance.
- Demonstrate the ability to reverse a simple movement combination.
- Demonstrate the ability to move with others through a variety of geometric formations.
- Understand correct alignment principles.
- Apply techniques from various artists, cultures and/or times.
- Demonstrate proper etiquette in a variety of arts settings and performances.
- Apply previously learned arts concepts, vocabulary, skills and techniques through a creative process.
- Express ideas and feeling through the arts in a variety of forms and styles.
- Describe use of artistic appropriation.
- Identify the difference between audience and artist/performer.
- Apply previously learned arts concepts and vocabulary through a responding process.
- Describe how the arts used in media influence personal and societal choices.
- Recognize arts concepts in multiple art disciplines [i.e. pattern].
- Explain relationships between the arts and other content areas.
- Identify that aesthetic criteria impacts personal and community decision-making.
- Compare and contrast specific attributes of artworks that reflect culture and /or history.
- Describe work habits and skills needed for careers in the arts.
- Explain how arts skills and knowledge are used in a variety of careers.

## **HOW YOU CAN HELP YOUR CHILD WITH DANCE:**

- Encourage active participation, both in and outside of school.
- Reinforce proper audience etiquette.

# Visual Arts

## **In Visual Arts your child needs to be able to:**

- Use proportion to analyze size relationships in an artwork.
- Use emphasis to create a focal point.
- Differentiate between realistic, nonobjective and abstract works of art.
- Balance forms.
- Use spatial devices [e.g., 1 point perspective].
- Demonstrate the use of value and texture in drawing.
- Use exaggeration and simplification.
- Present work for display, e.g., centers, mounts/mats.
- Combine art elements to express own ideas and emotions.
- Create sculptural forms.
- Identify and demonstrate how light and shadow defines form.
- Identify color attributes: hue, value and intensity.
- Identify and demonstrate a use of color for expressive purposes.
- Apply previously learned arts concepts, vocabulary, skills and techniques through a creative process, a performance process, and a responding process.

## **HOW YOU CAN HELP YOUR CHILD WITH VISUAL ARTS:**

- Display art work around the home and workplace.
- Keep a variety of art materials available.
- Encourage safe use of material and cleanup practices.
- Do art projects with your child.
- Talk about the art objects in your home.
- Sign, date and save some artwork in a folder.
- Visit galleries and museums and cultural events.

# Music

## **In Music your child will have choices for performing in:**

### Beginning Mariachi and Intermediate Band

- Produce an appropriate sound for a young band student and play instrument competently and confidently.
- Play with good posture, good position and good breath control.
- Perform in four music programs throughout the school year and at a large group contest to demonstrate skills learned in the classroom.
- Perform from memory the Bb, F, Eb, Ab, and C major scales (concert pitch) and the chromatic scale.
- Have the opportunity to participate in the Solo and Ensemble contest.
- Turn in practice calendars as instructed by the teacher.
- Memorize music, demonstrate proper instrument carry and posture, march in step and learn the discipline of teamwork.
- Demonstrate marching skills in two parades.

### Orchestra

- Produce an appropriate sound for a young band student and play instrument competently and confidently.
- Play with good posture, good position and good breath control.
- Perform in four music programs throughout the school year and at a large group contest to demonstrate skills learned in the classroom.
- Perform from memory the Bb, F, Eb, Ab, and C major scales (concert pitch) and the chromatic scale.
- Have the opportunity to participate in the Solo and Ensemble contest.
- Turn in practice calendars as instructed by the teacher.
- Memorize music, demonstrate proper instrument carry and posture, march in step and learn the discipline of teamwork.
- Demonstrate marching skills in two parades.

### Choir

- Demonstrate and use the following techniques; a free, buoyant tone; singing in tune, sections in balance; blended sections; expressive phrasing, correct posture, breath, articulation of consonants and formation of vowels.
- Perform in two and three part harmony.
- Be presented with different styles of music and their historical overview.
- Employ audience behavior appropriate for the environment.
- Students will be expected to provide black dress slacks and dark shoes — additional requirements may be expected.
- Demonstrate understanding of key signatures and scales.
- Demonstrate rhythmic understanding up through 16th notes and rests.

## **HOW YOU CAN HELP YOUR CHILD WITH MUSIC:**

- Listen to, attend and participate in a variety of musical activities.
- Obtain videos of musicals suitable for children.
- Listen to various recordings of vocal/instrumental performances.

Wenatchee School District  
Graduate Profile  
*“Prepared to be Contributing 21st Century Citizens”*  
**(Adopted: February 10, 2003)**

Students who are enrolled in the Wenatchee School District share a common school experience designed to prepare them to be contributing 21st Century citizens. The graduate profile describes the indicators that provide evidence of this preparation.

*Students as Scholar:*

Students will have the opportunity to demonstrate their academic scholarship as evidenced by:

- Reading with comprehension, writing with skill, and communicating effectively and responsibly in a variety of ways and settings through all content areas;
- Knowing and applying the core concepts and principles of mathematics; social, physical and life sciences; civics and history; arts and health and fitness;
- Thinking analytically, logically, and creatively, integrating experience and knowledge to form reasoned judgements and to solve problems;
- Understanding the importance of work and how performance, effort and decisions directly affect future career and educational opportunities;
- Understanding, applying, and integrating technology throughout academic studies.

*Students as Citizen:*

Students will have the opportunity to demonstrate how they can be responsible, contributing members of the community. Evidence includes the student's:

- Knowledge and appreciation of personal and cultural similarities and differences;
- Knowledge of and compliance with school policies and rules;
- Knowledge of local and global environmental issues;
- Knowledge of how to function in social, organizational and occupational systems;
- Demonstration of social responsibility;
- Demonstration of active citizenship in a democratic society;
- Application of working independently, cooperatively and in groups to achieve desired results.

*Student as Life Planner:*

Students will have the opportunity to discover and to align their educational and career goals. Evidence includes the student's:

- Demonstration and awareness of self-worth and an appreciation of the worth of others;
- Demonstration of a positive work ethic;
- Application of the necessary skills for maintaining good physical, mental and nutritional wellness;
- Demonstration of career exploration and planning in preparation for post high school;
- Demonstration of self-management.

The development of the student as a scholar, a citizen, and a life planner will be accomplished through the student's entire school experience and demonstrated through learning in classes, co-curricular activities, state and district graduation coursework requirements, the Washington Assessment of Student Learning (WASL), career planning, and a culminating project.

# School Information:

Principal's Name: \_\_\_\_\_

School Telephone: \_\_\_\_\_

Teacher's Name: \_\_\_\_\_ Ph. \_\_\_\_\_

Teacher's Name: \_\_\_\_\_ Ph. \_\_\_\_\_

Teacher's Name: \_\_\_\_\_ Ph. \_\_\_\_\_

Teacher's Name: \_\_\_\_\_ Ph. \_\_\_\_\_

Dates to remember:

**Open House:** \_\_\_\_\_

**Teacher/Parent Confs:** \_\_\_\_\_

**End of 1st Quarter:** \_\_\_\_\_

**End of 2st Quarter:** \_\_\_\_\_

**End of 3st Quarter:** \_\_\_\_\_

**End of 4st Quarter:** \_\_\_\_\_

**Special Event:** \_\_\_\_\_

**Special Event:** \_\_\_\_\_

**Special Event:** \_\_\_\_\_

# Mission Statement

The Wenatchee School District will:

- Personally know and encourage students as individual learners and recognize their academic, citizenship and co-curricular accomplishments;
- Assist student to learn and apply essential skills and values to be contributing community citizens with a global perspective;
- Challenge students to continually stretch and grow while working with family and community as active partners.... “My Child, Your Child, Our Children”.

## **NONDISCRIMINATION STATEMENT FOR SCHOOL PUBLICATIONS AND PUBLIC ANNOUNCEMENTS**

The Wenatchee School District complies with all federal and state rules and regulations and does not discriminate on the basis of race, color, national origin, creed, sex, sexual orientation, including gender identity, disability, familial status, marital status or age. This holds true for all staff and for students who are interested in participating in educational programs and/or extracurricular school activities. Inquiries regarding compliance and/or grievance procedures may be directed to RCW Officer and ADA Coordinator Mr. Steve Cole. Issues related to 504 should be directed to Mr. Mike Franza, Administrator for Student and Support Services.