

# **Fort Cherry School District**

## **Home of the Rangers**

**Fort Cherry High School**  
**110 Fort Cherry Road, McDonald, Pennsylvania 15057**  
**Main Office: 724.796.1551 / Fax: 724.356.2769**

### **Course Handbook**

### **Grades 7 & 8**

### **2022-2023**

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*Mr. Thomas J. Samosky, Superintendent of Schools*  
*Dr. Trisha A. V. Craig, High School Principal*  
*Ms. Regan McGlennon, School Counselor (Grades 10-12)*  
*Mrs. Erin L. Wilson, School Counselor (Grades 7-9)*

***District Mission:***

The mission of the Fort Cherry School District is to create a learning community committed to providing our students with the skills, knowledge, and opportunities to be productive and successful citizens in a global society.

***District Vision:***

The vision of the Fort Cherry School District is to establish a collaborative community supporting, engaging, and challenging our students to develop a life-long quest for knowledge and success.

## ***Letter from the Principal***

**Dear Parent/Guardian and Student:**

The administration, faculty, and staff welcome you to Fort Cherry Jr./Sr. High School, Home of the Rangers. Fort Cherry HS is a learning community consisting of grades 7-12 primarily located in Washington County, Pennsylvania. Established in 1959 upon a merger of community high schools located in Hickory, McDonald, Midway, Fort Cherry maintains a proud tradition of excellence in academics and athletics.

Fort Cherry HS is a full-service, inclusive learning community, addressing the needs of young learners by providing them a variety of programs that can be adapted to accommodate an array of interests at their respective grade levels. In addition to innovative curricula, Fort Cherry offers many extracurricular activities to complement students' educational experiences. This course registration handbook denotes course offerings and policies pertinent to students in grades 7 & 8. Parents and students are encouraged to thoroughly review this handbook, as to ensure timely fulfillment of graduation requirements and optimization of post-secondary opportunities.

For additional information, please contact us at 724.796.1551 or visit our website at [www.fortcherry.org/fortcherryhs](http://www.fortcherry.org/fortcherryhs).

*Dr. Craig  
Principal*

## ***Message from the School Counseling Department***

**Dear Parent/Guardian and Students:**

Our role, as your school counselors, is to provide information and counselor services in matters relating to students' personal, social, educational, and vocational needs. Our major task is to see that our students graduate after having experienced a rich and rewarding high school career.

The services of the school Department are provided through individual interviews, small and large group meetings, newsletters, and other informational processes. The meetings together may concern test results, scheduling, grades, personal concerns, post-high school plans, or any number of other issues that can arise from life in high school.

This guide has been prepared after much thought and investigation. It has been designed to meet the needs of all students. Read the guide carefully. Notice that the school offers a wide variety of subject matter, all of which are intended to educate the student thoroughly.

We encourage the parents of all students to meet with us concerning student achievement, educational planning, or any concern, which might arise. If you would like to set up a meeting, please call 724.796.1551 and ask for the school counseling department. We look forward to working with all of you this school year!

*Ms. McGlennon & Mrs. Wilson  
School Counselors*

## ***COUNSELING SERVICES***

Counseling services are aimed at helping each student to have the most successful school experience possible. Students are encouraged to expand their knowledge by building upon previous experiences, developing a deeper awareness of their strengths and needs, and gaining an understanding of themselves and their relationship to the changing world in which they live.

Student schedules are designed in the counseling office. At the completion of each year students are scheduled for courses for the next school year. Evaluating the student's academic progress, achievement scores and teacher recommendations develops the schedules. While the scheduling process is taking place, every effort is made to meet the student's educational needs and to provide courses that will challenge and prepare the student for the future. Students will receive their schedules over the summer break.

Students may arrange a meeting with their counselor by simply stopping in the counseling office or requesting an appointment through email. If the need is urgent, the counselor will contact the student as soon as possible. There may be a time when you would like to schedule a Parent/Teacher conference with your child's teacher. This can be accomplished by contacting the teacher or your student's School Counselor.

## **Career Pathways Program Outline**

Each year, students will participate in self and career exploration activities designed to aid the student in identifying areas of interest and connecting those to their developing career path.

<b>GRADE LEVEL</b>	<b>CAREER PATHWAYS PROGRAM OUTLINE REQUIREMENTS</b>
<b>7</b>	<b>Transition to Junior High School</b> <ul style="list-style-type: none"> <li>● Transition activities for elementary to junior high</li> <li>● Focus on learning styles and successful study habits</li> <li>● Goal setting</li> <li>● Career exploration activities aligned to personal interests</li> </ul>
<b>8</b>	<b>Continued Career Exploration</b> <ul style="list-style-type: none"> <li>● Career clusters</li> <li>● Goal setting</li> <li>● Introduction to career and technical program offerings</li> <li>● High school course offerings related to areas of interest</li> </ul>
<b>9</b>	<b>Transition to Senior High School</b> <ul style="list-style-type: none"> <li>● Exploring personal strengths</li> <li>● Revisit learning style and study habits, goal setting</li> <li>● Additional career and technical program opportunities</li> <li>● Students create a 'game plan' of post secondary goals.</li> </ul>
<b>10</b>	<b>Interest Research</b> <ul style="list-style-type: none"> <li>● Create career interest profile; goal setting</li> <li>● Personality Assessment/ Intelligences</li> <li>● Thirty (30) Volunteer Hours (mandatory)</li> <li>● Update student 'resume'</li> </ul>
<b>11</b>	<b>Post-Secondary Research</b> <ul style="list-style-type: none"> <li>● College/ postsecondary institutions search</li> <li>● Skills assessment; goal setting; student resume</li> <li>● College/ Career Informational Meetings</li> <li>● Attend college visits/ college &amp; career fairs</li> </ul>
<b>12</b>	<b>Career Pathways Plan Completion</b> <ul style="list-style-type: none"> <li>● Individual Student Meetings</li> <li>● Finalize career portfolio documents</li> <li>● <i>Career Pathways Plan</i> Presentation @ Exit Interview</li> <li>● Complete graduation survey</li> </ul>

# ***POLICIES AND PROCEDURES***

## **Attendance**

Attendance on a regular basis is essential for success in school and classes. If any class work is missed due to emergency or illness, it is the student's responsibility to make arrangements with the teacher to do make-up work within the time allowed. Failure to complete work within the time allowed may result in a failing grade for the work missed or an Incomplete for the course.

## **Truancy**

### ***Unexcused Absences***

After a student is absent for three (3) days, a letter will be mailed home regarding a need for excuses. The family will receive three (3) days to provide excuses to the school. After five (5) days absent, a certified letter will be mailed home indicating that a referral has been made to Blue Prints. Blue Prints will contact the family for a Truancy Intervention. Whether the family accepts or declines their assistance, a Student Attendance Improvement Plan will be scheduled and upon one more absence, the students will be referred to the Magistrate and/or Children & Youth Services (CYS) for Truancy.

### ***Excused Absences***

After five (5) absences, a letter will be mailed home outlining implications of future absences. After ten (10) days absent, a letter will be mailed with a date for a scheduled Student Attendance Improvement Plan and a referral to our school's Student Assistance Program (SAP). After fifteen (15) days absent, a certified letter will be mailed home requiring medical excuses for any additional days missed. If a student reaches twenty (20) days of absences, a certified letter will be mailed home establishing a date for a Preliminary Expulsion Hearing, which could result in a Board Level Expulsion Hearing or Agency Intervention. Special Education students will undergo a Manifestation Determination Hearing, which can also result in a Board Level Expulsion Hearing or Agency Intervention.

## **Grades**

During the first three (3) grading periods, a student will not be able to earn lower than a grade of 50%. During the fourth (4th) and final grading period, the student will receive the grade earned, which could be lower than 50%. A passing grade for a course is 60% or higher.

### **Grading Scale**

A =	90% - 100%	Excellent
B =	80% - 89%	Above Average
C =	70% - 79%	Average
D =	60% - 69%	Below Average
F =	Below 60%	Failure (No Credit)

## **Final Grade**

Final grades will be an average (mean) of the four nine-week percentages. The following alpha/numeric grading scale will be used for all courses. Percentage averages are reported as a part of a student's permanent school (grades 7-12) transcript with cumulative averages noted for grades 9-12. Only yearly averages are noted for grades 7 and 8.

## **Honor Roll**

The honor roll will be determined four (4) times each school year based on grades received for the most recent nine-week grading period. The honor roll for the Fort Cherry Junior-Senior High School is determined as follows:

<u>Honors Classification</u>	<u>Quality Point Average</u>
Highest Honors	95% or above
High Honors	90% - 94.999%
Honors	80% - 89.999%

Students are not eligible for honor roll consideration if they have received a "D", "F", or an "I" in any course. Students will have two (2) weeks from the last day of the nine-weeks to make up incomplete work and change the "I" to a letter grade for honor roll consideration. Teachers must notify the school office in writing of the grade change within the two-week period. The exception will be the last nine weeks during which all work must be made up before school dismisses for the year.

## **Incompletes**

Incompletes (I's) can be issued to students upon principal's approval for extenuating circumstances, which inhibited the completion of assignments. Extenuating circumstances include, but are not limited to prolonged illnesses, medical emergencies, death of immediate family members, and court-ordered obligations.

Incomplete grades must be made up within two (2) calendar weeks of the date of report card distribution—unless the principal grants a time extension—or unfinished assignments will convert to zeros and an appropriate grade will be assigned for the respective marking period. It is the student's responsibility to make up all outstanding assignments upon issuance of an incomplete, and the teacher's responsibility to issue a grade upon completion of that work.

## **Passing Courses**

### ***Full-year (1 credit) courses***

Final grades for full-year courses are an average of the following: four (4) nine-week marking period grades, weighted at 25% each with a final exam/project factored into the fourth marking period. Students must earn a minimum 60% average to receive credit for full-year courses.

### ***Semester (1/2 credit) courses***

Final grades for semester courses are an average of the following: two (2) nine-week grades, weighted at 50% each with a final exam/ project factored into the second marking period. Students must earn a minimum 60% average to receive credit for the semester course.

### ***Rotation (9 week) courses***

Final grades are the average of the respective nine week marking period for which coursework was completed with a final exam/project factored into the final mark. Rotation courses are graded pass/fail at the end of the grading period. Students must earn a minimum 60% to receive credit for rotation courses. Nine week courses count as 1/4 credit.

## **Promotion**

Any student in grade 7 or 8 who earns an "F" as a final grade in two core subjects (Mathematics, English, Science, Social Studies, and Reading) will be referred to the Retention Committee. Any student in grade 7 or 8 who earns an "F" as a final grade in any combination of subjects adding up to three (3) credits will be referred to the Retention Committee.

## **Course Failures**

Any student in grade 7 or 8 who earns an “F” as a final grade in any course, excluding rotation classes, will make up that course in summer school or in the following school year, unless the principal and/or Retention Committee decides otherwise. In order to be promoted, 7<sup>th</sup> and 8<sup>th</sup> grade students must pass at least 4 out of 5 required subjects.

A team of the student’s parents, teachers, the guidance counselor and the administration will recommend the final decision as a promotion or retention. The final decision will be made by the administration. Options include:

- 1) Retention in grade.
- 2) Summer school to make up work.
- 3) Promotion to a subsequent grade with remediation.
- 4) Referral to an expulsion hearing for consideration for alternative education.
- 5) Administrative/parental agreement for placement in alternative education.

## **Summer School**

If a student fails a course, he/she may take that course in an approved summer school program. A student may take up to two courses in summer school, and the student must have failed that course previously. If the student passes the summer school course(s) credit, the student will receive credit towards promotion. However, the grades will not affect the QPA. Summer school information and availability will post offerings for credit recovery around the end of the final marking period. All credit recovery courses must be reviewed by FC office staff prior to enrolling in any course to ensure that it is the appropriate course for the student to take.

## **Report Cards**

Report cards are no longer issued in paper format unless requested by the parent. Parents should make this request each school year to continue receiving paper report cards. At the end of each quarter, a district-wide phone call and email will alert all families that report cards are ready for viewing through the Sapphire Community Portal.

## **Teacher Policies**

Teachers will keep on file in the main office a copy of their grading policy. If there are items in the grading policy that the teacher and administration cannot agree upon after a conference, the administration will have the final say in the determination of the policy. It is recommended that each teacher go over their grading policy with their students the first day of school.

# ***ACADEMIC ASSISTANCE***

## ***Tutoring***

Tutoring services are available with a student's respective teacher before school by appointment only, between the hours of 7:15-7:45.

## ***Pupil Academic Support System (PASS) Program***

The purpose of PASS is to maintain the academic eligibility of students involved in the co-curricular program at Fort Cherry High School. All students who participate in a co-curricular activity must maintain at least a 2.0 grade point average in the report period preceding the activity. All students who have a grade point average below a 2.0 will be placed in the PASS Program. Student participants' grades will be monitored at the time of the deficiency and at the end of each nine-week period. Those students failing to meet this standard will be referred. If the student fails to achieve a 2.0 by the time of the deficiency reports; he/she will become ineligible for the co-curricular activity.

## ***Google Classroom***

Parents and students can view the Google Classroom by either adding the Google Classroom App on your smartphones or by logging onto Google Classroom either on the student Chromebook or a personal laptop. Sign into Google using the student's Fort Cherry username and password.

## ***SEVENTH GRADE COURSES***

### **Core Subjects**

Civics	<b><u>Length</u></b> Full-Year
English 7/ English Honors 7/ English Skills 7 & Exploring Reading 7	Full-Year Full-Year (2 periods)
Integrated Science 7	Full-Year
iPreAlgebra 1/ PreAlgebra 1/ PreAlgebra 2	Full-Year
Wellness 7	Semester (Half-Year)

### **Special Area Courses**

Band	Full-Year
Chorus	Full-Year
German 1	Full-Year
Spanish 1	Full-Year

### **Rotation 1**

Skills for Adolescents 1	Quarter (9 weeks)
STEAM 1	Quarter (9 weeks)
Technology Literacy 1	Quarter (9 weeks)
World Events 1	Quarter (9 weeks)

### **Rotation 2**

Healthy Living 1	Quarter (9 weeks)
Intro to Art	Quarter (9 weeks)
Intro to Multimedia 1	Quarter (9 weeks)
Pop Music 1	Quarter (9 weeks)

## ***EIGHTH GRADE COURSES***

### **Core Subjects**

World Cultures	Full-Year
English 8/ English Honors 8	Full-Year
English Skills 8 & Exploring Reading 8	Full-Year (2 periods)
Integrated Science 8	Full-Year
iPreAlgebra 2/ PreAlgebra 2/ Algebra 1	Full-Year
Wellness 8	Semester (Half-Year)

### **Special Area Courses**

Band	Full-Year
Chorus	Full-Year
German 1 or 2	Full-Year
Spanish 1 or 2	Full-Year

### **Rotation 1**

Skills for Adolescents 2	Quarter (9 weeks)
STEAM 2	Quarter (9 weeks)
Technology Literacy 2	Quarter (9 weeks)
World Events 2	Quarter (9 weeks)

### **Rotation 2**

Healthy Living 2	Quarter (9 weeks)
Intro to Art	Quarter (9 weeks)
Intro to Multimedia 2	Quarter (9 weeks)
Pop Music 2	Quarter (9 weeks)

# ***COURSE DESCRIPTIONS***

## ***7<sup>TH</sup> & 8<sup>TH</sup> Grade Studies***

### ***English Language Arts***

**English course placement is determined by review of each students' previous academic year performance, standardized test scores and attendance.**

#### **English 7**

**Requisite: Teacher recommendation**

In this course, reading, writing, and oral communication processes are experienced as interrelated and interactive processes with a focus on fictional and informational texts. Students develop their ability to use language for communication, for learning and reflection, and for personal and social fulfillment. Students come to understand the many facets of human experience through literature. Students improve their ability to use written and spoken language for a variety of purposes and audiences. This course supports students' development as writers by writing argumentative, narrative, informative and text dependent analysis essays. Students will learn how to generate ideas, connect thinking and writing to their personal experiences, and problem solve and make decisions with regard to their writing. Students will develop their independent reading skills through our year-long independent reading program.

#### **Honors English 7**

**Requisite: Teacher recommendation**

In this accelerated course, reading, writing, and oral communication processes are experienced as interrelated and interactive processes with a focus on fictional and informational texts. Students develop their ability to use language for communication, for learning and reflection, and for personal and social fulfillment. Students come to understand the many facets of human experience through literature. Students improve their ability to use written and spoken language for a variety of purposes and audiences. This course supports students' development as writers by writing argumentative, narrative, informative and text dependent analysis essays. Students will learn how to generate ideas, connect thinking and writing to their personal experiences, and problem solve and make decisions with regard to their writing. A summer assignment is required for credit for their first 9-week grade.

#### **English Skills 7**

**Requisite: Teacher recommendation**

English Skills 7 in conjunction with Reading Skills 7 continues the sequential study of skills in reading, writing, speaking and listening at a slower pace to provide remediation to students based upon their needs. The literacy skills of reading, writing, speaking, listening, comprehension, and thinking are taught. Students improve skills and gain practice in

grammar, punctuation, and writing. Students will write argumentative, narrative, informative, and text dependent analysis essays. Students will read classic and contemporary literature, including poetry, short stories, dramas, novels, and informational texts. Personal connections, interpretations, and responses to literature are made to show understanding of the text. Vocabulary instruction and growth is emphasized throughout the year. Students will read novels independently throughout the year to improve their reading skills.

**Reading Skills 7**

**Accompanies English Skills 7**

Reading Skills 7 combined with English Skills 7 continues the sequential study of skills in reading, writing, speaking and listening at a slower pace to provide remediation to students based upon their needs. The literacy skills of reading, writing, speaking, listening, comprehension, and thinking are taught. Students improve skills and gain practice through a gradual release model of modeling, guided practice and independent practice. Students will read classic and contemporary literature, including poetry, short stories, dramas, novels, and informational texts. Personal connections, interpretations, and responses to literature are made to show understanding of the text. Word study, vocabulary instruction, and growth are emphasized throughout the year. Students will develop their independent reading skills through our year-long independent reading program.

**English 8**

**Requisite: Teacher recommendation**

English 8 is a combination of language arts and literature. The language arts focus encourages the development of good writing skills, including: clearly presenting supported ideas and concepts in an appropriately organized manner, using correct conventions, incorporating colorful and specific word choices, developing complete and varied sentence fluency, and cultivating and showing a voice of their own. A wide variety of writing experiences facilitate this development. Grammar, parts of speech, mechanics, and word usage will be integrated into the students' writings to establish a purposeful context. Students will study the various literature forms – including short stories, novels, plays, poems, and non-fiction selections. Students will read for understanding, as well as for appreciation and enjoyment. Students will connect their studies with history and their current life experiences and interests while building literacy and communication skills.

**Honors English 8**

**Requisite: Teacher recommendation**

Honors English 8 deals with a review of the nature and structure of the English language at an accelerated pace. The language arts focus encourages the development of good writing skills, including: clearly presenting supported ideas and concepts in an appropriately organized manner, using correct conventions, incorporating colorful and specific word choices, developing complete and varied sentence fluency, and cultivating and showing a voice of their own. A wide variety of writing experiences facilitate this development. Grammar, parts of speech, mechanics, and word usage will be integrated into the students' writings to establish a purposeful context. Students will study the various literature forms – including short stories, novels, plays, poems, and non-fiction

selections. Students will read for understanding, as well as for appreciation and enjoyment. Students will connect their studies with history and their current life experiences and interests while building literacy and communication skills. A summer assignment is required for credit. Incomplete summer assignments will significantly impact the first 9-week grade.

### **English Skills 8**

**Requisite: Teacher recommendation**

English Skills 8 continues the sequential study of skills in reading, writing, speaking and listening at a slower pace to provide individualized remediation to students based upon their needs. The language arts focus encourages the development of good writing skills, including: clearly presenting supported ideas and concepts in an appropriately organized manner, using correct conventions, incorporating colorful and specific word choices, developing complete and varied sentence fluency, and cultivating and showing a voice of their own. A wide variety of writing experiences facilitate this development. grammar, parts of speech, mechanics, and word usage will be integrated into the students' writings to establish a purposeful context. Students will study the various literature forms – including short stories, novels, plays, poems, and non-fiction selections.

### **Reading Skills 8**

**Accompanies English Skills 8**

Reading Skills 8 combined with English Skills 8 continues the sequential study of skills in reading, writing, speaking and listening at a slower pace to provide remediation to students based upon their needs. The literacy skills of reading, writing, speaking, listening, comprehension, and thinking are taught. Students improve skills and gain practice through a gradual release model of modeling, guided practice and independent practice. Students will read classic and contemporary literature, including poetry, short stories, dramas, novels, and informational texts. Personal connections, interpretations, and responses to literature are made to show understanding of the text. Word study and vocabulary instruction are emphasized throughout the year.

## ***Mathematics***

### **iPreAlgebra 1: Grade 7**

iPreAlgebra 1 presents the concepts and skills students need to master basic concepts of algebra with confidence and enthusiasm. Students will have the opportunity to participate in exercises and problem-solving activities that help them learn to reason and communicate mathematically as they develop essential skills and strategies necessary for Algebra 1. Students will utilize computer based programming as an additional learning resource. Content includes integers, rational numbers, expressions and equations, inequalities, ratios and proportions, percents, constructions and scale drawings, circles and area, surface area and volume, and probability and statistics.

### **iPreAlgebra 2: Grade 8**

iPreAlgebra 2 presents the concepts and skills students need to master basic concepts of algebra with confidence and enthusiasm. Students will have the opportunity to participate in exercises and problem-solving activities that help them learn to reason and communicate mathematically as they develop essential skills and strategies necessary for Algebra 1. Students will utilize computer based programming as an additional learning resource. Content includes the number system; exponent properties and scientific notation; solving linear equations; functions; graphing; solving linear systems; statistics; and geometric concepts.

### **PreAlgebra 1: Grade 7**

PreAlgebra 1 presents the concepts and skills students need to master basic concepts of algebra with confidence and enthusiasm. Students will have the opportunity to participate in exercises and problem-solving activities that help them learn to reason and communicate mathematically as they develop essential skills and strategies necessary for Algebra 1. Content includes integers, rational numbers, expressions and equations, inequalities, ratios and proportions, percents, constructions and scale drawings, circles and area, surface area and volume, and probability and statistics.

### **PreAlgebra 2: Grade 7 & 8**

PreAlgebra 2 presents the concepts and skills students need to master basic concepts of algebra with confidence and enthusiasm. Students will have the opportunity to participate in exercises and problem-solving activities that help them learn to reason and communicate mathematically as they develop essential skills and strategies necessary for Algebra 1. Content includes the number system; exponent properties and scientific notation; solving linear equations; functions; graphing; solving linear systems; statistics; and geometric concepts.

## ***Music***

### **Chorus: Grades 7 & 8**

The Junior High Chorus meets five days each week. Students in this class learn proper vocal technique, musicianship, and music reading skills. In addition, the chorus members build appropriate rehearsal and concert etiquette while developing a sense of responsibility for their role in the larger group. The chorus performs a variety of musical selections from a range of music genres, which includes two- and three-part music.

**Requisite: Participants in 7<sup>th</sup> & 8<sup>th</sup> Grade Chorus are required to attend and perform in all scheduled concerts/performances.**

### **Junior/Senior High Band: Grades 7 - 12**

This course will provide a student the opportunity to play a musical instrument. Students will be taught a wide variety of musical techniques including: phrasing, breathing, and tonguing (legato and staccato). Students will also become acquainted with standard symphonic band music. Students will learn to play a traditional band instrument with proficiency to enable him/her to sight read a selection with some degree of accuracy. The student should be able to control dynamics and have a sense of phrasing, rhythm, and meter. Students will have studied their instruments either through private lessons or school instruction. Students will be required to attend all public performances.

Band is divided into two major areas: Marching and Concert.

**Marching Band:** The season begins with band camp that begins in early August. The school calendar and the date of the Washington County Fair determine the exact dates for band camp. All students (with the exception of late transfer students) must attend band camp. Students must have been in Concert Band in sixth grade to participate in Marching Band. The music performed during marching season is to be suitable for outdoor performances at parades, football games and pep rallies. Music repertoire consists mainly of pop/show tunes and marches, but is by no means limited in any sense. Students should be aware that some of the band's activities take place outside of school and on some selected Saturdays. Grades are determined by attendance at the events and participation in rehearsals. Students who are members of the band will earn one credit. (Drill team members and majorettes will earn one credit only if they are members of the band.) Requisite: Participants in band (marching and concert) must attend all public performances. See Band Handbook for more information.

**Concert Band:** Participants in concert band must be members of the marching band. This program is to provide the student an opportunity to become acquainted with the ever-growing field of symphonic and pop concert music. An effort will be made to present all types of music in order to elevate the student's understanding of the aesthetic, historical and theoretical aspects of instrumental music. The repertoire consists of overtures, show music, pop music, instrumental solos with accompaniment, small ensembles, and symphonic band pieces. Students should realize that some activities outside of school will be required. Two concerts are traditionally scheduled: A Christmas concert and spring concert. Requisite: Participants in concert band must perform in all scheduled activities.

## ***Wellness (Physical Education & Health)***

### **Wellness: Grades 7 & 8**

The programs developed by the Physical Education Department are to help the students meet their everyday physical and recreational needs. Students learn basic movement

skills and essential knowledge regarding the relation of physical activity to physical, mental, emotional, and social development. Some of the many activities the students participate in include: basketball, calisthenics, flag football, jogging, softball, and volleyball to name a few.

**Adapted Wellness: Grades 7 & 8**

**Teacher Recommendation**

This program is designed specifically for those students who are unable to participate in regular physical education class due to injury, handicap or other physical impairments. Students in need of Adaptive Physical Education must have a physician's referral. An individualized program will be developed to meet the student's special needs.

## ***Science***

**Integrated Science 7**

This course is a combination of several areas of science; earth science, physical science, science and technology, and life science. It is integrated to show how science is interconnected with various aspects of life. Students will acquire a growing realization of the interaction of the sciences and the significant impact of their actions on the world. This course focuses on three integrated modules entitled: "Properties of Matter", "Catastrophic Events" and "Organisms- from Macro to Macro".

**Integrated Science 8**

This course is designed to cover many facets of science, including life, earth and space, and physical sciences. Building on students' knowledge of cellular biology and genetics, the life science component covers natural and artificial selection, as well as ecology. In the earth and space component, students explore Earth's geologic history, the solar system, and the composition and size of objects in the universe. Additionally, water, the water cycle, fossils and soils are discussed. The physical science component covers basic chemistry, including chemical properties, bonding, reactions, states of matter and pH. Mastery of content is assessed through traditional quizzes, participation in laboratory activities, study guides, student writings, construction of models, and completion of project-based learning activities.

## ***Social Studies***

**Civics: Grade 7**

American Civics is a basic course in the study of citizenship and government. Emphasis will be placed on patriotism, civic duties, loyalty, and respect for the law. Pennsylvania History is integrated in the study of history and government of the Commonwealth of Pennsylvania.

**World Cultures: Grade 8**

This course explores, in depth, five themes: location, place, interaction, movement (of people and ideas), and regions. Historical and contemporary models are given to illustrate how humanity is affected by the locale in which each group lives, the climate of the area, the geographic and topographic features of the land and the available resources. The resultant cultures are studied in detail.

## *World Languages*

**Spanish 1: Grade 7-12****Prerequisite: Enrollment in English Honors**

Level 1 Spanish introduces the language to the student through listening, speaking, reading, and writing. Major emphasis is placed on developing an understanding of basic language structure (giving the student a foundation for later pronunciation practice.

**Spanish 2: Grades 8-12****Prerequisite: Enrollment in English Honors**

Level 2 continues developing and strengthening the four language skills - listening, speaking, reading, and writing. This is done through grammatical analysis, written and oral exercises, and understanding customs and culture from the Hispanic world. Major emphasis is placed on the application of the four skills so that they may be able to express themselves in Spanish in various situations.

**German 1: Grades 7-12****Prerequisite: Enrollment in English Honors**

Level 1 introduces students to German language and culture to the student through listening, speaking, reading and writing. Major emphasis is placed on developing an understanding of basic language structure (giving the student a foundation for later language study), while introducing basic vocabulary, common idiomatic expressions, grammar, and pronunciation practice.

**German 2: Grades 8-12****Prerequisite: Enrollment in English Honors**

Level 2 continues developing and strengthening the four language skills – listening, speaking, reading and writing. This is done through grammatical analysis, written and oral exercises, and understanding customs and culture from the German world. Major emphasis is placed on the application of the four skills so that they may be able to express themselves in German in various situations.

## ***Rotations 1 & 2***

### **Skills for Adolescents 1: Grade 7**

This 9 week seminar will focus on providing information to students to assist them in making positive decisions in their lives. Students will learn about the dangers of many harmful substances, including tobacco, alcohol, and drugs. Other issues addressed in this course include- but are limited to- depression, nutrition and obesity, teen violence, bully prevention, discrimination and setting goals.

### **Skills for Adolescents 2: Grade 8**

This 9 week seminar focuses on getting students to think about how their life choices and behaviors affect their lives. It focuses on smoking, alcohol and drugs as major health problems in our society and the importance of saying no and feeling good about the decision.

### **STEAM 1: Grade 7**

The goal of this 9 week seminar is to develop student knowledge, skills, and interest in the areas of science, technology, engineering, arts and math in an integrated project-based environment. Students will learn and apply technology skills to communicate with others, locate information, solve problems, and collaborate with others to create innovative projects.

### **STEAM 2: Grade 8**

The goal of this course is to develop student knowledge, skills, and interest in the areas of science, technology, engineering, arts, and math in an integrated project-based environment. Students will learn and apply technology skills to communicate with others, locate information, solve problems, and collaborate with others to create innovative projects. Projects include, but are not limited to, (1) using the scientific method and experimental design to answer a question; (2) creating and marketing an original invention designed to solve a local, regional and/or global problem; (3) engineering structures to suit specific needs; and (4) exploring sound energy by building musical instruments.

### **Technology Literacy 1: Grade 7**

Technology Literacy 1 is a 9 week seminar. The course will identify the rights, roles, and responsibilities of digital citizenship. In addition, there will be a great focus on computer programming.

### **Technology Literacy 2: Grade 8**

Technology Literacy 2 is a 9 week seminar. The course will be project-based and collaborative. Digital citizenship and computer programming skills will be emphasized.

### **World Events 1 & 2**

The World Events 9 week seminar provides students the opportunity to learn about the current events taking place in their world as well as how to effectively interpret, understand, analyze, critique, and communicate the information produced in the media. Stories make it into the media for many different reasons. Students will discuss “Why is it news?” and participate in multiple activities to dive deeply into various aspects of news, including but not limited to: timeliness, relevance, magnitude, impact, and progress.

### **Healthy Living 1 & 2**

The Healthy Living 9 week seminar provides students the opportunity to learn ways to maintain a healthy lifestyle. Students will discuss ways to incorporate healthy habits into their lives, including but not limited to: nutrition, physical activity, time management, personal hygiene, and personal organization.

### **Introduction to Art**

In Introduction to Art, students will experience art making in a choice based environment. They will dive into new and familiar materials while exploring what it means to have an artistic voice. This class will review the Elements of Art through exciting art challenges.

### **Introduction to Multimedia/ Communications 1 & 2**

Students will be introduced to the operation of how a television production studio functions, create programming for the Web, cable and broadcast stations. Individuals will be encouraged to develop their creative, artistic and theatrical abilities while learning to work in teams in a tightly controlled environment. This course is a 9 week seminar.

### **History of American Pop Music 1 & 2**

Students will study trends in popular music in America, focusing on the music of the past 100 years and earlier influences. The study of the more recent popular styles will result in student presentations. The trends in American popular music will be studied in relation to other cultural and historic events, but the focus will be on the music in this 9 week seminar.