



Fort Cherry High School

*Grades 7-8 Academic Handbook
2024-25 School Year*



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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 9-12. 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.

Dr. Trisha Craig

From the School Counselors

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 Counseling 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!

Regan McGlennon & Erin Wilson
School Counselors

Career Artifacts

Each year, students will participate in career exploration activities, both individually and in small groups. Such activities will focus on Career Awareness and Preparation, Career Acquisition (Getting a Job), Career Retention and Advancement, and Entrepreneurship. Artifacts will be placed into the Naviance Student Portal for digital archiving. Upon successful completion and submission of required documentation, students will be graded on a Pass/Fail basis and issued 0.25 credits each year towards graduation, grades 9-12.

Grade	Activities Completed
7	<ul style="list-style-type: none">• Learning & Productivity Assessment• Entrepreneurship Activity
8	<ul style="list-style-type: none">• Career Cluster Finder Assessment• Game Plan Survey

Career & College Readiness Opportunities

Yearly, the School Counselors will provide opportunities to discuss career and college readiness. Examples of typical events include:

- Individual counseling meetings to discuss course selections and career planning.
- Opportunities to attend college and/or trade fairs.
- Parent informational meetings

To discuss specific career or college readiness questions, please contact your child's school counselor directly to set up an appointment.

Naviance Student



Fort Cherry School District uses Naviance Student as a resource for students seeking career and college readiness opportunities. This portal allows students to complete interest inventories, explore careers, explore post-secondary training, and apply to post-secondary opportunities via the Common Application.

Parents have view-only access to their child's Naviance portal. Please contact your child's school counselor if you require the access code.

Promotion

In grades 7–8, students will qualify for promotion if they are passing their courses. Any student who receives an “F” in two (2.0) or more credits of English/Language Arts, Mathematics, Science, or Social Studies 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 (3.0) credits will be referred to the Retention Committee. Students who are retained in grades 7–8 will repeat all course work associated with that grade level.

Grading Scale

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.

Grade	Percentage
A/Excellent	90–100%
B/Above Average	80–89%
C/Average	70–79%
D/Below Average	60–69%
F/Failing (no credit)	50–59%

IMPORTANT NOTE: 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.

Percentage averages will remain as percentages for application toward class rank, honor roll, etc.

Course Failures

Any student in grade 7 or 8 who earns an “F” as a final grade in any course, excluding rotation classes, may have to make up that course in summer school or in the following school year, unless the principal and/or Retention Committee decides otherwise. A student who fails multiple courses may have to repeat the entire grade level.

A team of the student’s parents, teachers, the school 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

Grading Procedures/Guidelines

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. Per FCSD Policy 204, after ten (10) total absences for any reason, medical documentation will be required for any future absence. Additional penalties including denial of credit or referral for truancy to a magisterial district judge or Children and Youth Services may be used to improve school attendance.

Teacher Grading Policies

Teachers will submit a copy of their grading policy to the Building Principal yearly. If there are items in the grading policy that the teacher and administration cannot agree upon after a conference, the administration shall 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.

Full-Year 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 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 semester courses.

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.

Incompletes (I's)

Incompletes (I's) can be issued to students upon principal's approval for extenuating circumstances, which inhibited completion of assignments. Extenuating circumstances include, but are not limited to prolonged illnesses, medical emergencies, death of immediate family members, and court-ordered obligations. An incomplete must be cleared within two (2) calendar weeks of the date of report card release—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.

Summer School/Credit Recovery

If a student fails a course, he/she may take that course in an approved summer school program at the expense of the family. 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 their school counselor prior to enrolling in any course to ensure that it is the appropriate course for the student to take.

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:

Honors Classification	Grade Percent Average
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.

Academic Support

Fort Cherry School District remains committed to the success of all students, which includes providing a robust system of academic interventions and support both in the classroom and through programs designed to assist students.

Tutoring

Before-school tutoring services are available with any teacher from 7:15-7:45 AM. Please contact your child’s specific teacher to schedule an appointment.

Intervention Period

Content teachers are available throughout the day as intervention teachers to provide academic support and remediation in content areas. Students may be directed to attend a specific intervention period by their classroom teacher, Student Supports Coordinator, or member of the administration.

RISE Tutoring

The purpose of RISE is to provide academic support to students in need. RISE occurs daily from 2:45-3:45 PM in the Learning Commons, with ELA and Math-specific tutoring available on selected days. Please check the televisions in the Cafeteria and Main Lobby for more information on these days. No appointment is necessary to attend.

AIRE

AIRE is a flexible time to provide academic interventions, remediation, and enrichment to students. AIRE occurs daily from 7:50-8:20 AM. Students should log their location by checking in with their Homeroom teacher and using the e-Hallpass system to schedule.

7th & 8th Grade Courses

Overview

Students in 7th and 8th grade participate in a sequence of required courses, coupled with rotations designed to explore the many opportunities that will be available as electives through the high school experience. Students will have some choices, which are detailed in the following pages of this handbook. Please see your counselor with questions about specific requirements or courses.

Course Sequence

Content Area	Grade 7	Grade 8
English	<ul style="list-style-type: none">English 7English Honors 7English Skills 7 + Reading Skills 7	<ul style="list-style-type: none">English 8English Honors 8English Skills 8 + Reading Skills 8
Math	<ul style="list-style-type: none">Pre-Algebra 1/iPre-Algebra 1Pre-Algebra 2	<ul style="list-style-type: none">Pre-Algebra 2/iPre-Algebra 2Algebra 1
Science	Integrated Science 7	Integrated Science 8
Social Studies	Civics	World Cultures
Rotation Courses	<ul style="list-style-type: none">Skills for Adolescents 1STEAM 1Technology Literacy 1World Events 1Healthy Living 1Intro to Art 1Intro to Multimedia 1Pop Music 1	<ul style="list-style-type: none">Skills for Adolescents 2STEAM 2Technology Literacy 2World Events 2Healthy Living 2Intro to Art 2Intro to Multimedia 2Pop Music 2
Electives*	<ul style="list-style-type: none">BandChorusGerman 1Spanish 1	<ul style="list-style-type: none">BandChorusGerman 1 or 2Spanish 1 or 2
Wellness	Wellness 7	Wellness 8

*In some cases electives may take the place of a rotation period. Students who take English Skills/Reading Skills will likely have difficulty fitting these courses into their schedule.



Course Descriptions

Placement in English/Math Courses

Placement in English and Math courses is based upon 6th grade teacher recommendation and review of academic records, including grades and standardized test scores.

English/Language Arts

English 7

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

Prerequisite: 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

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

Co-Requisite: 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

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

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.

Prerequisite: Teacher Recommendation

English Skills 8

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

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

Co-Requisite: English Skills 8

responses to literature are made to show understanding of the text. Word study and vocabulary instruction are emphasized throughout the year.

Mathematics

iPre-Algebra 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.

Pre-Algebra 1: Grade 7

Pre-Algebra 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.

iPre-Algebra 2: Grade 8

Prerequisite: iPre-Algebra 1

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.

Pre-Algebra 2

Prerequisite: Pre-Algebra 1 or Teacher Recommendation

Pre-Algebra 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.

Algebra 1: Grades 8–10

Prerequisite: Pre-Algebra 2

Algebra 1 focuses on the development of abstract thinking and reasoning of algebraic concepts. The course will emphasize skill development, practical applications and contain the major Algebra concepts students need to be successful in Algebra 1. Areas of concentration include, but are not limited to the following: solving equations; solving inequalities; solving and applying proportions; graphs and functions; linear equations and their graphs; systems of equations and inequalities; exponents and exponential functions; polynomials; and factoring. Students who take this course will take the Keystone Algebra 1 Exam at the end of the course.

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 Micro 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

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

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: Grades 7-12

Co-requisite: Honors English 7 or 8

Level 1 introduces students to Spanish 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.

Spanish 2: Grades 8-12

Prerequisite: Spanish 1

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

Co-Requisite: Honors English 7 or 8

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: German 1

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.

Music

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.)

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 band (marching and concert) must attend all public performances. See Band Handbook for more information.

Chorus: Grades 7-8

This course focuses on tone quality, intonation and proper vocal technique. Students will study basic music theory and learn to sight read melodic patterns using solfege. This chorus will perform a variety of musical literature at the Winter and Spring Concerts.

Requisite: Participants in Chorus are required to attend and perform in all scheduled concerts/performances.

Wellness (Health/Physical Education)

Wellness 7-8

The programs developed by the Wellness 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.

Rotation Courses

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.

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.

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.

Introduction to Art 1 & 2

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. This course is a 9 week seminar.

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 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.



Administrative/Counseling Teams

Phone: 724-796-1551

District Administration

Name	Role	Extension	E-mail
Mr. Thomas J. Samosky	Superintendent	x2421	tsamosky@fortcherry.org
Dr. Eric J. Lauver	Director of Pupil Services	x2328	elauver@fortcherry.org
Mrs. Mary Burford	Business Manager	x2420	mburford@fortcherry.org

Building Administration

Name	Role	Extension	E-mail
Dr. Trisha A.V. Craig	Principal	x2330	tcraig@fortcherry.org
Mrs. Lauren Cieply	Student Services Coordinator	x2366	lcieply@fortcherry.org

School Counseling Team

Name	Role	Extension	E-mail
Mrs. Erin Wilson	School Counselor (Grades 7–9)	x2339	ewilson@fortcherry.org
Ms. Regan McGlennon	School Counselor (Grades 10–12)	x2340	rmcglennon@fortcherry.org

Mission/Vision

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.

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.

Web: <https://www.fortcherry.org/>

Twitter: @FCSDInfo

Facebook: [facebook.com/FCSDRANGERS](https://www.facebook.com/FCSDRANGERS)