



Elizabeth Forward Middle School 2021-2022 Program of Studies



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Message to Parents

Dear Parents and Students:

Elizabeth Forward Middle School's administration and faculty have prepared this 2021-2022 Program of Studies to assist you in planning an appropriate educational program to meet your child's academic goals.

In addition to providing an overview of the academic program offered at Elizabeth Forward Middle School, this guide also contains course descriptions, support services, explanations of programs/procedures, and course prerequisites.

The school counselors work closely with students to assist and monitor student course selections and to identify student strengths, interests, aptitudes and limitations. This guide should also be used to assist you in making academic decisions that prepare your child for their plans following middle school.

Please review this Program of Studies carefully with your child and select courses that are of both a personal interest and consistent with his/her abilities and educational goals.

It is our hope that this guide assists you with the scheduling process while providing a significant amount of information about Elizabeth Forward Middle School's academic program. Do not hesitate to call our guidance department with questions about this document or the scheduling process.

Yours in education,

Dr. Trisha Martell
Principal
Elizabeth Forward Middle School

Ms. Nancy Stanich
Assistant Principal
Elizabeth Forward Middle School



Elizabeth Forward School District

District Mission

The mission of the Elizabeth Forward School District is to establish a collaborative working relationship with its families and communities to create learning environments for all students that nurture the academic, social, and emotional skills of each student through high expectations of excellence that produce lifelong learners, world-ready leaders, and citizens who are prepared to meet the ever-changing challenges of a global society.

Elizabeth Forward Core Values

The following are the values and beliefs that serve as a foundation for learning in the Elizabeth Forward School District. The Elizabeth Forward School District believes that:

- All can learn.
- All students have the opportunity to maximize their potential.
- A caring, safe, and trusting environment is essential.
- All students have value and worth and are entitled to meaningful relationships with caring adults.
- The family provides the foundation for and instills the attitudes needed to ensure successful education and learning.
- All students have a right to high quality curriculum and instruction that focuses on rigor and relevance.
- All teachers and administrators share an unrelenting commitment to excellence for all students.
- Literacy is the foundation for all student success.
- Excellence in education is worth the commitments of time, effort, and money.
- All students will be prepared for a diverse, ever-changing, global society.
- Education is the responsibility of the entire community, and all benefit when people work together through open and honest lines of communication.

The Elizabeth Forward Middle School is an equal opportunity education institution and will not discriminate on the basis of race, color, national origin, sex, and handicap in its activities, programs, or employment practices as required by Title VI, Title IX, and Section 504. For information regarding civil rights or grievance procedures, contact Dr. Randal Sydeski, Title IX Coordinator and Section 504 Coordinator, at 401 Rock Run Road; Elizabeth, Pennsylvania 15037-

Administration and Contact Information

Elizabeth Forward Middle School
401 Rock Run Road, Elizabeth, PA 15037

Elizabeth Forward Middle School is specifically designed to allow students to transition from childhood to adolescence. During these three years, students will be given the opportunities to engage in multi-disciplinary experiences taught by a strong core of teachers who work together to integrate their courses. The administrators, teachers, and counselors will constructively guide and reinforce each student as he/she explores a changing world and self.

This program of studies provides an overview of Elizabeth Forward Middle School curriculum with brief descriptions of the planned courses for each grade. Please review the following guide. If you have questions, please feel free to contact any of the following people.

Building Administration/Staff

Principal

Dr. Trisha Martell
tmartell@efsd.net
412-896-2332

Assistant Principal

Ms. Nancy Stanich
nstanich@efsd.net
412-896-2333

Middle School Counselor

Mrs. Natalie Bowers
nbowers@efsd.net
412-896-2393

Secretary

Mrs. Kathi Kern
kkern@efsd.net
412-896-2335

Secretary

Mrs. Jackie West
jwest@efsd.net
412-896-2336

Middle/High Counselor

Ms. Crista Scalfari
cscalfari@efsd.net
412-896-2334

School Nurse

Mrs. Bethany Kilinsky
bkilinsky@efsd.net
412-896-2338

District Administration/Services

Dr. Todd Keruskin, Superintendent.....	412-896-2305
Mr. Keith Konyk, Assistant Superintendent.....	412-896-2375
Dr. Randal Sydeski, Director of Personnel and Student Services.....	412-896-2309
Mr. Albert Ragan, Business Manager.....	412-896-2308
Mr. Matt Toth, Director of Informational Technology.....	412-896-2383
Mr. Steven Hartnett, Director of Digital Teaching & Learning.....	412-896-2306
Ms. Rachelle Pletcher, Tech Support II.....	412-896-2302
Mr. Zak DiGorio, Director of Buildings and Grounds.....	412-896-2307
Mr. Timothy Guffey, Athletic Director.....	412-896-2345
Mr. Keith Gephart, Special Education Director.....	412-896-2368
Ms. Amy Wallace, School Psychologist.....	412-896-2384

Contact Information

Here are some frequent concerns families have throughout the year and the appropriate person/office to contact.

Concern	Person to Call	Concern	Person to Call
Class Grade	Teacher Issuing Grade	Attendance Information	School Office
Homework	Teacher School Counselor	Bus Discipline/Issues	Assistant Principal
Course Placement	School Counselor	Medical	School Nurse
New Student	District Office Guidance Department	Tutoring	Assistant Principal
Withdrawing Student	School Office	Vacation Requests	School Office
Transcripts/School Records	School Office	Athletic Information	Athletic Director
Lunch Accounts	Food Services	At-Risk Student	School Counselor Principal Assistant Principal
Homebound Instruction	Dr. Sydeski		

Academic Program

The Middle School encompasses grades six, seven, and eight. In all grade levels, the academic teachers employ a team approach. Teaming brings together a common group of teachers and students to create a small, caring family, which ensures that no student goes unnoticed.

Four academic teachers work together as a team to coordinate curriculum, plan interdisciplinary activities, and share insights about the progress and needs of each student. Students also pursue Art, Family and Consumer Science, Computer Science, and Technology Education through Encore classes. Music, including Band, Chorus, and Orchestra, and the Wellness Program are also important components of our Encore program.

Grade Level Requirements

Sixth Grade

Students in sixth grade are enrolled in five core courses of Integrated Language Arts, English, Math, Physical Science, World History, as well as an additional period of Comprehensive Math for the full year. Students will participate in, Art, Robotics, Family Consumer Science, Technology Education, and the Wellness Program. Students can choose to participate in Music Exploration, Chorus, Band, or Orchestra.

Seventh Grade

Students in seventh grade are enrolled in four core courses of Integrated Language Arts, Pre-Algebra, Earth Space Science, and World Geography for the full year. Seventh grade students have a rotation period of Language Arts, Math, Practical Science, and PA Local History. Students will participate in Art, Python Programming, Family Consumer Science, Technology Education and the Wellness Program. Students can choose to participate in Music Technology, Chorus, Band, or Orchestra.

Eighth Grade

Students in eighth grade are enrolled in four core courses of Integrated Language Arts, Algebra I or Math 8, Pre-Biology, and American History, for the full year. Eighth grade students rotate through a semester of: Civics and Citizenship, Writer's Workshop, Comprehensive Math, and Science Labs. All students participate in the Dream Factory rotation and the Wellness Program. Additionally, students select from the following electives: Career Connections, Multimedia Design, Threads, International Foods, Regional Foods & Introduction to Sewing, Music Infusion, Music Unplugged, Chorus, Band, and Orchestra.

Student Evaluations

Grading System

Student progress and achievement will be reported by a marking system that represents five (5) levels of achievement. Each percentage is assigned a designated letter grade as follows:

Percentage	Letter	Meaning
90-100	A	Superior
80-89	B	Above Average
70-79	C	Average
60-69	D	Below Average
50-59	F*	Failing
	I	Incomplete
	M	Medical Excuse

Grading Guidelines

In order to pass a course, a student must meet all of the following criteria:

(A): Yearlong Course

- A student must earn a minimum of 240 percentage points to pass the course.
- A failing grade earned in M1, M2, M3, M4 will be recorded as a minimum of 50% or higher. Any exception will require administrative approval.
- A student must pass at least one of the final two grading periods (M3 or M4).

(B): Semester Course

- A student must earn a minimum of 120 percentage points to pass the course.
- A failing grade earned in M1, M2, M3, or M4 will be recorded as a minimum of 50% or higher. Any exception will require administrative approval.

Failure Due to Grading Policy

- If a student fails a course due to grading policy the percentage will remain the same but the letter grade will be designated as an “FG” on the student’s final report card.

Students who do not meet these minimum requirements for core courses **must** complete summer school.

Core Courses

Grade 6

Integrated Language Arts
Math
Science
Social Studies
English

Grade 7

Integrated Language Arts
Math
Science
Social Studies

Grade 8

Integrated Language Arts
Math
Science
Social Studies

Summer School

Any student who fails a core course during the school year **must** attend summer school for remediation in those course(s). Students and parents should be advised that there is a fee for attending summer school that varies by summer school location. Parents/guardians are responsible for these costs and for notifying the guidance office of the planned summer work **AND** supplying proof of satisfactory completion before the student is promoted. Student's promotion to the next grade level may be considered if the following criteria are met:

1. Administrative/Guidance approval from the Elizabeth Forward Middle School is granted **PRIOR** to enrolling in any summer school course so that it can be determined if the course in which the student has enrolled will be accepted.
2. The summer school program meets all the requirements of the Pennsylvania Department of Education.
3. An official summer school transcript is submitted to the Elizabeth Forward School District immediately after completion of the course.
4. Students are permitted to earn a maximum of two (2) credits in summer school.

Reports to Parents

The school year is divided into four (4) report periods, each nine (9) weeks in length. Grades for the first three (3) marking periods will be reported online and students/parents will be mailed a report card following the conclusion of the school year. The final report card will be a summary of a student's achievements in each course for the entire school year. Throughout the school year parents and students can check progress on PowerSchool.

Unsatisfactory Progress Reports

Student progress is evaluated in the middle of each marking period. If a student is earning a failing grade or is in danger of failing the course, an interim report, called "Unsatisfactory Progress Report," will be mailed to the parents or guardian during the fifth (5th) week of the report period. An Unsatisfactory Progress Report may be generated at any time during the grading period as circumstances warrant. This report is intended for both parents and students to be aware of an academic concern. Communication with the instructor is highly recommended. The counselors are also available throughout the day to assist students and parents. A conference

with counselors or teachers may be arranged by calling 412-896-2335.

Honor Roll

The Middle School maintains an “Honor Roll” to recognize student academic achievements. It is prepared and reported for each grading period as determined by the student’s Grade Point Average (GPA). Students may not have a failing or incomplete grade at the time of the report. To determine one’s GPA, a numerical value is assigned to a letter grade as listed in the following table:

Grade	Quality Points
A	4
B	3
C	2
D	1
F	0

The GPA is determined by dividing the total of all quality points earned by the total courses completed. Any students with a GPA of 3.5 to 4.0 will be designated as earning “High Honors”. Any student with a GPA of 3.0 to 3.49 will be designated as earning “Honors”.

National Junior Honor Society (NJHS)

The NJHS is the nation’s premier organization established to recognize outstanding middle level students. More than just an honor roll, NJHS serves to honor those students who demonstrate excellence in the areas of scholarship, leadership, service, citizenship, and character. Students in the seventh and eighth grades are eligible for consideration for membership in NJHS. The guidelines for selection at Elizabeth Forward Middle School are the following criteria:

Scholarship: Students who have a cumulative GPA of 3.75 or above.

Service: This quality is defined as the voluntary contributions made by a student to the school or community, without direct financial or material compensation to the individual performing the service.

Leadership: Student leaders are often viewed as those who are resourceful, good problem-solvers, involved in and promoters of school activities, idea contributors, dependable, and persons who are both organized and good organizers. Experiences to be considered under the Leadership criterion can include activities that originate in the school or community or both, as determined by faculty evaluation.

Citizenship: The student who demonstrates citizenship understands the importance of civic involvement, has a regard for freedom, justice, and democracy, and demonstrates mature

participation and responsibility through involvement in activities such as scouting, community organizations, or school clubs.

Character: The student of good character can be said to be one who upholds principles of morality and ethics, is cooperative and responsible, demonstrates high standards of honesty and reliability, shows courtesy, concern, and respect for others; and generally, maintains a positive outlook on life.

Students at the Middle School must complete a Student Information Portfolio to document activities, major accomplishments, leadership positions, and community service, as well as submit an essay, prior to selection for NJHS.

Homework

Homework shall complement classroom instruction and be planned and evaluated with respect to its purpose, appropriateness, and completion time. The demand of homework upon the students' time shall be consistent with the best interests of the students in regard to other valuable experiences to be gained outside of school.

According to district policy, the purpose of homework assignment is to:

1. Provide practice and reinforcement of skills presented by the teacher.
2. Broaden areas of interest through enrichment.
3. Provide opportunities for parents/guardians to know what their child is studying.
4. Encourage parent/guardian and child interaction.

Attendance

Attendance in school is required by law and should be encouraged by the parents. Attendance is reported each nine (9) weeks as part of the student report by the number of times a student is absent or tardy. Attendance is also recorded by each subject teacher and can be an important part of a student's grade. The student will have an opportunity to complete make-up work when he/she is absent; however, if the absence becomes unlawful/unexcused, any work submitted will become a zero (0). When a student acquires four (4) unlawful/unexcused absences, a School Attendance Improvement Plan (SAIP) meeting will be held with Administration. Upon acquiring six (6) unlawful/unexcused absences, a citation will be filed with the magistrate.

Absences are classified as excused or unexcused/unlawful based on each situation. Excused absences are those generally caused by personal illness or other emergencies. Reasons, such as "overslept", "missed the bus", or "went hunting", are classified as unlawful. A written excuse is required within three (3) days of returning to school after an absence, or the absence will be marked permanently unexcused.

Students are required to submit an excuse when arriving tardy to school. Each student may accumulate four (4) non-medical tardy incidents with written excuse. A medical excuse will be required for subsequent tardy incidents. Additional unexcused tardy incidents will result in

disciplinary measures. Failure to provide required excuses will result in the tardy being marked as unexcused/unlawful.

iCreate Studio

The mission of the Elizabeth Forward Middle School iCreate Studio is to ensure that students are lifelong learners and effective users of ideas and information. The iCreate Studio program allows students to read and appreciate literature by maintaining a diverse collection that supports educational, informational, and recreational needs of the Middle School students. The iCreate Studio serves as a learning commons where students come together to collaborate and examine ideas, create knowledge, and share that knowledge with others.

The One Button Studio is a simplified video recording setup that can be used without any previous video production experience. The design of the studio allows students and staff to create high-quality and polished video projects with minimal knowledge about lights and cameras.

Course Descriptions

Elizabeth Forward Middle School curriculum is developed based on the Pennsylvania Common Core Standards.

Course Pathways

Below are typical sequences that students progress through during their middle school careers. However, students have the ability to move between these pathways by meeting the prerequisites for future courses.

Math Pathways

6th Grade	7th Grade	8th Grade
Math 6	Pre-Algebra 7	Algebra I
Comprehensive Math 6		Math 8

Language Arts Pathways

6th Grade	7th Grade	8th Grade
Integrated Language Arts 6	Integrated Language Arts 7	Integrated Language Arts 8

Science Pathways

6th Grade	7th Grade	8th Grade
Physical Science 6	Earth and Space Science 7	Pre-Biology 8

Social Studies Pathways

6th Grade	7th Grade	8th Grade
World History 6	World Geography 7	American History 8

Core Courses

Integrated Language Arts

Language Arts skills are central to the interdisciplinary approach at Elizabeth Forward Middle School. Our rigorous curriculum is aligned with Pennsylvania’s Common Core Standards. Blended together are the strands of reading, writing, speaking, listening, observing, inquiry, and using technology.

Integrated Language Arts 6	Grade 6	Full Year
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The sixth grade Language Arts program is an integrated program. The major purpose of this course is to develop student focus and active engagement with a variety of texts. Students are required to analyze, identify, define, and explain, with an increased emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

Text: Houghton Mifflin Journeys Reading Series

Integrated Language Arts 7	Grade 7	Full Year
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The seventh grade Language Arts program will focus on reading, writing, grammar, sentence structure, word analysis, fluency, and vocabulary skills within the context of literature. To achieve student objectives in reading, effective reading strategies will be used to foster interpretation and critical analysis of literature. Vocabulary development will be a critical part of the program for the improvement of comprehension and written expression.

Text: *Prentice Hall Literature/Novel(s)*

Integrated Language Arts 8	Grade 8	Full Year
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The eighth grade Language Arts curriculum will focus on the development of reading, writing, grammar, vocabulary, spelling, and higher order thinking skills within a literature-based program. Advanced placement strategies are utilized throughout the course.

Text: *Prentice Hall Literature/Novel(s)/Short Stories/Poetry*

English

English 6	Grade 6	Full Year
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This sixth-grade course is designed to prepare students to effectively communicate through academic writing. Students will build skills of informational, argumentative and narrative writing as well as the ability to engage in evidence-based analysis of text and research. Students will demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Text: *Prentice Hall Writing Coach*

Math

The Middle School math program is aligned with the Pennsylvania Common Core Standards, and the rigorous curriculum emphasizes problem-solving skills, mathematical understanding, conceptual and computational competency, and algebraic thinking.

Math 6	Grade 6	Full Year
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6th grade math students will focus on developing fluency and understanding when performing operations with whole numbers, decimals, fractions, and ratios as well as, understand positive and negative numbers. Students will learn to write, interpret, and explain statements of rational number. Students will learn to write and evaluate numerical expressions and generate equivalent expressions, solve single variable equations and inequalities, identify parts of expressions, and identify independent and dependent variables. Students will apply their geometry skills to compose and decompose shapes to find area, surface area and volume. Statistical skills will be applied to identifying statistical questions, displaying, interpreting, and summarizing numerical data from various graphs, and plots, as well as identifying and applying various measures of center and variability. Students will apply their mathematical skills and reasoning to real world situations throughout the year.

Text: *Pearson enVisionMATH Common Core*

Comprehensive Math 6	Grade 6	Full Year
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Comprehensive Math 6 is an extension of the math program aligned with the Pennsylvania Common Core Standards, and the rigorous curriculum will emphasize problem-solving skills, mathematical understanding, conceptual and computational competency, and algebraic thinking.

Text: *Pearson enVisionMATH Common Core*

Pre-Algebra 7 with Lab	Grade 7	Full Year
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The goal of Pre-Algebra is to develop fluency with rational numbers and proportional relationships. Students will extend their elementary skills and begin to learn algebra concepts that serve as a transition into formal Algebra and Geometry. Students will learn to recognize and generate equivalent expressions and solve single-variable equations and inequalities. Students will investigate and explore mathematical ideas and develop multiple strategies for analyzing complex situations. Students will analyze situations verbally, numerically, graphically, and symbolically. Students will apply mathematical skills and make meaningful connections to life's experiences.

Text: *Pearson enVisionMATH Common Core*

Algebra I**Grade 8****Full Year**

Algebra 1 topics include recognizing and developing patterns using tables, graphs and equations. In addition, students will explore operations on algebraic expressions, and apply mathematical properties to algebraic equations. Students will solve problems using equations, graphs and tables to investigate linear relationships. Technology will be used to introduce and expand upon the areas of study listed above. Use of iPads and graphing calculators will be incorporated. Students will take the Algebra Keystone at the end of the school year.

Students are placed in Algebra based on test scores, grades, teacher recommendation, and attendance.

Text: *Glencoe Algebra I*

Math 8**Grade 8****Full Year**

Students will focus on 8th grade PSSA standards, which include algebraic concepts. The students will explore linear relationships in many different representations like equations, graphs, tables, and real world situations. Students will complete Algebra I the following year.

Text: *Pearson enVisionMath Common Core*

Science

Elizabeth Forward Middle School science curriculum is aligned with Pennsylvania’s State Standards and emphasizes physical, earth and space, and biological sciences. Students develop skills that allow them to think scientifically. Learning about science is vitally important in today’s increasing complicated world, and the Middle School science department is committed to developing the student skills necessary to make the connections between classroom learning and real-world application.

Physical Science 6

Grade 6

Full Year

Physical Science addresses chemistry and physics on an introductory level. This course is interactive and hands-on. It includes several classroom STEAM challenges, projects, experiments, presentations, and the use of technology.

Text: Motion, Forces, and Energy; Work and Simple Machines; Chemical Building Blocks; Sound and Light

Earth and Space Science 7

Grade 7

Full Year

Earth and Space Science is a practical study designed to broaden the student’s basic understanding of the physical environment. This course studies the primary tenants of Earth Science, including the topics of physical geology, geologic time, meteorology, and solar and stellar astronomy. As well as intensive inquiry into minerals, rocks, and fossils.

Text: Inside Earth; Earth’s Changing Surface; Earth’s Waters; Weather and Climate; Astronomy

Pre-Biology 8

Grade 8

Full Year

Pre-Biology is an introductory study of the biological sciences. Topics covered include organisms and cells, genetics, and ecology as outlined in the state standards. Students will explore these concepts through hands-on and virtual lab experiences.

Text: Houghton, Mifflin, and Harcourt Biology

Social Studies

Elizabeth Forward Middle School Social Studies curriculum is a diverse three-year program that includes world history, geography, and United States history. The curriculum prepares students to be responsible citizens, allows them to view and examine the various components of our society, and teaches them to explore social problems and institutions.

World History 6

Grade 6

Full Year

Sixth grade students focus on World History. Students will gain insight into their human heritage and how it has influenced their lives. They will begin to think in a critical manner about the past and appreciate how humans relate to these events. The course begins with Paleolithic and Neolithic humans (hunters/gatherers to early farmers) and proceeds to examine how the first organized communities changed human behavior. Students will investigate the cradles of civilization in Africa and Asia, as well as ancient Greek and Roman history and culture. Themes of social studies will be emphasized. This course incorporates Project-Based Learning (PBL).

Text: *World History Journey Across Time: The Early Years*

World Geography 7

Grade 7

Full Year

Students are introduced to World Geography through the investigation of the history, economy, government, culture, and topography of the countries of the world. In addition to the study of individual countries, students will study geography and map skills, latitude and longitude, Earth's physical environments, the world's people, and the essential elements in the study of geography.

Text: *Exploring Our World: People, Places, and Cultures*

American History 8

Grade 8

Full Year

The American History curriculum walks students through major events of our nation's history- exploration through the American Civil War. Students will learn the way government, international relations, economics and conflict have shaped America. Historical inquiry is incorporated through the analysis and evaluation of multiple sources. Students will evaluate the trustworthiness of multiple perspectives of historical issues and learn to make historical claims backed by evidence.

Text: *The American Journey: Early Years*

Encore Courses

Wellness Program

Wellness education includes both health and physical education. Physical Education class is required for all sixth, seventh, and eighth grade students. Middle school students are required to dress for Physical Education class and wear appropriate attire.

Wellness 6 & 7	Grade 6-7	Full Year 2 days/week
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This course will focus on physical fitness, team sports, and activities that emphasize skills for lifetime sports. Leadership and the ability to work safely and cooperatively in developmentally appropriate group activities are core components of the Wellness Program. All students will be assessed three times a year in four key areas of fitness: cardiovascular endurance, muscular endurance, muscular strength and flexibility.

Wellness and Sports 8	Grade 8	Semester
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This course will develop the basic skills, strategies and safety procedures to play various lifetime sports and games.

Wellness and Mindfulness 8	Grade 8	Semester
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This course is an introduction to the concepts of mindfulness which promotes stress management and anxiety relief. It will also explore movements that develop flexibility, cardiovascular health, and muscular strength/endurance. Every student will be required to complete the personal fitness component in all classes that are offered.

Art

Elizabeth Forward Middle School offers an art experience for every student. Students at each level are given opportunities to express themselves in various art mediums and to develop their own creative skills. The primary focus of the art curriculum is to teach children activities they can use to develop a lifelong appreciation for the arts.

Art 6	Grade 6	9 Weeks
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The sixth grade curriculum provides an introduction to famous artists, styles of art, various cultures, symbols in art, and experience in the methods, materials, and processes of art.

Art 7	Grade 7	9 Weeks
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Seventh grade students will be exposed to more sophisticated concepts in art, such as shading, drawing three dimensional forms and the use of one-point perspective.

Computer Science

Elizabeth Forward Middle School's Computer Science program brings out creativity in students. Computer programming, robotics, multimedia and 3D design, and printing are unique skills necessary for the 21st century.

Robotics 6	Grade 6	9 Weeks
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This course is designed for students to learn basic programming and robotics. The VEX IQ robotic platform is used to learn the programming language RobotC for the completion of their choice of challenges.

Python Programming 7	Grade 7	9 Weeks
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This course is designed for students to learn the basics of Python programming. The Cozmo robots will be used for the completion of their choice of challenges.

Multimedia Design 8	Grade 8	Semester
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This 8th grade elective course is designed for students to learn photography, video design, game making and yearbook production. Students will complete the yearbook, enter a video into a competition, and create interactive games of their choice.

Family and Consumer Science

The Family and Consumer Science curriculum provides students with skills and competencies that will help them become well-rounded and self-sufficient adults. Course material is designed to assist students in developing core knowledge and skills needed to manage their lives.

Family Consumer Science 6	Grade 6	9 Weeks
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This course is designed to teach kitchen safety, proper use and care of kitchen equipment, reading a recipe, and basic cooking skills and techniques. Students will learn proper etiquette for various settings. All students are expected to work cooperatively with others sharing duties and responsibilities within their kitchen units.

Family Consumer Science 7	Grade 7	9 Weeks
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This course is designed to continue food preparation techniques learned in 6th grade with an emphasis on nutrition. Students will study the My Plate food guide, consumerism, labeling and grocery shopping. Students will work with basic ingredients and convenience foods in the preparation of various foods.

International Foods 8	Grade 8	Semester
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Grade 8 students will explore the regional, ethnic, cultural, religious, historical and social influences on food patterns and cuisine. Students will study cultural food and nutrition principles. The course will focus on international foods and regional foods. Topics include global and American hunger, regional food staples, cooking styles, and culture. Students will prepare dishes from several of these regions.

Regional Foods and Introduction to Sewing 8	Grade 8	Semester
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Grade 8 students will study popular food dishes from 8 main regions of the United States for the first 9 weeks of the semester. These 8 regions are New England, Mid Atlantic, Southeastern, and the Gulf Coast which includes South, Midwest, and Southwest regions. While exploring these food regions we will touch upon most of the major cooking techniques such as braising, boiling, poaching, roasting, baking, sauté, and frying. The second half of the semester will be focused on introduction to sewing. Students will learn basic hand sewing techniques and complete a small project. Students will also learn how to operate a sewing machine.

Threads 8	Grade 8	Semester
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This 8th grade elective introduces students to clothing care, hand-sewing techniques, and machine sewing skills. Projects can include; drawstring bag, pillow, pajama pants/shorts. Students may also create a project of their choice. Students will participate in a community based project.

Technology Education

Elizabeth Forward Middle School provides the basic skills related to manufacturing. Students will develop the ability to select and correctly use tools, materials, and processes to answer questions, understand explanations, and solve problems presented in real life situations.

Tech Ed 6	Grade 6	9 Weeks
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This course provides the basic skills necessary for manufacturing. Students will develop the ability to select and correctly use tools, materials and processes to answer questions, understand explanations and solve problems presented in real life situations. Classroom equipment includes a complete wood manufacturing workshop, most up-to-date hand tools, and a prototyping lab. The students will complete individual components of the project to develop manufacturing competencies with safety protocol as a main focus.

Tech Ed 7	Grade 7	9 Weeks
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This course provides the basic skills related to sheet metal manufacturing. Students will develop the ability to select and correctly use tools, materials, and processes to answer questions, understand explanations and solve problems presented in real life situations. Students will complete projects using sheet metal, acrylic plastic, and related materials. Students have the latitude to research, design, create, and modify, individually selected lasered images for projects. Safety protocol as a main focus.

Dream Factory

This semester long course contains three six-week units in Art Education, Computer Science, and Technology Education. The purpose of the Dream Factory curriculum is to create a multidiscipline enterprise program that moves middle school students through a process of planning, artistic design, analysis, production, marketing, and fiscal examination through “real life” applied activities.

Dream Factory Art 8	Grade 8	9 Weeks
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This unit teaches the basics of art and technology related applications. Students will learn drawing, painting and sculpting.

Dream Factory Tech Ed 8	Grade 8	9 Weeks
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Technology Education courses in the Dream Factory provide skills related to manufacturing. Through digital fabrication in the prototyping lab, students review the basics of making and designing via computer to manufacture products. Students have access to use laser engravers, 3D printers, X-Carve CNC Routers, and a vinyl cutter to alter material based on input instructions that make individual parts and pieces.

Dream Factory Computers 8	Grade 8	9 Weeks
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This course collaborates with the Art and Technology education programs on the manufacturing process. Students will choose the type of robotic assembly to build in order to simulate the production of a product used in a manufacturing facility. This will follow the VEX Cortex robots and the RobotC programming language platforms. Students will design a product of their choice using 3D software.

Enriched Electives

Career Connections 8	Grade 8	Semester
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Career Connections is designed as an introduction to a variety of career fields for students to explore, while providing tangible experiences to begin career decisions making. Students will be practicing 21st Century skills, as they prepare for college and various aspects of the workplace environment.

Music

Elizabeth Forward Middle School's music program develops self-expression and aesthetic awareness while preparing students for a lifetime of continued learning and appreciation. The curriculum facilitates students' involvement in music, offering students the opportunity to enrich their lives through participation in a variety of musical experiences.

Music Exploration 6	Grade 6	Semester/ Full Year 3 days/week
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This course is designed to heighten the students awareness and understanding of music. Students will be exposed to a variety of activities throughout the school year including music notation, music history, music from a historical perspective, various music styles and genres, guitar, piano (keyboard lab) as well as understanding different types of instruments used in a variety of musical groups.

Music Technology 7	Grade 7	Semester/ Full Year 3 days/week
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This course will focus on a creative blend of music and technology. Topics of study will include music theory, acoustics, use of computer and recording technology devices, electronic music synthesis and technology based performance

Music Infusion 8	Grade 8	Semester
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This course is a combination of new and established materials and activities that will include music of many genres, traditional and cutting-edge music technologies, and practical information. It will help students experience the newest performances while looking back to the roots where music began. Performance is not required in this class, however, students will be given the opportunity to enjoy performances created by others.

Music Unplugged 8	Grade 8	Semester
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The purpose of this course is to familiarize and assist the student with combining instruments with music technology. In this course, students will explore various music technology programs and how to bring acoustic music compositions to life through technology.

Chorus

Chorus 6	Grade 6	Full Year 3 days/week
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The purpose of this course is to familiarize and assist the student with the changes of the adolescent voice, and to provide musical material that is as challenging and educational as it is enjoyable. Chorus allows students an opportunity to discover previously hidden abilities through the use of vocal, instrumental, and theatrical performance mediums. Performance required.

Chorus 7	Grade 7	Full Year 3 days/week
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Teacher Signature Required

The purpose of this course is to familiarize and assist the student with the changes of the adolescent voice, and to provide musical material that is as challenging and educational as it is enjoyable. Chorus allows students an opportunity to discover previously hidden abilities through the use of vocal, instrumental, and theatrical performance mediums. Performance required.

Chorus 8	Grade 8	Full Year
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Teacher Signature Required

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Orchestra

Orchestra 6	Grade 6	Full Year 3 days/week
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Students who have graduated from elementary strings (violin, viola, cello) will perform in an ensemble class. Rehearsal times are three days per week. Students will participate in a variety of in-school and after-school concerts throughout the year.

Orchestra 7	Grade 7	Full Year 3 days/week
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Seventh grade orchestra is a further extension of the orchestra skills gained in 6th grade. Rehearsal times are three days per week. Students will participate in a variety of in-school and after-school concerts throughout the year. Music will become more challenging and students also have the opportunity to apply for a position in the PMEA Junior High District Orchestra.

Orchestra 8	Grade 8	Full Year
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This ensemble class meets five days per week. Students will continue to play a variety of musical selections designed to further challenge and enhance their musical abilities. Students will participate in a variety of in school and after school concerts throughout the year. Students will again have the opportunity to apply for a position in the PMEA Junior High District Orchestra.

Band

Beginner's Band 6	Grades 6	Full Year 3 days/week
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This introductory course is for students who currently do not play a band instrument but wish to learn. Students will develop musical knowledge and technique. They will have opportunities to perform with the Band. *Availability depends on course selection.

Band 6	Grade 6	Full Year 3 days/week
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Sixth grade band is for students who have played a band instrument in elementary school. Students will work through developmental band materials to achieve improved technique, musical knowledge, and performance skill. The sixth grade band will perform concerts.

Band 7	Grade 7	Full Year 3 days/week
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Seventh grade band is for students who have developed musical skills through playing in sixth grade. Students will work through level appropriate developmental band materials to achieve improved technique, musical knowledge, and performance skill. The seventh grade band will perform concerts and may have additional performance opportunities.

Band 8	Grade 8	Full Year
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Eighth grade band is for students who have developed musical skills through playing in seventh grade. Students will work through level appropriate developmental band materials to achieve improved technique, musical knowledge, and performance skill. The eighth grade band will perform concerts and may have additional performance opportunities.

Reading and Math Supports

Essentials of Reading and Math

Students will be placed in Essentials of Reading and Math courses based on need. Multiple criteria including but not limited to PSSA scores, NWEA data, grades, attendance, and teacher recommendation are used to target and address student growth.

Essentials of Reading 6-8	Grades 6-8	Semester
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This course will focus on reading comprehension using multi-faceted approaches. Daily lessons include whole group instruction, small group skill-specific instruction, and personalized learning using individual goals.

Text: IXL, eSpark

Essentials of Math 6-8	Grades 6-8	Semester
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This course enables our students to develop strategies and demonstrate mastery of eligible content to become proficient at their specific grade level. Skills addressed include the number system, ratios & proportional relationships, expressions & equations, geometry, statistics & probability, and functions.

Text: IXL

Student Assessments

Benchmark Assessments

Benchmark assessments are tests administered throughout the school year to provide immediate, formative feedback on how students are performing. Benchmark assessments monitor the progress within specific subject areas to demonstrate what concepts students understand and identify areas of need. Instruction and curricular materials are modified based on student performance and areas of need.

NWEA Assessments

Students take the NWEA *Measure of Academic Progress* (MAP) exam in the Fall, Winter, and Spring to assess Reading, Language, Math and Science ability. The results are utilized to guide instruction and to identify academic strengths and needs for individual students, as well as the entire class. NWEA scores are also used to help guide educational placements.

Pennsylvania System of School Assessment (PSSA)

The annual Pennsylvania System of School Assessment (PSSA) is a standards-based, criterion-referenced assessment used to measure a student's attainment of the academic standards while also determining the degree to which school programs enable students to attain proficiency of the standards. Every Pennsylvania student in grades 3 through 8 is assessed in English / Language Arts and Math. Every Pennsylvania student in grades 4 and 8 is assessed in Science.

Individual student scores are used to identify students who may need additional educational opportunities, and provide information to schools and districts for curriculum and instruction improvement discussions and planning.

Keystone Exams

The Keystone Exams are end-of-course assessments designed to assess proficiency in the subject areas of Algebra, Literature, and Biology. The Keystone Exams are aligned to the Pennsylvania Keystone Course Standards, Curriculum Frameworks and Assessment Anchors/Eligible Content.

Eighth grade students taking Algebra I will take the Algebra Keystone Exam in the spring to determine proficiency in the subject. This is subject to state education regulations.

Student Supports

Guidance Services

Middle School students possess within themselves the power to control the quality, growth, and satisfaction in their lives. The Middle School counselor fulfills a vital role in helping students meet their personal, social, educational, and career needs. The Middle School counselor uses expertise to provide counseling, instruction, consultation, prevention, and intervention services in order to help students make informed, positive choices. As Middle School students gain knowledge and learn effective processes, each individual will be empowered to create a quality life for him/herself.

Guidance services are available for any student to discuss school or personal challenges. Students may request a conference with the school counselor by filling out a “Counseling Request Form” available in homeroom and in the main office. Parents are also welcome to email or call the school counselor to arrange an appointment or consult over the phone.

Bullying Prevention Program

The Elizabeth Forward School District is committed to providing all students and employees with the right to a safe and civil educational environment, free from harassment or bullying, in accordance with state law and regulations. The district recognizes that bullying can interfere with the learning process and may present an obstacle to the academic and social/emotional development of students.

The program goals are to reduce existing bullying behavior among students, prevent the development of new bullying problems, and achieve better peer relations at school. All classrooms adhere to the PBIS code of conduct. The district’s anti-bullying policy is posted in each classroom.

Digital Citizenship Curriculum

Students in grades 6-8 will learn safe and appropriate on-line behavior through a scripted, researched-based curriculum by Common Sense Media. Parents are encouraged to learn more at <https://www.commonsensemedia.org>

Positive Behavioral Interventions and Supports (PBIS)

The PBIS Program places an emphasis on a school-wide system of support and discipline that includes proactive strategies for defining, teaching and supporting appropriate student behaviors to create a positive school environment. Instead of focusing on individual behavioral management plans, PBIS focuses on acknowledging positive behaviors within the school setting for all students.

The PBIS program at the Elizabeth Forward Middle School is modeled around the motto of being a BRAVE Warrior: **B**e Safe, **R**espect Others, **A**ccountable, **V**ictorious and **E**nthusiastic. We defined expectations in all areas of the school including the cafeteria, restrooms, hallway and stairs, assembly and classroom. The purpose of the PBIS program at the Elizabeth Forward Middle School is to create a positive environment where all students are taught prosocial behaviors so that they achieve academic and lifelong success.

Suicide Awareness and Response

Protecting the health and well-being of all students is of utmost importance to the school district. The school board has adopted a suicide prevention policy which is designed to protect all students.

- Students will learn about recognizing and responding to warning signs of suicide, using coping skills, using support systems, and seeking help. Education will occur in wellness classes, and Bully-proofing/PBIS lessons.
- When a student is identified as being at risk, they will be pre-screened by a school employed professional who will work with the student and help connect them to appropriate local resources.

All students are expected to help create a school culture of respect and support in which students feel comfortable seeking help for themselves or friends. Students are encouraged to tell any adult if they, or a friend, are feeling suicidal or in need of help. Confidentiality concerns are secondary to seeking help for students in crisis.

For a more detailed review, please see the district's full suicide prevention policy located under 800 Operations; Suicide Awareness, Prevention and Response Policy 819 <https://go.boarddocs.com/pa/efsd/Board.nsf/Public?open&id=policies#>

Student Assistance Program (SAP)

The Commonwealth of Pennsylvania's Student Assistance Program (SAP), which is administered by the PA Department of Education's Division of School Options and Safety in partnership with the PA Department of Health's Bureau of Drug and Alcohol Programs, and the PA Department of Public Welfare's Office of Mental Health and Substance Abuse Services, is designed to assist school personnel in identifying barriers to learning which include alcohol, tobacco, drugs, and mental health issues. The primary goal of SAP is to help students overcome these barriers in order to achieve in school.

The Middle School SAP Team is comprised of professional staff members trained to complete the following:

- Identify high-risk students experiencing difficulty due to problems, such as alcohol or drug use, depression, eating/sleeping disorders, or other health issues.
- Receive referrals from parents/guardians, teachers, students, and staff.
- Develop a positive plan of intervention, action, and support, which may include: meeting with parents/guardians and/or the student; making referrals to existing school programs or community resources, such as social service agencies, treatment settings, or educational support groups; and/or monitoring the student's progress to assess the need for ongoing additional action.
- Gather information to assess the nature and extent of the concern.

Referral to SAP: Parents, staff and students can all make referrals to the SAP team. Referrals can be made by email, phone or in-person. Parent permission is required.

School-Based Therapy is available for students needing additional services and is provided in a private and professional setting during the school day. Contact information is on file with the district.

School Health Program

The school health program is designed to promote student, staff, and community wellness. The intent of the program is to provide health counseling, assessment, screening, referral and follow-up through program planning, development, and evaluation.

The school nurse is a staff member responsible for protecting and promoting the health and safety of all students. In the state of Pennsylvania, school nurses must be registered nurses with a baccalaureate degree and certificate in school nursing.

School health personnel collaborate with students, parents, educators, staff members, and other community resources to assist the student. The program is designed to assure a safe, healthy environment that is conducive to learning and to provide professional care for those who become ill or injured while at school.

Medical emergency forms are on file in the health office for each student. The form indicates the person(s) to contact in the event of an emergency. This form is to be completed and signed by the parent yearly. **PLEASE KEEP THIS INFORMATION CURRENT BY NOTIFYING THE HEALTH OFFICE OF ANY CHANGES DURING THE SCHOOL YEAR.**

Children with communicable diseases are required to remain out of school for the protection of others. The Allegheny County Health Department develops programs to prevent the spread of communicable disease and sets policy that determines when it is appropriate for infected children to return to school.

Medication can be administered by the school nurse if a medication form is completed with the physician's signature.

The following health screenings are mandated by the Pennsylvania Department of Health. These screenings are performed by the certified school nurse, school doctor, or school dentist and are not to be substituted for regular check-ups with the student's health care provider(s).

- Medical examinations are required of each student before entering sixth grade. Parents may choose to have their family doctor or the school doctor perform the examinations.
- Growth Screening - Height, Weight, and BMI (Body Mass Index) - is performed annually in grades 6 - 8. The Body Mass Percentile is used as a guideline to help assess whether a person may be overweight or underweight. (Visit the NRG.balance.org for more information on BMI.)
- Vision Screening is done annually in grades 6 - 8. This screening is not a substitute for a comprehensive eye examination by an eye care specialist. If there is a need for further vision evaluation by an eye specialist, a referral is mailed to the home.
- Hearing Screening is performed annually in grade 7. All special education students receive yearly hearing tests. This screening is not a substitute for an audiology examination by your health care provider. If there is a need for further hearing evaluation by a physician, a referral will be mailed home.
- Scoliosis Screening is done in grades 6 and 7. The purpose of the screening is to detect any abnormal curvature of the spine. If there is a need for further evaluation, a referral will be mailed home.
- The State of Pennsylvania mandates dental examinations for seventh grade students. In lieu of school examinations, the family dentist may perform these examinations. Forms are sent home with the student prior to the time that the exams are required.

Students participating in school sponsored sports are required, according to the Pennsylvania Interscholastic Athletic Association (PIAA) Constitution and by-laws, to have a physical examination, reexamination or certification not earlier than six weeks prior to the beginning practice for each applicable sport. Examination may be performed by the family physician or one contracted by the school. If a student chooses to have a sport physical provided by the school, the school physicians advise that this is a screening physical and does not include an in-depth history. This exam should not replace the more comprehensive care provided by one's own physician.

After School Academic Support

Elizabeth Forward Middle School offers tutoring services/homework support for students struggling in one or more of the core subjects on Tuesday's and Thursday's. Students attending the after-school program work one-on-one or in small groups with an instructor to address educational trouble spots, strengthen study skills, and navigate the academic rigors and social challenges of middle school. Teachers recommend students that are in need of this extra support, and parents/guardians may request this assistance for their child. A signed parent permission form is required. Transportation is provided to those students who stay for tutoring.

Gifted Support Program

The Gifted Support Services at Elizabeth Forward Middle School are designed to meet the individualized special needs of gifted students as defined in the Pennsylvania Gifted Guidelines (2010) and 22 Pa. Code Chapter 16. Gifted services will provide gifted students with enrichment and/or acceleration in specific academic subject areas.

Essentials of Reading and Math

Elizabeth Forward Middle School provides a reading and math course to students who display a need for additional Math and/or Reading support. Students in the Middle School are screened to determine need based on multiple criteria including but not limited to PSSA scores, NWEA data, teacher recommendation, grades, and attendance. Students and parents may also request placement using this criteria. Students can be placed in Essentials of Reading and Math throughout the year.

Learning/Emotional Support Program

Learning and/or emotional support services are provided to students identified as meeting the criteria for an educational disability and are in need of support to make progress in the regular education curriculum. The primary goal of these special education services is to assist students in overcoming academic, social, and emotional difficulties by providing specially designed instruction with accommodations and adaptations.

Special education students are educated within the regular education classroom to the maximum extent possible. The special education and regular education teachers work in a cooperative and coordinated fashion to joint teach academically and behaviorally diverse groups of students in the core course regular classrooms whenever possible.

Students that need additional support beyond those provided in the regular classroom receive direct instruction from a special education teacher.

Life Skills Support Program

Life Skills Support Services are provided to students identified as meeting the criteria for an educational disability and requiring more intensive educational supports to meet their needs. These special education services provide students with growth experiences in language development, self-help skills, social development, functional academics, and vocational skills. This program provides students the opportunity for real world applications, that are covered in the general education curriculum.

Speech and Language Support Program

Speech and Language Support services provide specially designed instruction to students whose impairment of language, voice, fluency or articulation is present to such a degree that academic achievement is affected and the condition is significantly handicapping to the student.

Deaf/Hard of Hearing Support Program

The Allegheny Intermediate Unit provides specially designed instruction to students diagnosed with a hearing impairment, who exhibit a mild to profound hearing loss that interferes with the developmental language and communication and impacts their ability to achieve educational potential.

Blind/Visually Impaired Support Program

The Allegheny Intermediate Unit provides specially designed instruction to students whose visual impairment adversely affects educational performance.

English as a Second Language (ESL) Program

The Allegheny Intermediate Unit provides ESL services to students from all over the world in order to build the bridge that connects their new language acquisition skills in English to what they bring culturally and linguistically from their homeland.

Extracurricular Activities

The Middle School recognizes the educational value of student participation in extra-curricular activities and strives to provide a well-balanced program of activities (athletic and clubs/organizations) that will respond to a variety of student interests and needs.

Athletics

The Middle School has a number of boys and girls interscholastic teams in the seventh and eighth grade. Current PIAA regulations prohibit sixth grade participation. The middle school eligibility rule states that a student athlete must be passing at least 2 of their 4 core classes to participate.

Middle School students may participate in the following sports:

Baseball	Football	Track and Field
Basketball	Soccer	Volleyball
Cheerleading	Softball	Wrestling
Cross Country	Swimming	

After School Clubs

A rich variety of activities and special opportunities are available at Elizabeth Forward Middle School, which support and enhance the curriculum. Some of our current student groups include:

Art Club	Magic: The Gathering
Arts and BOTS STEAM Club	Marching Band
Chefs' Club	National Junior Honor Society (NJHS)
Chess Club	Photography Club
Cuisine Cart	Piano Club
MS Indoor Color Guard	Robotics Club
Design Lives Here	PBIS
HeroClix Club	School Store
Invention Club	Student Council
Jazz Band	Writer's Society
Literature Club	After School Tutoring

