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Elizabeth Forward  
Middle School

Middle School Student

# PROGRAM OF STUDIES

Elizabeth Forward School District

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## Message to Parents

Dear Parents and Students:

Elizabeth Forward Middle School's administration and faculty have prepared this 2023-2024 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, monitor course selections, and identify student strengths and limitations. This guide should also 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 personal interest and consistent with their abilities and educational goals.

We hope 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.

Sincerely,

Dr. Trisha Martell  
Principal



Mr. Charles Chairge  
Assistant Principal



## Elizabeth Forward School District

### District Mission

The mission of the Elizabeth Forward School District is to establish a collaborative working relationship with their 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, and 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 15037-2416, (412) 896-2309*

## Administration and Contact Information

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

Elizabeth Forward Middle School is designed to allow students to transition from childhood to adolescence. During these three years, students will be allowed 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 they explore a changing world and self.

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

### Building Administration/Staff

#### Principal

Dr. Trisha Martell  
[tmartell@efsd.net](mailto:tmartell@efsd.net)  
412-896-2332

#### Assistant Principal

Mr. Charles Chairge  
[cchairge@efsd.net](mailto:cchairge@efsd.net)  
412-896-2333

#### Middle School Counselor

Mrs. Natalie Bowers  
[nbowers@efsd.net](mailto:nbowers@efsd.net)  
412-896-2393

#### Office Secretary

Mrs. Cynthia Schlessinger  
[cschlessinger@efsd.net](mailto:cschlessinger@efsd.net)  
412-896-2336

#### Attendance Secretary

Mrs. Kathi Kern  
[kkern@efsd.net](mailto:kkern@efsd.net)  
412-896-2381

#### Middle School Counselor

Ms. Crista Scalfari  
[cscalfari@efsd.net](mailto:cscalfari@efsd.net)  
412-896-2334

#### School Nurse

Mrs. Bethany Kilinsky  
[bkilinsky@efsd.net](mailto:bkilinsky@efsd.net)  
412-896-2338

### District Administration/Services

Mr. Keith Konyk, Superintendent ..... 412-896-2310  
Dr. Mary Carole Perry, Assistant to the 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  
Mrs. Victoria Lojek, 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  
Dr. Amy Matz, School Psychologist .....412-896-1961  
Mrs. Kristen Savorelli, Director of Food Services.....412-896-2340

## 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
<b>Class Grade</b>	Teacher Issuing Grade	<b>Attendance Information</b>	School Office
<b>Homework</b>	Teacher School Counselor	<b>New Student</b>	District Office Guidance Department
<b>Tutoring</b>	Assistant Principal	<b>Withdrawing Student</b>	School Office
<b>Course Placement</b>	School Counselor	<b>Transcripts School Records</b>	School Office
<b>At-Risk Student</b>	School Counselor Principal Assistant Principal	<b>Vacation Requests</b>	School Office
<b>Student Assistance Program (SAP)</b>	School Counselor	<b>Athletic Information</b>	Athletic Director
<b>Bus Discipline/Issues</b>	Assistant Principal	<b>Lunch Accounts</b>	Food Services
<b>Medical</b>	School Nurse	<b>Homebound Instruction</b>	District Office 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 group of teachers and students to create a small, caring family, ensuring 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, 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 four core courses consisting of Integrated Language Arts, Math, Physical Science, and World History. Sixth grade students have a rotation period of English and Writing, Comprehensive Math, History Enrichment, and Science Lab 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 consisting 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 for the full year. 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 consisting 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 (Art, Computers, and Technology Education) and Physical Education (Wellness & Sports or Mindfulness). Additionally, students select from the following electives: Baking Essentials, International Foods, Threads, Multi-Media, Music Unplugged, Percussion Ensemble, Chorus, Band, and Orchestra.

## Student Evaluations

### Grading System

Student progress and achievement will be reported by a marking system representing 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 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, and 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.

(B): **Semester Course**

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

Students not meeting the minimum requirements **MUST** complete summer course(s) for any failed core class for remediation in those course(s).

### **Core Courses in Grades 6-8:**

English \*Grade 6 only  
Integrated Language Arts  
Math  
Science  
Social Studies

### **Grading Scale**

90-100 A Superior  
80-89 B Above Average  
70-79 C Average  
60-69 D Below Average  
50-59 F Failing

## **Summer School**

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. The building principal shall be assigned the final responsibility for determining the promotion or retention of each student. 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 the student has enrolled in will be accepted.
2. The summer school program meets all the Pennsylvania Department of Education requirements.
3. An official summer school transcript is submitted to the Elizabeth Forward School District immediately after completion of the course.
4. Students can 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. All grades for the marking periods will be reported online, and students/parents will be mailed a report card the first and last nine weeks. The final report card will summarize a student's achievements in each course for the entire school year. Throughout the school year, parents and students can check progress on PowerSchool.

## **Progress Reports**

Student progress is evaluated in the middle of each marking period and mailed home to every student. If a student is in danger of failing a class, a letter is provided along with their progress report. These are mailed during the (5th) week of each of the nine weeks. This report is intended for parents and students to be aware of grades and academic concerns every nine weeks. Communication with the teacher is highly recommended. The school counselors are also available throughout the day to assist students and parents. A conference with the school counselor or teacher may be arranged by calling 412-896-2336.

## 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 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 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 3.8 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, community, or both, as determined by faculty evaluation.

**Citizenship:** The student who demonstrates citizenship understands the importance of civic involvement, regards freedom, justice, and democracy, and demonstrates mature participation and responsibility through scouting, community organizations, or school clubs.

**Character:** The student of good character can be said to uphold 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 and submit an essay before 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 for homework upon the students' time shall be consistent with the best interests of the students regarding other valuable experiences to be gained outside of school.

According to district policy, the purpose of homework assignments 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. Each nine (9) weeks, attendance is reported as part of the student report by the number of times a student is absent or tardy. Each subject teacher also records attendance which 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 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 a 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 the Middle School students' educational, informational, and recreational needs. The iCreate Studio serves as a learning space where students collaborate to 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 previous video production experience. The studio's design 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 can move between these pathways by meeting the prerequisites for future courses.

### Math Pathways

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

### 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/Rotation 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 are the strands of reading, writing, speaking, listening, observing, inquiry, and using technology.

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<b>Integrated Language Arts 6</b>	<b>Grade 6</b>	<b>Full Year</b>
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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 various 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/novels/short stories/poetry*

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<b>English &amp; Writing 6</b>	<b>Grade 6</b>	<b>2 Days a Week</b>
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This sixth-grade course prepares students to communicate effectively through academic writing. Students will build skills in informational, argumentative, and narrative writing and 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*

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<b>Integrated Language Arts 7 with Lab</b>	<b>Grade 7</b>	<b>Full Year</b>
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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 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 improving comprehension and written expression.

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

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<b>Integrated Language Arts 8</b>	<b>Grade 8</b>	<b>Full Year</b>
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The eighth-grade Language Arts curriculum will focus on developing 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*

<b>Writer’s Workshop 8</b>	<b>Grade 8</b>	<b>Semester</b>
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Writer’s Workshop students will write in narrative, informational, and argumentative modes. Students will complete various research and writing tasks, including journal entries, essays, speeches, and debates. The class introduces students to basic research, note-taking, and bibliography methods. Vocabulary and grammar skills are also integrated throughout the course.

## **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.

<b>Math 6</b>	<b>Grade 6</b>	<b>Full Year</b>
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The sixth-grade math students will focus on developing fluency and understanding when performing operations with whole numbers, decimals, fractions, and ratios and understanding positive and negative numbers. Students will learn to write, interpret, and explain statements of rational numbers. 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, and 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*

<b>Comprehensive Math 6</b>	<b>Grade 6</b>	<b>Full Year</b>
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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*

<b>Pre-Algebra 7 with Lab</b>	<b>Grade 7</b>	<b>Full Year</b>
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The Pre-Algebra course improves students' skills in rational numbers and proportional relationships. It introduces algebra concepts and prepares them for formal Algebra and Geometry. Students learn to identify and create equivalent expressions, solve equations and inequalities, and analyze complex situations using different approaches. They also apply their skills to real-life situations and connect math to everyday experiences. Text: *Pearson enVisionMATH Common Core*

<b>Algebra I</b>	<b>Grade 8</b>	<b>Full Year</b>
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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. The 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*

<b>Math 8</b>	<b>Grade 8</b>	<b>Full Year</b>
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Students will focus on 8th-grade PSSA standards, which include algebraic concepts. The students will explore linear relationships in representations like equations, graphs, tables, and real-world situations. Students will complete Algebra I the following year.

Text: *Pearson enVisionMath Common Core*

<b>Comprehensive Math 8</b>	<b>Grade 8</b>	<b>Semester</b>
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Comprehensive Math 8 is an extension of Math 8 aligned with the Pennsylvania Common Core Standards. This course will focus more on Geometric concepts. Students will apply formulas for the volumes of cones, cylinders, spheres, and the Pythagorean theorem to solve real-world and mathematical problems. Students will identify and apply properties of rotations, reflections, translations, and dilations.

Text: *Pearson enVisionMath Common Core*

## **Science**

Elizabeth Forward Middle School's science curriculum follows Pennsylvania's State Standards, covering physical, earth and space, and biological sciences. The goal is to teach students scientific thinking skills that apply to real-life situations.

<b>Physical Science 6</b>	<b>Grade 6</b>	<b>Full Year</b>
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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*

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**Science Labs 6****Grade 6****2 Days a Week**

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Students will participate in this course by completing several engineering and design projects. Students will be required to mostly participate in small groups to build and complete the projects. These projects will require students to use and gain an understanding of design, engineering, physics, electrical circuits, and data collection.

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**Earth and Space Science 7****Grade 7****Full Year**

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Earth and Space Science is a practical study designed to broaden students' 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*

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**Practical Science 7****Grade 7****2 Days a Week**

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This class looks at the history, availability, technology and environmental impacts of our renewable and nonrenewable energy resources. It then moves into the practices of sustainability, which would include energy conservation, recycling and food waste in the United States.

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**Pre-Biology 8****Grade 8****Full Year**

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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*

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**Science Labs 8****Grade 8****Semester**

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Science Labs is a half-year course designed to introduce students to the basics of Human Anatomy and Physiology. Topics covered include the skeletal system, muscular system, circulatory system, respiratory system, nervous system, and digestive system, as well as a brief introduction to the theory of evolution. Students will engage with these topics through a variety of methods including hands-on labs, virtual experiences, and group projects.

## 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.

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<b>World History 6</b>	<b>Grade 6</b>	<b>Full Year</b>
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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 critically 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 examines 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).

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<b>History Enrichment 6</b>	<b>Grade 6</b>	<b>2 Days a Week</b>
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Sixth-grade History Enrichment focuses on civics education. Students learn the foundations of American government, rights and responsibilities of American citizens, and the types of world and ancient governments. The U.S. Constitution and other primary source documents are analyzed. Current events are also explored using *Scholastic Scope* magazine. Students are required to make several presentations.

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<b>World Geography 7</b>	<b>Grade 7</b>	<b>Full Year</b>
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Students are introduced to World Geography by investigating the history, economy, government, culture, and topography of the world's countries. In addition to studying individual countries, students will study geography and map skills, latitude and longitude, Earth's physical environments, the world's people, and the essential elements of studying geography.

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

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<b>Pennsylvania and Local History 7</b>	<b>Grade 7</b>	<b>2 Days a Week</b>
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Students will focus on the different features of Pennsylvania and its local history. We will look at the geography, people, history, economics, and government of Pennsylvania.

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**American History 8****Grade 8****Full Year**

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The American History curriculum walks students through major events of our nation's history exploration through the American Civil War. Students will learn how 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 on historical issues and learn to make historical claims backed by evidence.

Text: *The American Journey: Early Years*

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**Civics & Citizenship 8****Grade 8****Semester**

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The Eighth Grade Civics course at EFMS provides a thorough understanding of the US government's fundamental principles and structures. Students learn about citizenship, the Constitution's historical context, and its system of checks and balances. Ultimately, they gain a solid foundation of knowledge about the Constitution as the supreme law of the land.

## 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.

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<b>Wellness 6 &amp; 7</b>	<b>Grades 6 &amp; 7</b>	<b>Varies</b>
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This course will focus on physical fitness, team sports, and activities emphasizing lifetime sports skills. 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.

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<b>Wellness &amp; Sports 8</b>	<b>Grade 8</b>	<b>Varies</b>
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This course will develop the basic skills, strategies, and safety procedures to play various lifetime sports and games.

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

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<b>Partners PE</b>	<b>Grade 8</b>	<b>Semester</b>
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Partners PE is a physical education program where supervised peer tutors lead and assist individuals with various ability levels through games, sports, and social/team-building activities. The purpose of this program is to successfully engage in a fun and safe physical activity while building relationships with peers in a less restrictive environment. Activities are designed so that students with varying ability levels have a partner working alongside him/her to complete the activity or task.

## 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 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.

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<b>Art 6</b>	<b>Grade 6</b>	<b>9 Weeks</b>
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The sixth-grade curriculum introduces famous artists, art styles, various cultures, symbols in art, and experience in the methods, materials, and processes of art.

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<b>Art 7</b>	<b>Grade 7</b>	<b>9 Weeks</b>
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Seventh-grade students will be exposed to more sophisticated concepts in art, such as shading, drawing three-dimensional forms and using one-point perspective.

## Computer Science

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

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<b>Robotics 6</b>	<b>Grade 6</b>	<b>9 Weeks</b>
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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 to complete their choice of challenges.

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

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<b>Multimedia Design 8</b>	<b>Grade 8</b>	<b>9 Weeks</b>
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This 8th-grade elective course teaches students about photography, video design, game making, and yearbook production. Students will complete the yearbook, enter a video into a competition and create interactive games.



## Family and Consumer Science

The Family and Consumer Science curriculum provides students with skills and competencies to 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.

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### Family Consumer Science 6

Grade 6

9 Weeks

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This course teaches 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.

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### 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 to prepare various foods.

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### Baking Basics 8

Grade 8

9 Weeks

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This course is designed to educate students in the art of baking and pastry arts. Students will learn the basics of baked goods including quick breads, cakes, pastry doughs, and cookies. Plated desserts, and international baked foods are also included. In addition, students will be introduced to decorating techniques. In this class, students will create multiple different types of baked good while learning about the science of baking. This course includes classroom instruction and lab work.

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### International Foods 8

Grade 8

9 Weeks

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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.

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### Threads 8

Grade 8

9 Weeks

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This 8th-grade elective introduces students to clothing care, hand-sewing techniques, and machine sewing skills. Projects can include drawstring bags, pillows, pajama pants, and/or 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.

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**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, the 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 focus.

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**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 focus.

## Dream Factory

The Dream Factory curriculum aims to create a multidiscipline enterprise program that moves middle school students through planning, artistic design, analysis, production, marketing, and fiscal examination through “real life” applied activities. Students will complete a 9-week course in Art Education, Computer Science, and Technology Education.

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**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.

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**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 can 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.

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**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 processes. Students will choose the type of robotic assembly to build 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.

**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, allowing them to enrich their lives through participation in various musical experiences.

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**Music Exploration 6****Grade 6****3 Days a Week**

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This course is designed to heighten 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.

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**Music Technology 7****Grade 7****3 Days a 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.

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**Music Unplugged 8****Grade 8****9 Weeks**

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This course aims 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.

<b>Percussion Ensemble 8</b>	<b>Grade 8</b>	<b>9 Weeks</b>
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The purpose of this class is to develop the basic techniques of percussion playing and music reading. Students will have the opportunity to explore each instrument in the percussion section and learn to play as an ensemble. Skills taught in Percussion Ensemble include blending sounds, rhythmic reading and understanding, articulation, phrasing, listening skills and correct stylistic interpretation of the given literature. There will be performance opportunities outside of the school day.

## Chorus

<b>Chorus 6</b>	<b>Grade 6</b>	<b>3 Days a Week</b>
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In this course, students will work through level-appropriate choral materials to improve their vocal technique, sight reading ability, and music theory knowledge. Students will participate in various in-school and after-school chorus concerts and performances throughout the year. Performance required.

<b>Chorus 7</b>	<b>Grade 7</b>	<b>3 days a week</b>
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*Teacher Signature Required*

In this course, students will work through level-appropriate choral materials to improve their vocal technique and expand on the music skills gained in the 6th-grade chorus. Students will participate in various in-school and after-school chorus concerts and performances throughout the year. Performance required.

<b>Chorus 8</b>	<b>Grade 8</b>	<b>Full Year</b>
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*Teacher Signature Required*

In this course, students will work through level-appropriate choral materials to improve their vocal technique and expand on the music skills gained in the 7th-grade chorus. Students will participate in various in-school and after-school chorus concerts and performances throughout the year. Performance required.

<b>Chorus 8/Musical Theater Emphasis</b>	<b>Grade 8</b>	<b>Full Year</b>
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*Teacher Signature Required*

This course is for students interested in 8th-grade chorus who are also interested in musical theater. Students will work through choral and musical theater materials to improve their vocal technique, learn the basics of stage performance and expand on the musical skills gained in 7th Grade Chorus. Students will participate in a variety of in-school and after-school chorus concerts throughout the year. Students who are interested in auditioning for the musical should strongly consider taking this class. Performance required.

## Orchestra

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<b>Orchestra 6</b>	<b>Grade 6</b>	<b>3-5 days a week</b>
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Students will perform in an ensemble string orchestra class. Rehearsal times are 3-5 days per week. This is very different from the lessons students receive at the elementary school. There are no small groups. It is one large group that allows us to perform music at a higher level than we've done before. Students will participate in various in-school and after-school concerts during the year. Concert attendance is mandatory.

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<b>Orchestra 7</b>	<b>Grade 7</b>	<b>3-5 days a week</b>
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Seventh-grade orchestra is a further extension of the orchestra skills gained in 6<sup>th</sup> grade. Rehearsal times are also 3-5 days per week. Students will participate in a variety of in-school and after-school concerts during the year. Concert attendance is mandatory.

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<b>Orchestra 8</b>	<b>Grade 8</b>	<b>Full Year</b>
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This ensemble meets five days per week. Students will continue to play a variety of musical selections designed to further challenge and enhance their musical abilities well beyond what's been done in previous years. Students will participate in a variety of in-school and after-school concerts during the year. Concert attendance is mandatory.

## Band

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<b>Band 6</b>	<b>Grade 6</b>	<b>3 days a week</b>
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The 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.

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<b>Band 7</b>	<b>Grade 7</b>	<b>3 days a week</b>
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The 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.

<b>Band 8</b>	<b>Grade 8</b>	<b>Full Year</b>
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The 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

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

<b>Essentials of Reading 6-8</b>	<b>Grades 6-8</b>	<b>Varies</b>
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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*

<b>Essentials of Math 6-8</b>	<b>Grades 6-8</b>	<b>Varies</b>
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This course enables our students to develop strategies and demonstrate mastery of eligible content to become proficient at their 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 students' performance. 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 identify academic strengths and needs for individual students and 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 identify students needing 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 Algebra, Literature, and Biology. The Keystone Exams align with 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. 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 is vital 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 to help students make informed, positive choices. As Middle School students gain knowledge and learn effective processes, everyone will be empowered to create a quality life.

Guidance services are available for any student to discuss school or personal challenges. Students may request a conference with the school counselor at any time. Parents are also encouraged to email or call the school counselor to arrange an appointment or consult over the phone. Mrs. Natalie Bowers (412) 896-2393 and Ms. Crista Scalfari (412) 896-2334.

### 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, under state law and regulations. The district recognizes that bullying can interfere with the learning process and may impede students' academic and social/emotional development.

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.

### Career Education

The Elizabeth Forward School District recognizes that each student, regardless of background, possesses unique interests, abilities and goals, which will lead to future opportunities. School counselors play a critical role in students' career development. The counselors will work with students to identify their interests, abilities, and specific career clusters. Students will continue to explore the connection between school and the world of work. Classroom teachers often integrate career education learning into the curriculum. The students will participate in various career activities throughout their middle school years. Students will begin to develop an academic/career plan to assist in future postsecondary planning.

### Digital Citizenship Curriculum

In grades 6-8, students will learn safe and appropriate online behavior through Common Sense Media's scripted, researched-based curriculum. Parents are encouraged to learn more at <https://www.common sense media.org>



## Positive Behavioral Interventions and Supports (PBIS)

The PBIS Program emphasizes 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 individual behavioral management plans, PBIS acknowledges positive student behaviors within the school setting.

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 to 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 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 their 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 to achieve in school.

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

- Identify high-risk students having trouble 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 the student; making referrals to existing school programs or community resources, such as social service agencies, treatment settings, or educational support groups; and 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 privately and professionally during the school day. Contact information is on file with the district.

## **School Health Program**

The school health program promotes student, staff, and community wellness. The program intends 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 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 ensure a safe, healthy environment 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.

The school nurse can administer medication if a medication form is completed with the physician's signature.

The Pennsylvania Department of Health mandates the following health screenings. 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 or 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 [NRG.balance.org](http://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 healthcare 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 screening aims 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 place of school examinations, the family dentist may perform these examinations. Forms are sent home with the student before the exams are required.

According to the Pennsylvania Interscholastic Athletic Association (PIAA) Constitution and by-laws, students participating in school-sponsored sports must have a physical examination, reexamination, or certification by six weeks before the beginning of practice for each applicable sport. The examination may be performed by the family physician or one contracted by the school. If a student chooses to have a sports 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 physician.

## **After-School Academic Support**

Elizabeth Forward Middle School offers tutoring services/homework support for students struggling in one or more core subjects on Tuesdays and Thursdays. 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 middle school's academic rigors and social challenges. Teachers recommend students needing 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 talented students enrichment and acceleration in specific academic areas.

### **Essentials of Reading and Math**

Elizabeth Forward Middle School provides a reading and math course for students needing additional Math 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 these criteria. Students can be placed in Essentials of Reading and Math throughout the year.

### **Learning/Emotional Support Program**

Learning or emotional support services are provided to students identified as meeting the criteria for an educational disability and needing support to 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 cooperatively to co-teach academically and behaviorally diverse groups of students in the core course traditional 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 support 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 offers students the opportunity for real-world applications 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 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 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 various student interests and needs.

### **Athletics**

The Middle School has several boys' and girls' interscholastic teams in the seventh and eighth grades. Current PIAA regulations prohibit sixth-grade participation. The middle school eligibility rule states that a student-athlete must pass at least two of their four 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 wide variety of activities and unique opportunities are available at Elizabeth Forward Middle School, which support and enhance the curriculum. Some of our current student groups include:

- Arts & Bots STEAM Club
- Chess Club
- Cuisine Cart
- Guitar Club
- Honors Choir
- Invention Club
- Literature Club
- Magic: The Gathering Club
- National Junior Honor Society
- Pallet Club
- Personal Finance Club
- Photography Club
- Robotics Club
- School Store
- Small Ensemble Club
- Student Council
- Writer's Society

