

Program of Studies

2026-2027



Elizabeth Forward Middle School



WARRIOR

ELIZABETH FORWARD SCHOOL DISTRICT
401 ROCK RUN ROAD
ELIZABETH, PA 15037
412.896.2300



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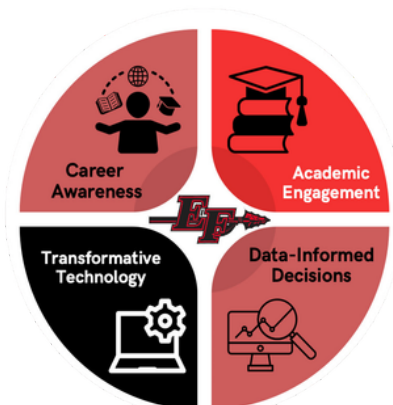
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MISSION & VISION

The Mission of the Elizabeth Forward School District is to empower students through technology, academics, and career awareness for success in a rapidly evolving world.

The Vision of the Elizabeth Forward School District is to provide students with rigorous and engaging instruction, innovative technology, and comprehensive career awareness to unlock their full potential and succeed academically, socially, and emotionally.



SUPERINTENDENT OF SCHOOLS

Mr. Keith Konyk

ASSISTANT SUPERINTENDENT

Dr. Mary Carole Perry

OUR PILLARS

- 01 Academic Engagement**
Create a culture of academic engagement that empowers students to actively pursue knowledge, fosters a love of learning, and promotes the development of critical thinking skills.
- 02 Transformative Technology**
Provide students with technology that will personalize their academic learning and develop the digital literacy and problem-solving skills they need to be successful.
- 03 Data-Informed Decisions**
Analyze student performance data to help identify areas that need improvement, monitor student progress, and evaluate program effectiveness.
- 04 Career Awareness**
Create career exploration and preparation avenues to help students identify their strengths, skills, and interests aligned with potential career opportunities.

The Elizabeth Forward Middle School is an equal-opportunity education institution. It will not discriminate based on race, color, national origin, sex, or 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

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INTRODUCTION & WELCOME

Dear Elizabeth Forward Middle School Students and Families:

Elizabeth Forward Middle School's administration and faculty have prepared this 2026-2027 Program of Studies to assist you in planning an appropriate educational program to meet your child's academic goals.

The purpose of the EFMS Program of Studies is to provide an overview of our academic program offered at Elizabeth Forward Middle School. This guide contains course descriptions, support services, explanations of programs/procedures, and course prerequisites.

The school counselors work closely with students to understand course selections and identify student strengths and interests. 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 provides helpful information about the Middle School and what we have to offer. For further information you may contact our School Counseling department at 412-896-2334 or main office at 412-896-2336.

Sincerely,

**Dr. Anthony Popowitz
Principal**

ELIZABETH FORWARD MIDDLE SCHOOL
401 ROCK RUN ROAD
ELIZABETH, PA 15037
412.896.2336



PRINCIPAL

Dr. Anthony Popowitz

MAIN OFFICE SECRETARY
ATTENDANCE SECRETARY
SCHOOL COUNSELORS

Mrs. Cindy Schlessinger
Mrs. Kathi Kern
Mrs. Natalie Bowers
Ms. Crista Scalfari
Mrs. Bethany Kilinsky

SCHOOL NURSE

TEAM 6-1

Mrs. Rachael Egan
Mr. Ryan Lee
Mrs. Maggie Weagley
Mr. Eric Weimerskirch

TEAM 7-1

Mrs. Timmie Kearns
Mr. Tony Francia
Mr. Michael Baer
Mrs. Angie Kennon

TEAM 8-1

Mrs. Andrea Brink
Mrs. Kaitlyn Cross
Mr. Thomas Bakewell
Ms. Shannon Woodward

TEAM 6-2

Mrs. Teresa McCracken
Ms. Melissa Straub
Mr. Scott Newmyer
Ms. Haley Husfelt

TEAM 7-2

Mrs. Hannah Churilla
Ms. Christine DeAngelis
Dr. Eric Della Lucia
TBD

TEAM 8-2

Mr. Devin Meskow
Ms. Katelyn Garland
Ms. Danielle Thompson
Mrs. Amy Williams

ACADEMIC SUPPORT

Mrs. Rachael Arico
Mr. Carl Burgos
Mrs. Raena Como
Mrs. Natalie Glaspey
Mrs. Candace Jones
Ms. Kayla McCall
Mrs. Melissa Mishler
Ms. Deanna Mudry
Ms. Katie Plassio
Mrs. Andrea Solomon
Ms. Lena Taddeo

ENCORE

Mr. Conrad Colaric
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Mrs. Kristy Kivador
Mr. Zachary Paci
Mrs. Christina Parker
Mr. Mike Sikorski

CONCERNS & WHO TO CONTACT

ATHLETIC INFORMATION

Mr. Ted Ulmer, Activities Director
tulmer@efsd.net, 412-896-2345

ATTENDANCE

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

AT-RISK STUDENTS

Mrs. Natalie Bowers, School Counselor
nbowers@efsd.net, 412-896-2393
Ms. Crista Scalfari, School Counselor
cscalfari@efsd.net, 412-896-2334

BUS DISCIPLINE

Dr. Anthony Popowitz, Principal
apopowitz@efsd.net, 412-896-2333

CLASS GRADE

Teacher issuing grade

COURSE PLACEMENT

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

GRADES & HOMEWORK

Teachers
Ms. Crista Scalfari, School Counselor

HOUBOUND INSTRUCTION

Dr. Randal Sydeski, Director of Student Services
rsydeski@efsd.net, 412-896-2309

HOMELESSNESS

Mrs. Lori Rogers, Social Worker, Homeless Liasion
lrogers@efsd.net, 412-896-2397

HEALTH AND MEDICAL

Mrs. Bethany Kilinsky, RN, School Nurse
bkilinsky@efsd.net, 412-896-2338



LUNCH ACCOUNTS

Mrs. Kristen Balogh, Director of Food Services
kbalogh@efsd.net, 412-896-2340

NEW STUDENTS

Mrs. Rebecca DeBor, Information System Specialist
rdebor@efsd.net, 412-896-2315
Ms. Crista Scalfari, School Counselor
cscalfari@efsd.net, 412-896-2334

OFFICE SECRETARY

Mrs. Cindy Schlessinger, Office Secretary
cschlessinger@efsd.net, 412-896-2336

STUDENT ASSISTANCE PROGRAM (SAP)

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

SPECIAL EDUCATION

Teacher
Mr. Keith Gephart, Director of Special Education
kgephart@efsd.net, 412-896-2368
Ms. Crista Scalfari, 504 Liaison
cscalfari@efsd.net, 412-896-2334

TUTORING

Teacher
Danielle Thompson
dthompson@efsd.net, 412-896-2333

TEACHER CONCERN

Dr. Anthony Popowitz, Principal
apopowitz@efsd.net, 412-896-2333

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, general music, and the wellness program, are also essential to our Encore program.

Grade Level Requirement

Sixth Grade

Sixth-grade students are enrolled in four core courses: Integrated Language Arts, Math, Integrated Science 6, and World History. Sixth-grade students have an entire year rotation period of English and Writing, Comprehensive Math, History Enrichment, and Science Lab. Students will participate in Art, Robotics, Family Consumer Science, Technology Education, and the Wellness Program. Students can participate in Music Exploration, Chorus, Band, or Orchestra.

Seventh Grade

Seventh-grade students are enrolled in four core courses: Integrated Language Arts, Pre-Algebra, Integrated Science 7, and World Geography. Seventh-grade students have a rotation period of Language Arts, Math, Practical Science, and PA Local History for the entire year. Students will participate in Art, Python Programming, Gateway to Engineering, Family Consumer Science, Technology Education, and the Wellness Program. Students can participate in Music Technology, Chorus, Band, or Orchestra.

Eighth Grade

Eighth-grade students are enrolled in four core courses: Integrated Language Arts, Algebra I or Math 8, Integrated Science 8, and American History. Eighth-grade students rotate through a semester of Civics and Finance, Writer's Workshop, Comprehensive Math, and Science Labs. Students may participate in the Dream Factory rotation (Art, Cybersecurity, and Technology Education) and Physical Education (Wellness & Sports or Mindfulness). Students select from the following electives: Exploring the Culinary World, Inside the Machine:How it Works & How to Fix it, Musical Theatre, Music Unplugged, Chorus, Band, and Orchestra.

GRADES

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:

GRADING SCALE

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

GRADING

GUIDELINES

To pass a course, a student must meet all the following criteria:

(A): Yearlong Course

- A student must earn at least 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 at least 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 Course Grades 6-8
Integrated Language Arts
Math
Integrated Science
Social Studies

SUMMER SCHOOL

Students and parents should be advised that there is a fee for attending summer school that varies by location. Parents/guardians are responsible for these costs, 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. A 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 before 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.

REPORT TO PARENTS

The school year is divided into four (4) report periods, each nine (9) weeks in length. Grades for all four (4) marking periods will be available online in PowerSchool in the Student Reports section of the PowerSchool web portal (Please Note: Student Reports are not available in the PowerSchool App). 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 parents are able to see their child's progress daily in PowerSchool. If a student is in danger of failing a class, a letter will be mailed home along with their progress report. These are mailed during the (5th) week of every nine weeks. This report is intended to inform parents and students of grades and academic concerns every nine weeks. Communication with the teacher, team of teachers, or the Guidance Department 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.

HOMEWORK

Homework shall complement classroom instruction and be planned and evaluated concerning 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.

HONOR ROLL

EFMS maintains an “Honor Roll” to recognize students' 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	4.0
B	3.0
C	2.0
D	1.0
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

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 regarding 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, significant accomplishments, leadership positions, and community service and submit an essay before selection for NJHS.

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 essential to a student's grade. The student can complete make-up work when absent; however, if the absence becomes unlawful/unexcused, any work submitted will become zero (0). When a student acquires four (4) unexcused/illegal absences, a School Attendance Improvement Plan (SAIP) meeting will be held with the Administration. Upon acquiring six (6) unlawful/unexcused absences, a citation will be filed with the magistrate.

Based on each situation, absences are classified as excused, unexcused, or unlawful. 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 late 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. Provide required excuses to avoid the tardy being marked as unexcused/unlawful.

Please keep in mind that in Pennsylvania, missing 18 school days, or 10% of the school year, is considered chronic absenteeism. This applies regardless of whether the absences are excused or unexcused, according to the Pennsylvania Department of Education. We understand that some absences are unavoidable, due to illness or unforeseen circumstances, and we appreciate your efforts in keeping us informed when these occur. However, regular school attendance is critically important to your child's academic success and overall development. Research shows that students who miss more than 10 days of school in a year are at risk of falling behind academically and struggling with future coursework.

CAREER EXPLORATION

RIASEC LANGUAGE

RIASEC, the most widely adopted framework for interest measurement, is a taxonomy for Realistic Doers, Investigative Thinkers, Artistic Creators, Social Helpers, Enterprising Persuaders, and Conventional Organizers. The RIASEC language used by Elizabeth Forward invites students to explore their interests, develop an understanding of the language, and advance possibilities for all students by aligning their strengths, interests, and values to academic and career-related learning.

The RIASEC framework helps students connect their strengths, interests, and values to academic and career options. With the RIASEC approach, Elizabeth Forward is creating a common language of career exploration used by colleges, universities, and the Department of Labor to make powerful connections between classroom learning, post-secondary education, and the job world.

Building a common language helps students develop an understanding and ability to articulate “who am I and who I think I want to become.” It all works together to build a solid foundation for career exploration, providing them with a more profound understanding to connect their learning to their ideal post-secondary options and career paths. As we continue to foster the RIASEC culture in Elizabeth Forward, we support students toward a future where they can thrive by embracing who they are and developing strong relationships with classmates, teachers, and extended staff.

Elizabeth Forward takes a student-centered approach and understands the importance of the human process of personal development.



REALISTIC INVESTIGATIVE ARTISTIC
SOCIAL ENTERPRISING CONVENTIONAL

CAREER EXPLORATION

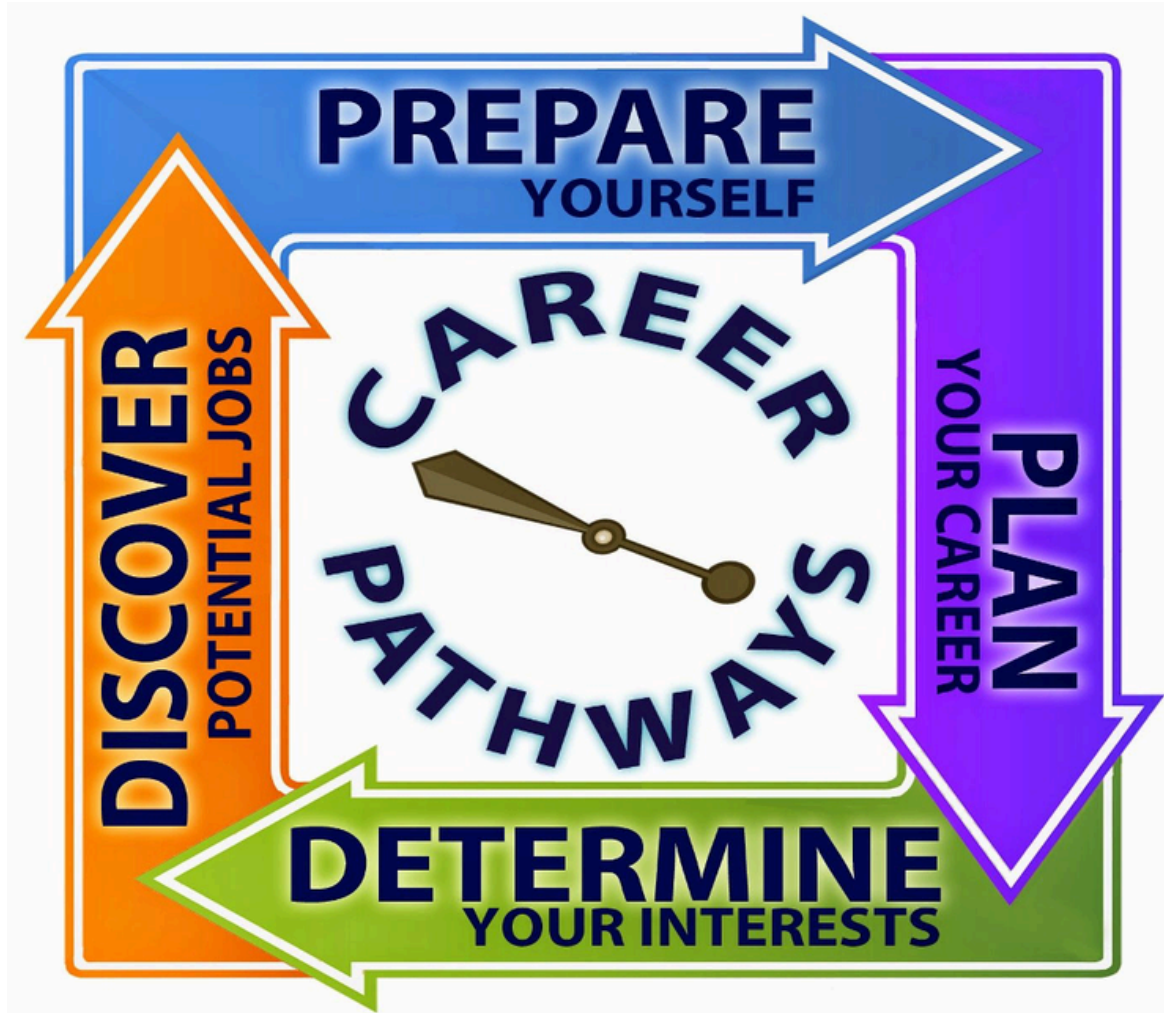
BEABLE

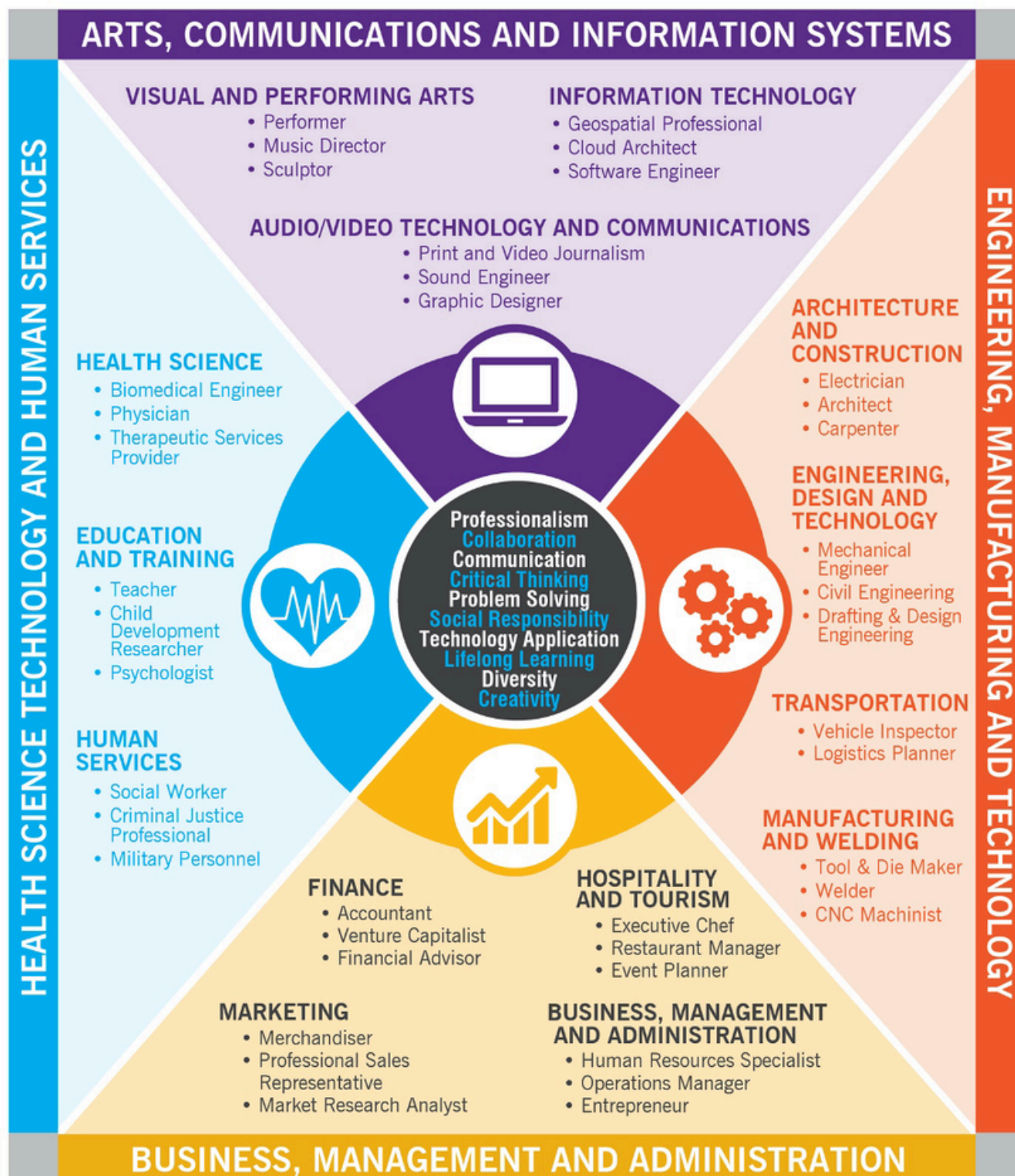
Beable® supports RIASEC and career exploration in a comprehensive and innovative way. It utilizes a survey of student personality types based on the widely adopted RIASEC career aptitude test to determine employment personalities. This survey assesses and builds student awareness of their career-related strengths, interests, and values. Based on the RIASEC model, Beable's survey recommends careers that align with students' aptitudes and interests. Career profiles display the Lexile levels required for each profession. Lexile levels for students' chosen professions inform individual learning paths and are part of tracking progress toward career readiness. Beable's reading sessions, which include a World of Work Career Course, enable students to read about careers of interest, providing them greater career exposure, motivating them further to pursue those careers, and, at the same time, improving their Lexiles. Beable provides a comprehensive career development curriculum rich with teacher-led activities so students can bring their 'future possible selves' into vivid focus. In essence, Beable intertwines career exposure and exploration with literacy acceleration and core content mastery, promoting a new mindset and language to students, teachers, and parents based on Dr. John Holland's widely researched RIASEC model. This approach helps students envision their futures by providing access to the career opportunities best suited to their interests and aptitudes. It also establishes individual learning paths to increase literacy in the context of career aspirations.



COLLEGE AND CAREER **PATHWAYS AND CLUSTERS**

According to the National Association of State Directors of Career Technical Education Consortium (2013), “The National Career Clusters™ Framework is comprised of 16 Career Clusters™ and related Career Pathways to help students explore different career options and better prepare for college and career. The Career Clusters™ and related Career Pathways serve as an organizing tool for schools, small learning communities, academies, and magnet schools to develop more effective programs of study and curriculum.” Pathways provide students an outline to follow when selecting courses and electives that are associated to a potential future career.





Pennsylvania Pathways to Graduation

Keystone Proficiency Pathway Numeric or Non-Numeric Scores

Algebra I
Proficient or Advanced

Biology
Proficient or Advanced

Literature
Proficient or Advanced

Keystone Composite Pathway Numeric Scores Only

At least 1 Keystone Exam scaled score is
1500 or Greater

No Keystone Exam score is
Below Basic

The Keystone Exam 3-score composite is
4452 or Greater
The Keystone Exam 2-score composite is
2939 or Greater
(where eligible under §121.1)

CTE Concentrator

Meet locally established, grade-based
requirements for Keystone content in
which the student is less than Proficient

CTE Concentrator

1 Artifact from pathway criteria

Alternative Assessment

Meet locally established, grade-based
requirements for Keystone content in
which the student is less than Proficient

Alternative Assessment

1 Artifact from pathway criteria

Evidence-Based Pathways

Meet locally established, grade-based
requirements for Keystone content in
which the student is less than Proficient

Evidence-Based

3 Artifacts from pathway criteria

Waiver

A student in 12th grade, or experiencing extenuating
circumstances, who meets locally established grade-based
requirements for Keystone content area(s) in which the student
is less than proficient, and is unable to satisfy the requirements
of a graduation pathway may be granted a waiver by the chief
school administrator.

Individualized Education Plan

A student with a disability who is unable to satisfy pathway
requirements but who satisfactorily completes a special
education program is granted a diploma under Title 22 §4.24.

NOTE: Although this infographic displays a sequential progression, students may fulfill criteria under the CTE Concentrator, Alternative Assessment, or Evidence-Based Pathways prior to demonstrating proficiency in Keystone academic content through Keystone Exam scores or locally established grade-based requirements.

Pathway Criteria

CTE Concentrator	Alternative Assessment	Evidence-Based
1 Artifact	1 Artifact	3 Artifacts consistent w/student goals ONE or more from Section One No more than TWO from Section Two
Industry-based competency certification Likelihood of industry-based competency assessment success Readiness for continued engagement in CTE Concentrator program of study	Attainment of one alternative assessment score or better: ACT (21), ASVAB AFQT (31), PSAT/NMSQT (970), or SAT (1010) Attainment of Gold Level or better on ACT WorkKeys Attainment of 3 or better on AP Exam(s) related to each Keystone content area in which less than Proficient Attainment of 4 or better on IB Exam(s) related to each Keystone content area in which less than Proficient Successful completion of concurrent enrollment course(s) related to each Keystone content area in which less than Proficient Successful completion of a pre-apprenticeship program Acceptance into accredited, non-profit Institution of Higher Education (IHE) 4yr program for college-level coursework	Section 1 Attainment of 630 or better on any SAT Subject Test Attainment of Silver Level or better on ACT WorkKeys Attainment of 3 or better on any AP Exam Attainment of 3 or better on any IB Exam Successful completion of any concurrent enrollment or postsecondary course Industry-recognized credentialization Acceptance into accredited, non-profit Institution of Higher Education (IHE) for college-level coursework in an other-than-4yr program Section 2 Attainment of Proficient or Advanced on any Keystone Exam Successful completion of a service-learning project Letter guaranteeing full-time employment or military enlistment Completion of an internship, externship, or cooperative education program Compliance with NCAA Division II academic requirements

COURSE DESCRIPTIONS

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

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

Language Arts Pathways

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

Science Pathways

Grade 6	Grade 7	Grade 8
Integrated Science 6	Integrated Science 7	Integrated Science 8

Social Studies Pathways

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

GRADE 8 ALGEBRA I

PLACEMENT CRITERIA

Appropriate course placement decisions ensure a successful academic experience and avoid disruption to a student's schedule during the school year. The criteria for placement into Algebra in Grade 8 are below:

Criteria Matrix:

Grade 6 Math PSSA	Grade 7 Math PSSA	STAR Spring 7th Grade Math Performance Level	7th Grade Yearly Math Average
Advanced (4 Points)	Advanced (4 Points)	Advanced (4 Points)	Letter Grade A (4 Points)
Proficient (3 Points)	Proficient (3 Points)	Proficient (3 Points)	Letter Grade B (3 Points)
Basic (1 Point)	Basic (2 Points)	Basic (2 Points)	Letter Grade C (0 Points)

Students who receive a score of 12 or higher using the Criteria Matrix can enter Algebra 1 in 8th grade. Students will be notified over the summer if they meet the requirements for Algebra 1.

Appeals Process:

If a student does not meet a score of 12 or higher, they will have the opportunity to take an Algebra 1 Placement Test. If their score meets the requirements, they can enter Algebra in 8th grade.

SCHEDULING TIMELINE

The scheduling process begins in the third quarter of the current school year. The high school counselors begin discussions with 8th - 11th grade students to compile course requests for the next school year. It is encouraged that parents and students begin discussions early in this process. During this time, students and families should work closely with teachers and counselors to ensure the courses requested are closely aligned with the student's strengths, interests, and values.

2026-2027 SCHEDULING TIMELINE

Dates	Description
January, 2027	Review Program of Studies
January-March, 2027	School Counselors share scheduling presentations with students as a grade level
February-March, 2027	Students' final course selections need to be submitted to the school counselors
April, 2027	Students with scheduling questions should make an appt. with the school counselor
May, 2027	Final changes submitted to the School Counseling Office (no course changes accepted after this date)
August, 2027	Welcome packets, including schedules, will be mailed home to students and families
August/September, 2027	First Day of School for Students

SCHEDULE CORRECTION FORM

Name _____

Grade _____ Date _____

Please read carefully: All schedules are generated based on the selections that were made on your Course Selection Sheet. The only schedule changes that can be made are a missing period or a cross-teamed class.

Missing Period:

What course(s) are you missing?

Crossed Team:

What class is cross-teamed?

Wrong Class:

I did not sign up for _____ and I would like to have

_____.

Remember

- If a class is full, an alternative will be scheduled.
- There are no requests for teams or teachers at any time.

Thank You

INTEGRATED LANGUAGE ARTS

COURSE DESCRIPTIONS

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.

Integrated Language Arts 6

Grade 6

Full Year

The Amplify ELA Program is the core of the sixth-grade language arts curriculum. Amplify Reading is a personalized, digital and print learning program for students that is based on the Science of Reading and is aligned with core standards. It uses engaging activities, and text-based adventures to build fluency, vocabulary, comprehension, and analysis. Regular close reading opportunities may be adapted to each student's needs to provide targeted practice and enrichment alongside core curriculum.

English & Writing 6

Grade 6

2 Days per Week

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.

Integrated Language Arts 7

Grade 7

Full Year

The seventh-grade Language Arts course will focus on reading, writing, and language through the Amplify ELA program. This program uses the Science of Reading to differentiate materials for all students while following core standards. To achieve student objectives in reading, effective reading strategies will be used to foster interpretation and critical analysis of literature and nonfiction texts. Vocabulary development will be integrated into the program for improving comprehension and written expression.

Integrated Language Arts Lab 7

Grade 7

2 Days per Week

The seventh-grade Writing Lab course will focus on grammar, sentence structure, word analysis, fluency, and vocabulary skills within the context of writing. To achieve student objectives, effective writing strategies will be used to learn informational, argumentative, and narrative writing as well as research and text analysis. Students will build on and reinforce the standard English grammar skills they learned in sixth grade. The Amplify curriculum will also be used to enhance grammar and writing skills throughout the year in this course.

INTEGRATED LANGUAGE ARTS

COURSE DESCRIPTIONS

Integrated Language Arts 8	Grade 8	Full Year
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The eighth-grade Language Arts curriculum will focus on developing reading, writing, grammar, and vocabulary skills within a literature-based program. As students navigate thematically based units, they will build critical thinking and literary analysis techniques. Throughout the course, students will be encouraged to make connections among texts as well as historical and current events.

Writer’s Workshop 8	Grade 8	Semester
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Writer’s Workshop students will write in narrative, informational, and argumentative modes. Students will complete a variety of 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.

MATHEMATICS

COURSE DESCRIPTIONS

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

The sixth-grade math course builds fluency and understanding in operations with whole numbers, decimals, fractions, ratios, and positive and negative numbers. Students learn to work with rational numbers, write and evaluate expressions, solve equations and inequalities, apply geometry concepts to find area, surface area, and volume, and analyze data using graphs and measures of center and variability, while consistently applying mathematical reasoning to real-world situations.

Text: Pearson enVisionMATH Common Core

Comprehensive Math 6

Grade 6

2 Days per Week

Comprehensive Math 6 is an extension of the math program aligned with the Pennsylvania Common Core Standards, and data driven instruction to emphasize problem-solving skills, mathematical understanding, conceptual and computational competency, and algebraic thinking.

Pre-Algebra 7 with Lab

Grade 7

Full Year

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

MATHEMATICS

COURSE DESCRIPTIONS

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. The use of iPads and graphing calculators will be incorporated. Students will take the Algebra Keystone at the end of the school year.

See Algebra I placement criteria.

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 representations like equations, graphs, tables, and real-world situations. Students will complete Algebra I the following year.

Text: Pearson enVisionMath Common Core

Comprehensive Math 8

Grade 8

Semester

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

COURSE DESCRIPTIONS

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.

Integrated Science 6

Grade 6

Full Year

Students will explore a variety of exciting and engaging topics designed to deepen their understanding of real-world phenomena. Through hands-on investigations, collaborative projects, and inquiry-based learning, students will build critical thinking and problem-solving skills while making connections between scientific concepts and real-world applications. The course includes the following OpenSciEd units: Thermal Energy, Weather, Climate & Water Cycling, and Cells & Systems. Text: OpenSciEd

Science Labs 6

Grade 6

2 Days per Week

Students will participate in this course by completing several engineering and design projects. Students are required to mainly 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.

Integrated Science 7

Grade 7

Full Year

The 7th Grade OpenSciEd Curriculum is designed to engage students in hands-on, inquiry-based science learning that connects scientific concepts to real-world phenomena. Through a series of dynamic, student-centered investigations, learners explore key topics in physical, life, and earth sciences. The curriculum fosters critical thinking, collaboration, and problem-solving skills as students design experiments, analyze data, and develop evidence-based explanations. Throughout the course, students are encouraged to think critically about the world around them, make connections between science and everyday life, and develop a deeper understanding of the scientific principles that shape the natural world.

Text: OpenSciEd

Practical Science 7

Grade 7

2 Days per Week

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

SCIENCE

COURSE DESCRIPTIONS

Integrated Science 8	Grade 8	Full Year
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In this hands-on, inquiry-based course, students explore real-world scientific phenomena through the OpenSciEd curriculum. Units include Contact Forces, Sound Waves, Forces at a Distance, Earth in space, Genetics, and Natural Selection and Common Ancestry. Through experiments, discussions, and collaborative projects, students develop critical thinking, problem-solving, and scientific literacy skills while investigating compelling questions and designing their own investigations. This course emphasizes three-dimensional learning to deepen understanding and prepare students for future scientific exploration.

Text: OpenSciEd

Science Labs 8	Grade 8	Semester
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Science Labs is a half-year course that introduces students to the basics of Human Anatomy and Physiology. Topics include the levels of organization, skeletal system, muscular system, circulatory system, respiratory system, nervous system, and digestive system. Students will engage with these topics through various methods including hands-on lab investigations, virtual experiences, and collaborative group projects.

SOCIAL STUDIES

COURSE DESCRIPTIONS

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 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).

History Enrichment 6

Grade 6

2 Days per Week

Sixth-grade History Enrichment focuses on civics education. Students learn the foundations of American government, the 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.

World Geography 7

Grade 7

Full Year

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

Pennsylvania and Local History 7

Grade 7

2 Days per Week

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.

SOCIAL STUDIES

COURSE DESCRIPTIONS

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. 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 multiple perspectives on a variety of events throughout history and learn to make historical claims backed by evidence.

Civics & Finance 8	Grade 8	Semester
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In Civics and Finance 8, students will explore the foundations of government, understand the essential role citizens play in the United States, and gain insights into various careers. The course covers key civics concepts, such as the structure of government, the rights and responsibilities of citizens, and the importance of civic engagement. Additionally, students will delve into the world of financial literacy, learning valuable skills like budgeting, saving, and making informed financial decisions. Through interactive lessons, discussions, and real-world scenarios, students will develop a well-rounded understanding of civic responsibilities and financial competence, leading them toward informed citizenship and a bright financial future.

PHYSICAL EDUCATION

COURSE DESCRIPTIONS

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

Grades 6

Varies

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 critical areas of fitness: cardiovascular endurance, muscular endurance, muscular strength, and flexibility.

Wellness 7

Grades 7

Varies

In this course, students will explore essential concepts about their overall well-being. They will develop a deeper understanding of physical health, mental and emotional well-being, and social health through engaging in activities and discussions. The course emphasizes practical knowledge and encourages students to take responsibility for their own health.

Wellness & Sports 8

Grade 8

Varies

This course will develop the basic skills, strategies, and safety procedures to play various lifetime sports and games.

Mindfulness 8

Grade 8

Varies

This course is an introduction to the Concepts of Mindfulness where students will learn the meaning of being present. Students will also explore self-care and various strategies in learning how to focus and manage their stress and anxiety. It will explore movements that develop flexibility and muscular strength.

Partners PE

Grade 8

Semester

Partners PE is a physical education program where supervised peer tutors lead and assist individuals with various abilities through games, sports, and social/team-building activities. This program aims 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

COURSE DESCRIPTIONS

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.

Art 6	Grade 6	9 Weeks
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The sixth-grade curriculum introduces famous artists, art styles, 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 drawing and shading three-dimensional forms, and using one-point perspective.

COMPUTER SCIENCE

COURSE DESCRIPTIONS

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

Robotics 6

Grade 6

9 Weeks

In this course, students will learn basic programming and robotics using the VEX IQ platform and Python block coding. Working in teams, they will take on roles as robot builders, programmers, or controllers (pit crew) to prepare for a VEX competition at the end of the nine weeks. Through hands-on challenges, they will develop problem-solving skills while refining their robot for competition. By collaborating in their specialized roles, students will enhance teamwork and communication skills essential for success in robotics and beyond.

Python Programming 7

Grade 7

9 Weeks

In this course, students take the pilot's seat in the world of computer science. Using Python, one of the most popular professional coding languages, students will learn to program CoDrone EDU drones to fly, flip, and navigate entirely on their own. This isn't just about flying; it's about using code to make a machine "think" and react to the world around it.

Gateway to Engineering 7

Grade 7

9 Weeks

This course is an engaging and interactive exploration course into the realms of science, technology, engineering, arts, and mathematics. In this course, students continue to learn through the use of real-world projects, and hands-on activities. By applying the engineering design process, students practice essential teamwork skills as they collaborate with group members to solve, design, and build.

Inside the Machine: How it Works & How to Fix It 8

Grade 8

9 Weeks

In this course, you'll transform from a tech user into a tech expert by exploring the secret inner workings of the digital world. You will dive into the "bones" of a computer to see how hardware and Wi-Fi connect us, learn the basics of building software, and discover how to outsmart hackers with cybersecurity. Through hands-on labs, you'll gain the "superpowers" to fix tricky glitches, set up cool gadgets, and master the technology that powers everything around you.

FAMILY CONSUMER SCIENCE

COURSE DESCRIPTIONS

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.

Family Consumer Science 6

Grade 6

9 Weeks

This course teaches kitchen safety, cleaning and sanitation, proper use and identity of kitchen tools and equipment, reading a recipe, measurement skills, basic cooking, baking and decorating techniques. Students will learn proper laundry rules and care etiquette. 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

Family and Consumer Sciences in 7th grade is a comprehensive course that provides students with essential life skills. The course is designed to help students understand their roles as individuals, family members, consumers, and community members within today's diverse society. Students learn about basic cooking, baking and decorating techniques utilizing safety and sanitation procedures. the importance of a balanced diet and how to prepare healthy meals while working within a budget. Students will also participate in restaurant front and back of the house training. Career pathways are explored, job titles and duties are assigned to determine the knowledge, skills, attitudes, and opportunities associated with careers in the food service industry.

Exploring the Culinary World 8

Grade 8

9 Weeks

This course is designed for students to investigate the culinary arts of a country, thereby deepening their comprehension of diverse cultures. It motivates students to delve into global cuisines, celebrating the world's richness and variety. The course offers structured learning experiences in baking and pasta creation while using safety and sanitation procedures. It provides students with exposure to various customs, traditions, and lifestyles, paving the way for cultural immersion opportunities.

TECHNOLOGY EDUCATION

COURSE DESCRIPTIONS

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

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.

Tech Ed 7

Grade 7

9 Weeks

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

COURSE DESCRIPTIONS

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.

Dream Factory Art 8

Grade 8

9 Weeks

This course provides students with a deeper understanding of the fundamentals of drawing and painting. Students will also have the option to explore iPad applications relating to the arts.

Dream Factory Tech Ed 8

Grade 8

9 Weeks

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.

Dream Factory Cybersecurity 8

Grade 8

9 Weeks

The cybersecurity course is an introductory exploration of key concepts in cybersecurity, designed to equip students with the knowledge and skills necessary to navigate the digital landscape securely. The course covers various topics, including hardware and networks, social engineering, application development, binary and cryptography, cyberwar and crimes, and digital security. The course emphasizes the importance of ethical considerations, making informed decisions, develop secure applications, and responsible behavior in the ever-evolving realm of technology.

MUSIC

COURSE DESCRIPTIONS

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.

Music Exploration 6

Grade 6

3 Days per Week

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, as well as understanding different types of instruments used in a variety of musical groups.

Music Technology 7

Grade 7

3 Days per Week

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 Unplugged 8

Grade 8

Semester

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. Students will also have the opportunity to learn fundamental piano skills.

MUSIC CHORUS COURSE DESCRIPTIONS

Chorus 6

Grade 6

Varies

In this course, students will work through age-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 concerts and performances throughout the year. Students will have the opportunity to be selected to participate in the PMEA Sing Fest - an honors festival with students from various schools across the Western Pennsylvania region. Concert attendance is mandatory.

Chorus 7

Grade 7

Varies

In this course, students will work through age-appropriate choral materials to improve their vocal technique and expand on the music skills gained in the 6th-grade chorus. Students will have the opportunity to be selected to participate in the PMEA Jr. High District Chorus - an honors festival with students from various schools across the Western Pennsylvania region. Students will participate in a variety of in-school and after-school concerts throughout the year. Concert attendance is mandatory.

Chorus 8

Grade 8

Full Year

In this course, students will work through age-appropriate choral materials to improve their vocal technique and expand on the music skills gained in the 7th-grade chorus in preparation for High School Choir. Students will have the opportunity to be selected to participate in the PMEA Jr. High District Chorus - an honors festival with students from various schools across the Western Pennsylvania region. Students will participate in a variety of in-school and after-school concerts throughout the year. Concert attendance is mandatory.

Chorus and Musical Theatre 8

Grade 8

Full Year

This course is tailored for students interested in chorus and musical theater. It involves working with choral and musical theater resources to enhance vocal techniques and learn the essentials of stage presence. Students will have the opportunity to be selected to participate in the PMEA Jr. High District Chorus - an honors festival with students from various schools across the Western Pennsylvania region. Students will participate in a variety of in-school and after-school concerts throughout the year. Those who are keen on auditioning for the school musical are highly recommended to enroll in this class. Concert attendance is mandatory.

MUSIC ORCHESTRA

COURSE DESCRIPTIONS

Orchestra 6

Grade 6

Varies

Students will perform in an ensemble string orchestra class. There are no small groups like at the elementary schools - it is one large group. Students will have the opportunity to be selected to participate in the PMEA Elementary String Fest - an honors orchestra festival with students from various schools across the Western Pennsylvania region. Students will participate in various in-school and after-school concerts throughout the year. Concert attendance is mandatory.

Orchestra 7

Grade 7

Varies

Seventh-grade orchestra builds on the orchestra skills learned in 6th grade. Students will be able to read and play new rhythms and new notes. Students will have the opportunity to be selected to participate in the PMEA Jr. High District Orchestra - an honors orchestra festival with students from various schools across the Western Pennsylvania region. Students will participate in a variety of in-school and after-school concerts throughout the year. Concert attendance is mandatory.

Orchestra 8

Grade 8

Full Year

This ensemble meets three to five days per week. Students will continue to play a variety of musical selections designed to prepare them for participation in the High School Orchestra. Students will learn music in many different styles and from different countries. Students will also have the opportunity to be selected to participate in the PMEA Jr. High District Orchestra - an honors orchestra festival with students from various schools across the Western Pennsylvania region. Students will participate in a variety of in-school and after-school concerts during the year. Concert attendance is mandatory.

MUSIC BAND

COURSE DESCRIPTIONS

Band 6

Grade 6

Varies

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. Students will have the opportunity to be selected to participate in PMEA Elementary Band Fest - an honors ensemble with students from various schools across the Western Pennsylvania region. Students will participate in a variety of in-school and after-school concerts throughout the year. Concert attendance is mandatory.

Band 7

Grade 7

Varies

The seventh-grade band is for students who have developed musical skills through playing in sixth grade. Students will work through age-appropriate developmental band materials to achieve improved technique, musical knowledge, and performance skills. Students will have the opportunity to be selected to participate in PMEA Junior High Festivals - honors festivals with students from various schools across the Western Pennsylvania region. Students will participate in a variety of in-school and after-school concerts throughout the year. Concert attendance is mandatory.

Band 8

Grade 8

Full Year

The eighth-grade band is for students who have developed musical skills through playing in seventh grade. Students will work through age-appropriate developmental band materials to achieve improved technique, musical knowledge, and performance skills. Students will have the opportunity to be selected to participate in PMEA Junior High Festivals - honors festivals with students from various schools across the Western Pennsylvania region. Students will participate in a variety of in-school and after-school concerts throughout the year. Concert attendance is mandatory.

ASSESSMENTS & STATE TESTING

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.

STAR RENAISSANCE

Star Reading includes computer-adaptive assessments that measure students' reading abilities and comprehension skills. These assessments are designed to provide accurate and reliable data that can be used to guide instruction. Star Reading uses a variety of measures to assess students' reading abilities, including word recognition, vocabulary knowledge, comprehension, and fluency. The assessments are designed to be age-appropriate and aligned with state and national reading standards.

Star Math can be administered on a computer or tablet. The test is adaptive, which means that the difficulty of the questions adjusts based on the student's answers. The test takes approximately 20–30 minutes to complete. Star Math measures a student's math skills in a variety of areas, including number and operations, algebra, geometry, measurement, data analysis, and probability. It provides information about a student's strengths and weaknesses in these areas and can help teachers identify areas where students may need additional support. Star Math includes multiple-choice questions designed to assess a student's understanding of mathematical concepts, problem-solving abilities, and computational skills.

PENNSYLVANIA SYSTEM OF SCHOOL ASSESSMENT

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 5 and 8 are assessed in science. Elizabeth Forward Middle School students use the online platform.

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 three subjects: Algebra I, Literature, and Biology. The Keystone Exams are one component of Pennsylvania's high school graduation requirements system.

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.

School counseling 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 consultation 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, 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, leading 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 CURRICIULUM

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>

PBIS

Positive Behavioral Interventions and Supports (PBIS) is a proactive, evidence-based framework designed to enhance school climate and promote positive behavior among students. PBIS establishes clear behavioral expectations, provides consistent reinforcement, and applies data-driven strategies to improve student outcomes.

The PBIS program at the Elizabeth Forward Middle School is modeled around the motto of being a BRAVE Warrior: Be Safe, Respect Others, Accountable, Victorious, and Enthusiastic. Middle School expectations are defined in all areas of the school, including the cafeteria, restrooms, hallway and stairs, assembly, bus, 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.

Schools create an inclusive and supportive learning environment that enhances student behavior, engagement, and overall achievement. This proactive approach ensures consistency across academic and behavioral expectations, fostering a positive school culture that benefits all students.

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 diseases 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 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.

LEARNING SUPPORT PROGRAM

Learning 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 who 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.

ESL SUPPORT 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

BASEBALL

Coach John Christofi
Coach Arthur Collins

BOYS' BASKETBALL

8th- Coach Eric Della Lucia
7th- Coach John Christofi

GIRLS' BASKETBALL

8th Grade - Coach Breonna Brinson
7th Grade- Coach Eric Della Lucia

CHEERLEADING

Coach Christine Gensimore

CROSS COUNTRY

Coach Katie Plassio

FOOTBALL

Coach Ryan Potts

BOYS' SOCCER

Coach John Christofi
Coach Bradley Webb

GIRLS' SOCCER

Coach Jean Collage
Coach Harry Rutherford

SOFTBALL

Coach Kristen Hawkins
Coach Lena Taddeo

SWIMMING

Coach John Stache
Coach Joey Baila

TRACK & FIELD

Coach Eric Della Lucia

WRESTLING

Coach Jake Diana

VOLLEYBALL

Coach Amanda Slusser



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:



ACADEMIC GAMES/ESPORTS

Mr. Lee
rlee@efsd.net

AMBASSADORS CLUB

Mrs. Natalie Bowers
nbowers@efsd.net

ARTS & BOTS STEAM CLUB

Mr. Newmyer
snewmyer@efsd.net

ART CLUB

Mrs. Parker
cparker@efsd.net

BRAVE BUNCH

Ms. Husfelt
hhusfelt@efsd.net

CHESS CLUB

Mr. Baer
mbaer@efsd.net

CUISINE CART

Mr. Burgos
cburgos@efsd.net

DUNGEONS & DRAGONS CLUB

Mr. Baer & Ms. Yost
mbaer@efsd.net and gyost@efsd.net

FCCLA CLUB

Mrs. Christine Frain
cfrain@efsd.net

HONORS CHOIR

Mr. Hanna
thanna@efsd.net

INDOOR COLORGUARD

Ms. Jaycie Greenwalt
Ms. Savia Kawalski

INDOOR PERCUSSION

Mr. Paul Schaap

JIGSAW PUZZLE CLUB

Mrs. Teresa McCracken
tmccracken@efsd.net

LEGO CLUB

Mrs. Candace Jones
cjones@efsd.net

MARCHING BAND

Mr. Michael Guzik
mguzik@efsd.net

MORNING ANNOUNCEMENTS

Mr. Hanna
thanna@efsd.net

MUSICAL THEATRE

Mr. Hanna
thanna@efsd.net

NJHS

Ms. Taddeo
ltaddeo@efsd.net

JAZZ BAND

Mr. Guzik
mguzik@efsd.net

KINDNESS CLUB

Mrs. Kristy Kivador
kkivador@efsd.net

STUDENT COUNCIL

Grade 6 - Mrs. Egan
regan@efsd.net
Grade 7 - Ms. DeAngelis
cdeangelis@efsd.net
Grade 8 - Ms. Thompson
dthompson@efsd.net

TRADING CARDS CLUB

Mr. Eric Weimerskirch
eweimerskirch@efsd.net

YEARBOOK CLUB

Ms. Thompson
dthompson@efsd.net

ELIZABETH FORWARD SCHOOL DISTRICT
401 ROCK RUN ROAD
ELIZABETH, PA 15037
412.896.2300



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The Elizabeth Forward School District is an equal opportunity agency in its education programs, activities, and employment practices.