

# Mt. Lebanon School District Middle Schools

## Course Catalog 2012-13



Thomas Jefferson Middle School  
21 Moffett Street  
Pittsburgh, Pennsylvania 15243  
412-344-2120



Andrew Mellon Middle School  
11 Castle Shannon Boulevard  
Pittsburgh, Pennsylvania 15228  
412-344-2122

In the Mt. Lebanon School District, middle school is sixth, seventh and eighth grades.

This booklet describes the required and elective courses  
for Jefferson Middle School and Mellon Middle School.

**Mt. Lebanon School District  
7 Horsman Drive  
Pittsburgh, PA 15228**

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According to the National Middle Schools Association, a middle school is an educational response to the needs and characteristics of youngsters during early adolescence and, as such, deals with the full range of intellectual and developmental needs.

Our middle level instructional program is delivered through an interdisciplinary team format which stresses subject matter as well as pupil development. This configuration helps students by providing consistency while encouraging them to perceive the wholeness that exists in learning.

In addition, our middle schools facilitate student transition from a self-contained elementary school setting to a departmentalized high school setting. The interdisciplinary team organization assists the students in successfully traversing the period of time between the elementary and high school years.

The Mt. Lebanon School District has developed a rigorous core curriculum supplemented by broad and varied applied and fine arts curricular experiences. The pages that follow in this book outline the scope and sequence of courses offered in the middle school program.

The middle school administrators and counselors will make every effort to give students the courses they request. Occasionally, lack of enrollment or resources will cause a change in the offerings. Parents and students will be notified as early as possible of these situations. We encourage parents and students using this booklet to plan together in course selection. If you would like additional information after reading what is included here, please call the school.

We look forward to working with your children and encourage you to join in partnership with us to provide the best possible experiences for middle level children in Mt. Lebanon.

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**6<sup>TH</sup> GRADE  
PROGRAM OF STUDIES**

**CORE CURRICULUM SUBJECTS**

English  
Literature  
Mathematics  
Social Studies  
Science

**APPLIED CURRICULUM SUBJECTS**

World Language  
Music (Band, Orchestra, Chorus)  
Unified Arts  
    Art (9 weeks)  
    Family & Consumer Sciences (9 weeks)  
    Health (9 weeks)  
    Informational Technology (9 weeks)  
Physical Education

**7<sup>TH</sup> GRADE  
PROGRAM OF STUDIES**

**CORE CURRICULUM SUBJECTS**

English  
Literature  
Mathematics  
Social Studies  
Science

**APPLIED CURRICULUM SUBJECTS**

World Language  
Music (Band, Orchestra, Chorus, General Music)  
Unified Arts  
    Art (9 weeks)  
    Family & Consumer Sciences (9 weeks)  
    Informational Technology (9 weeks)  
    Technology Education (9 weeks)  
Physical Education

**8<sup>TH</sup> GRADE  
PROGRAM OF STUDIES**

**CORE CURRICULUM SUBJECTS**

Language Arts  
Mathematics  
Social Studies  
Conceptual Physics

**APPLIED CURRICULUM SUBJECTS**

World Language  
Music (Band, Orchestra, Chorus, Music Enrichment)  
Art Enrichment  
\*Visual Culture  
Computer Applications  
\*Problem Solving with Technologies  
Unified Arts  
    Art (9 weeks)  
    Health (9 weeks)  
    Informational Technology (9 weeks)  
    Technology Education (9 weeks)  
Physical Education

***\*Please note that only one section of each of these courses (Problem Solving with Technologies and Visual Culture) is available with a maximum enrollment of 24 students for each section. Students will be assigned to these courses on a first-come, first-served basis.***

## LANGUAGE ARTS DEPARTMENT

### ENGLISH 6 – 60100

What purpose does writing serve? How does a writer construct a piece for a specific audience? How does a writer effectively convey an opinion to the reader? How does word choice influence the way the audience views an argument?



The sixth grade English course is a one-year program that reinforces the use of language mechanics and grammar in the development of writing skills. Students will write in complete sentences that avoid the common pitfalls of sentence fragments and run-ons. Varied sentence types are introduced, and students incorporate this awareness in their practice of several writing modes: description, exposition, narration, and persuasion. Focusing on the development of the three paragraph essay, students practice the steps of the writing process: pre-writing, drafting, conferencing, revising, editing, and presenting or publishing. In addition to writing, speaking and listening skills are also reinforced. Assessment in English 6 consists of formal and informal writing assignments, oral presentations, projects, quizzes and tests. The students are required to maintain a personal portfolio of their writing.

### LITERATURE 6 – 60150

What defines fine literature? How can the understanding of literary elements enhance the discussion and understanding of award-winning early adolescent novels? What is the difference between inferential and literal understanding?

Students will interpret, evaluate, and enjoy fine literature through the application of basic literary elements. New concepts of literary analysis will be sequenced through the study of novels, short stories, and poetry. In addition, students acquire and apply research skills to explore the life and work of award-winning authors. Through written responses, visual presentations, projects, and tests, students will be assessed on the proficiency of their reading, writing, speaking and listening skills. The Literature 6 course fosters an appreciation of literature and celebrates the desire to read independently.

### ENGLISH 7 – 70100

How can language adapt to different purposes? What makes a good story? How can narrative stories reflect human nature? For what purposes do we persuade? What makes an argument convincing? What are the differences between formal and informal language? What is news? What makes a story newsworthy? Why must an audience be aware of the way journalists present the news?

The seventh grade English course is a one-year program designed to expand each student's proficiency in thinking, writing, research, and oral communication. Students engage in the

writing process through informative, narrative, and persuasive pieces. Students incorporate technology to enhance their communication skills, as well as apply language conventions to all forms of communication. Course evaluation consists of formal and informal writing assignments, oral presentations, projects, quizzes and tests. In addition, students maintain a portfolio of their writing.

#### LITERATURE 7 – 70150

What is strength? What are the different types of strength? Who or what survives and why? Whose needs are more important—those of the individual or those of the community?

The Literature 7 course is a one-year program designed to build upon the critical thinking skills developed in Literature 6 and enhance the skills in literary analysis that are introduced in that course. Students will practice and develop their analysis and interpretation of texts, build vocabulary, and write in a variety of forms and styles. Through the study of various literary genres, including novels, short stories, poetry, plays and essays, students will explore and interact with the literature. Students will share their insights about these different texts using discussion, group work, dramatic activities, as well as various written formats.

#### LANGUAGE ARTS 8 – 80100

Does literature shape or reflect identity, culture, and values? How and why do writers decide to write what they do? How does the process of writing help one to discover one's own identity, culture and values? How can discussions about literature and writing help to shape and/or challenge one's identity, culture and values?

Language Arts 8 explores these questions and encourages students to reflect upon their culture, identity, and values through the modes of reading, writing, speaking, and listening. Through formal and informal writing assignments, speeches, reading, projects and discussion, students will explore how culture shapes identity and values. Analysis of the literature, which includes novels, works of non-fiction, poetry, short stories and essays, will help students to reflect upon what they value and how they came to value it.



## MATHEMATICS / COMPUTER SCIENCE

The mathematics program is a sequential program which integrates algebra, geometry, measurement, logical reasoning, probability, statistics, discrete mathematics, and function strands throughout each course. The program is designed to help students explore and solve mathematical problems, think critically and make decisions, work cooperatively with others, and communicate ideas clearly. The mathematics course offerings 6-12 comprise a substantive program of study designed to provide all students with the skills and knowledge necessary for life-long learning in a rapidly changing global society. Each middle school mathematics course provides opportunities for students to be actively involved in doing meaningful mathematics through problem solving and decision making, using technology to explore ideas and methods, participating in group projects and activities, and using manipulatives to model connections between concrete and abstract concepts. Each course is organized on two academic levels to provide opportunity for each student to be challenged according to his/her ability. Evaluation consists of unit tests and quizzes, and may include individual or group projects, assignments, notebooks and journals, portfolios, and class participation.

*Students typically select one of the following courses of study. They may move between levels if performance indicates such movement is appropriate and class size allows. Students are also encouraged to select one or more computer science or computer application electives during their middle school and high school years.*

Honors:

6	7	8
(H) Math 6	(H) Math 7	(H) Math 8

Academic:

6	7	8
Math 6	Math 7	Math 8

### MATHEMATICS 6

Math 6 – 60300

Honors Math 6 – 60350

During this full year course, students will understand rational numbers (fractions, decimals, and percents), operations with rational numbers, principles of two-dimensional geometry including perimeter and area, probability and statistics. The course is designed as a problems-based approach to mathematics, meaning that students are presented with real world situations from which the mathematical concepts emerge naturally.

### MATHEMATICS 7

Math 7 – 70300

Honors Math 7 – 70350

Mathematics 7 more fully explores and extends algebraic and geometric topics from Mathematics 6. Students' understanding of whole numbers, decimals, and fractions is expanded to include the study of integers and negative decimals and fractions (rational numbers). Students construct, use, and explain procedures for computing and estimating with rational numbers. Understanding and applications of ratio,

proportions, similarity, and percent are developed. Geometry topics explored include classification of polygons, area, surface area and volume. Knowledge of equations and graphing in the coordinate plane are connected. Throughout the course problem solving, reasoning, and communication of mathematical ideas are emphasized.

## MATHEMATICS 8

Math 8 – 80300

Honors Math 8 – 80350

Mathematics 8 continues to explore algebraic and geometric concepts utilizing real-world applications to enhance the development of a concept. The algebra strand is the primary focus of the course and includes topics such as linear equations, linear inequalities, systems of equations, factoring expressions, and introduces quadratic functions and their graphs. Students explore the concept of functions and begin their analysis of slope. Within the geometry strand, foundational concepts such as the Pythagorean Theorem, distance, and transformations are introduced. Students also investigate probability, proportional reasoning applications, and data analysis in the statistics strand.



## COMPUTER APPLICATIONS 8 -- 80365

Computer Applications is an eighth grade Information Technology elective course. Throughout this year long course, students will utilize various software applications to create a business portfolio. The software applications used will include Microsoft Publisher, Visual Basic programming language and HTML web page design. The business portfolio theme will challenge students to think creatively and utilize problem solving strategies while effectively using the software applications. During each component of this course, students will be creating individualized projects based around their choice of business. Projects for the course include business cards, posters, invitations to events, advertising projects, websites for your business and visual basic programs.

## SCIENCE DEPARTMENT

The middle school science program emphasizes and “hands-on, minds-on” approach that introduces students to scientific inquiry as well as to new and expanded science content. The strands (Science as Inquiry, Physical Science, Life Science, Earth and Space Science, Science and Technology, Science in Personal and Social Perspectives, History and Nature of Science, Unifying Concepts and Processes) suggested by current science curriculum projects such as *Project 2061* and the *National Science Standards* permeate throughout the courses in grades 6, 7 and 8.

### SCIENCE 6 – 60400

Science 6 is an introductory earth and space science course consisting of five units:

In the *Erosion and Deposition* unit students explore the earth processes that move rocks and soil and how these processes shape the land over geological time. Students study *Plate Tectonics* by investigating volcanoes, earthquakes, and mountain formation to learn about the changes to the earth’s surface that take place over geological time as a result of plate movement. *Weather and Atmosphere* allows students the opportunity to analyze weather and climate, as well as to determine factors that affect them. In the *Earth in Space* unit, students investigate the cause of the day/night cycle, the year, and the seasons. Students also investigate changes in the phases of the moon and its effect on the oceans' tides. Ultimately, students relate these changes in the position of the earth and the moon in space to the way people

measure time. Finally, students investigate objects in space, their proximity to Earth, and the ways people explore outer space in the *Exploring the Solar System* unit.

### SCIENCE 7 – 70400

Seventh Grade Science is an introductory course. It presents fundamental life science concepts and basic investigative skills. The purpose of this course is to develop an awareness of the unique relationship among organisms and their interactions with the environment. All hands-on activities stress the scientific method of problem solving and allow students to see how experimentation and observation are the bases of scientific inquiry. Course evaluation consists of tests, quizzes, laboratory work, worksheets and assignments.

### CONCEPTUAL PHYSICS – 80400

Eighth Grade Science is a full year course which focuses on fundamental physics concepts.

The content of the course includes concepts dealing with motion and energy. It includes topics such as waves, magnetism and electricity, and forces and motion.

Hands-on laboratory-style activities will be used during the course to develop process skills. Course evaluation may consist of tests and quizzes, laboratory reports, written assignments, science journals, long term projects and performance assessments.

## SOCIAL STUDIES DEPARTMENT

The social studies program is a comprehensive program which integrates the disciplines of history, geography, economics and citizenship education throughout the entire scope and sequence. The courses at the middle level are designed to continue the content and skill development from the elementary and prepare the students for the curriculum at the high school. The program K-12 is designed to provide students with the knowledge and skills to be informed and participating citizens.

*The following is the required sequence of courses within grades 6-11. Electives, which focus on specific content, and A.P. courses are also available in the high school curriculum.*

- 6<sup>th</sup> – The World and Its People*
- 7<sup>th</sup> – History of Western Culture I*
- 8<sup>th</sup> – United States History*
- 9<sup>th</sup> – American Political and Economics Systems (semester)*  
*History of Western Culture I (semester)*
- 10<sup>th</sup> – World Cultures*
- 11<sup>th</sup> – United States History*

### THE WORLD AND ITS PEOPLE – 60200 6<sup>TH</sup> GRADE

This course is a two-semester study of the world and its people, beginning with learning the world in spatial terms. This will include learning map skills and geographical terms, reading charts and graphs and identifying different people, places and environments of the world.

The curriculum will provide an overview of the countries in the world which will be

divided into the following regions: Europe, Russia and the Independent Republics, Asia, Africa, and Latin America. The studies of these regions will include physical geography, culture, history, economics, and government.

Students' performance throughout this course will be evaluated through written assignments, reports, homework, quizzes and tests.

### HISTORY OF WESTERN CULTURES 70200 – 7<sup>TH</sup> GRADE

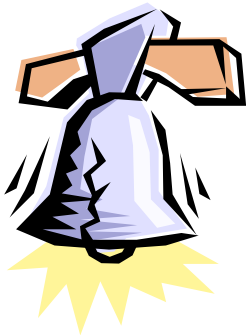
This course is a two-semester study of the development of Western Cultures. The course traces the development of Western Cultures from archaeology and prehistory through the major historical eras of Egypt, Mesopotamia, Greece, Rome, and the Middle Ages. In studying each major phase of the development of Western Cultures, students are exposed to the idea that society has certain structures (economic, political, social, belief-value) that must be examined in order to understand it.

Throughout the course, emphasis is placed on the development of study skills, geographical and archaeological concepts, observation and recording of evidence, classification and interpretation of data, the analysis, synthesis, and evaluation of information, and connecting the past with the present. Student performance is evaluated through written assignments, individual and group projects, written and oral reports, quizzes, tests, map activities and other common assessments. Students can expect two to four homework assignments a week. A major goal of this

course is to set a foundation for future historical study.

## UNITED STATES HISTORY 8 – 80200 8<sup>TH</sup> GRADE

This is a two-semester course which explores the major developments in United States and Pennsylvania History from the Exploration Period through the end of the 19<sup>th</sup> Century. The major emphasis is upon the economic, social, and political structure of the nation. Certain critical concepts are developed, among which are an examination of the nature of history and a study of colonialism, the early United States and its expansion, sectionalism, and the basic causes and results of the Civil War, Reconstruction, industrialization, immigration and emergence of the United States as a world power. Special attention is given to the role of our own state and region in our nation's history. Each student will learn various skills including critical thinking, use of computer technology, and map and research skills related to historical inquiry. The course evaluation will consist of essay and objective tests and quizzes, notebooks, oral and written reports, and individual and group projects aimed at stimulating creative expression on the part of the student.



## FINE ARTS DEPARTMENT

The art and music offerings in the Mt. Lebanon middle schools reflect the seriousness of purpose and the joy of arts education. As a prelude to the Senior High Fine Arts Department offerings, the middle school program offers a variety of sequential programs in Visual Arts and in Music (Band, Chorus, Orchestra, and General Music).

Starting in sixth grade and building each year, the Visual Arts courses are concept-based, hands-on developmental programs utilizing cultural and historical references while building the students' capabilities through positive awareness, comprehension and application of skills. As the students move from one grade level to the next, their thinking skills are employed in more sophisticated creative processes of art production. Unique offerings of 2-D and 3-D art experiences in the Unified Arts program advance in each year of the middle school program. In eighth-grade students may choose the year-long Art Enrichment course which explores in-depth artistic processes and unique media or the year-long Visual Culture course which gives students the tools to understand art's past and contextualize the countless visual stimuli thrust upon them in our modern culture.

Throughout the middle school art program students are exposed to the study of art history and learn constructive art criticism as they participate in discussions and critiques. The Mt. Lebanon visual arts courses nurture creativity, offering students the opportunity to find multiple solutions to a single problem. Middle school art students learn to make and observe connections while satisfying humankind's inherent need to

create. Through creating art, students represent that which cannot easily be communicated and surrender to unforeseen opportunities as their work unfolds. Art students develop their ability to describe, interpret, evaluate, and respond to visual culture in a media-rich setting. The middle school arts program fosters in students a lifelong relationship with the visual arts. By the end of 8<sup>th</sup> grade students have completed a portfolio representative of higher level artwork. The Mt. Lebanon middle school Visual Arts program incorporates and exceeds all the state and national standards for the Arts in equipment, program and instruction and offers the Mt. Lebanon middle level students the best in art education.

The highly-regarded, developmental music program in the middle schools offers eleven courses of instruction over grades 6, 7 and 8. Each course is designed and taught to provide the opportunity, the musical stimulation, the hands-on knowledge and experiences, and the support for all students to succeed in music education. The middle schools offer sequential programs in Band, Orchestra, Chorus and General Music. As the students move from one grade level to the next, they incorporate higher-level skills, concepts, knowledge, and enjoyment through class instruction and public performances. The Mt. Lebanon middle schools Music programs are enhanced with excellent facilities, equipment, and instruction making every Mt. Lebanon middle school student successful in the music program. The Mt. Lebanon middle school Music program incorporates and exceeds all the state and national standards for the Arts in equipment, program and

instruction and offers the Mt. Lebanon middle level students the best in music education.

The art and music programs in the middle schools continue the long-standing reputation of *Excellence in Education* in Mt. Lebanon and contribute to providing the best education possible for each and every student.

#### ART ENRICHMENT 8 – 80790

Eighth grade Art Enrichment is a year-long elective which art interested students may select. This course enables the student to explore a wide variety of materials and techniques. This is a unique opportunity that offers students an *in-depth* experience that focuses on unique media exploration and process-based art forms. Some media that may be explored include the following; painting, drawing, pottery, watercolor, pastels, sculpture, copper enameling, batik, and various mixed media. All Art Enrichment projects promote mastery of skill and creative problem solving. Students are exposed to art through not only the creation of original works of art, but through the study of art history and contemporary artists, art discussions and critiques, and the exploration of the meaning of art and aesthetic experiences. Opportunities for interdisciplinary studies exist within the framework of this course. At the conclusion of the course, students will have completed an aesthetically-rich, media-diverse art portfolio representative of higher level artwork. Evaluation of student work is based on demonstration of stated objectives and classroom participation.

#### \*VISUAL CULTURE 8 – 80795

Visual Culture is a middle-school elective that differs from a traditional visual arts class in that it focuses on art history, cultural studies & contemporary visual imagery and treats them as disciplines that can be studied separately from the making of art. The visual culture elective will examine the visual world, including fine art, folk art, mass media, design, advertising, popular culture, fashion, architecture, and other visual experiences in everyday life. Participating in class discussions, dramatizations, in-class projects, field trips, and more, the visual culture course gives students the tools to understand and contextualize visual stimuli as it is presented to them in our modern culture. Students will develop perspective in the interpretation of these images while mastering the ability to verbalize critical and aesthetic thoughts. Ultimately, students will develop connections between artworks and their own lives and the societies in which they live. When studying art history, students will learn how to observe, evaluate, and interpret works of art based on visual and conceptual criteria. When studying culture, students will focus on the areas of communication, literary theory, anthropology and contemporary media. While studying contemporary visual imagery, students will learn to apply critical thinking skills, mapping contemporary visual images based on historical and cultural influences. Using popular imagery, literature, film, theater, and music as their tools, students will learn to draw conclusions about how a particular cultural phenomenon came to be and how it may influence future societies.

***\*Please note that only one section of this course is available with a maximum enrollment of 24 students. Students will be***

*assigned to this course on a first-come, first-served basis.*

#### BAND 6 – 60710 through 60760

Band is a two-semester elective course. It is designed to provide the opportunity, the stimulation, the guidance and the encouragement necessary for each student to experience overall music enjoyment. This course fulfills the 6<sup>th</sup> grade music requirement.

Concepts to be developed include tone, melody, rhythm, style, notation and auditory perception and discrimination. The major skills to be developed and refined include major and minor scales, fingerings, playing techniques, rhythmic patterns and baton responses. Course evaluation includes instrumental performances (individual and small groups).

**Students must have at least one full school year of study on the instrument they will be playing in 6th grade band before selecting band in middle school. Any student with less than one year of instrumental instruction must schedule an audition with the middle school band director. In that audition, students will need to demonstrate proficiency in the following areas:**

**Winds and Brass – Ability to perform scales and exercises in the concert keys of Bb, Eb, F as well as a chromatic scale.**

**Percussion – Ability to perform on snare drum (single paradiddle, flam rudiments and rudimental rolls) and mallet experience as well.**

#### BAND 7 – 70710 through 70760

#### BAND 8 – 80710 through 80760

Band 7 is a two-semester elective course that fulfills the 7<sup>th</sup> grade music requirement. Band 8 is a two-semester elective course that may be taken as an 8<sup>th</sup> grade elective.

It is designed to provide the opportunity, the stimulation, the guidance and the encouragement necessary for each student to experience overall musical enjoyment. Concepts to be developed include tone, melody, rhythm, style, notation and auditory perception and discrimination. The major skills to be developed and refined include major and minor scales, fingerings, rhythmic patterns and baton responses. Student evaluation includes instrumental performances (individual and small groups), and rehearsal technique.

**Students must have had some instrumental instruction before selecting band in middle school.**

#### CHORUS 6 – 60780

Chorus is a two-semester elective course. This course fulfills the 6<sup>th</sup> grade music requirement. The choral music curriculum is designed to broaden students' musical knowledge through the enjoyment of singing. Students learn to sing with appropriate technique in two or three parts using a variety of song literature. Basic musical concepts, including rhythmic and pitch notation, and presented and explored.

Evaluation is based on class participation, small-group performances, rehearsal techniques and public performance in school and in the community.

### CHORUS 7 – 70780

Chorus 7 is a two-semester elective that fulfills the seventh grade music requirement. The choral music curriculum is designed to broaden students' musical knowledge through the enjoyment of singing. Students learn to sing with appropriate technique in two or three parts using a variety of song literature. Basic musical concepts, including rhythmic and pitch notation, are presented and explored. Evaluation is based upon class participation, small-group performances, rehearsal techniques and public performances in school and the community.

### CHORUS 8 – 80780

Eighth grade chorus is a two-semester elective course designed to develop each student's vocal skills for the enjoyment of singing in two and three-part harmony. Students will refine the singing skills developed in the seventh grade chorus or explore singing as a new activity.

Students who play the piano may elect chorus for the purpose of accompanying the group. Evaluation is based on class participation, small-group performances, rehearsal techniques and public performance in school and in the community.

### GENERAL MUSIC 7 – 70790

This two-semester elective course fulfills the 7<sup>th</sup> grade music requirement. General Music 7 provides a practical approach to the elements of music through introductory level group instruction in keyboard and acoustical guitar as well as academic (non-instrumental) studies "Music in Our Lives"

and "Language of Music." Students will be exposed to four equal units of study: 1) Language of Music (including active and critical listening, fundamentals in reading and counting rhythm and reading music in treble and bass clefs); 2) basic group piano instruction (including music composition); 3) Music in Our Lives (including discussion of current issues in music and culture, music as it relates to us as individuals, core components of music history, and study of music in our culture.); and 4) basic group guitar instruction (including chords, bass parts, melody and harmony playing centered around learning songs and sound fundamentals, and tablature). Evaluation will be based on homework, tests, class participation, daily assignments and small-group/individual performances.

### MUSIC ENRICHMENT 8 – 80600

This two-semester elective course is open to students who have completed the seventh grade general music course or who have demonstrated equivalent competency in guitar and keyboard. Course goals include continued development of guitar and keyboard skills introduced in grade 7. Students will have the opportunity to play ensemble music and to participate in musical performances whenever possible. Course evaluation includes class participation, solo playing and small group performance.

ORCHESTRA 6 – 60770 through 60773  
ORCHESTRA 7 – 70770 through 70773  
ORCHESTRA 8 – 80770 through 80773

Orchestra is a two-semester elective course that fulfills the middle school music requirement.

It is designed to provide the opportunity, the stimulation, the guidance and the encouragement necessary for each student to experience overall musical enjoyment. Concepts to be developed include tone, melody, rhythm, style, notation and auditory perception and discrimination. The major

skills to be developed and refined include major and minor scales, fingerings, rhythmic patterns, baton responses, and various bowing techniques. Student evaluation includes instrumental performances (individual and small groups), and rehearsal techniques.

**Students must have had some instrumental instruction before selecting orchestra.**



## PHYSICAL EDUCATION

PHYSICAL EDUCATION 6 – 60800

PHYSICAL EDUCATION 7 – 70800

PHYSICAL EDUCATION 8 – 80800

Physical Education in the Middle School years is designed to expose students to a variety of activities that help them understand and value physical activity and its contribution toward a healthy lifestyle. The curriculum includes a program of comprehensive and physiologically sound activities oriented towards personal wellness. It is varied in scope with opportunities for students to participate in areas of physical fitness, team sports, and lifetime activities. Activities are chosen to encourage students to sequentially develop skills appropriate to their ability and confidence level in an appropriate learning environment. Students participate in activities in which the major focus is to develop personal wellness and basic movement skills.

Currently, Physical Education classes are scheduled twice a week for the entire school year. Beginning with the 2010-2011 school year, Physical Education will use a standard grading scale: 100 - 90% = A, 89 - 80% = B, 79 - 70% = C, 69 - 60% = D, 59% or below = E. Grades are determined by the students' class preparation/ dress, sportsmanship/ behavior, and participation/effort.



## TECHNOLOGY EDUCATION

### \*Problem Solving with Technologies 8 – 80950

This year-long 8<sup>th</sup> grade elective course will help students creatively problem solve in technology, including communications, construction, transportation, engineering, design, and biotechnology. This team-based course will promote technological literacy, leadership, and problem solving while drawing upon various fields of technology, science, mathematics and language arts. While working through seven thematic units, student teams will explore the following questions: How do people use a problem solving process to solve technological problems? How can the engineering design process be used to solve technological challenges to change and improve products for the way we live? How are ideas developed (from brainstorming to sketching to prototyping)? How are technological products designed, created and sold? These questions will be explored while students design, develop and build a board game, design a miniature golf course, and design, construct and test a greenhouse. Students will also participate in the Technology Student Association Competition at California University of Pennsylvania.

***\*Please note that only one section of this course is available with a maximum enrollment of 24 students. Students will be assigned to this course on a first-come, first-served basis.***

## UNIFIED ARTS 6<sup>TH</sup> GRADE

### ART 6 – 60010

The sixth grade art curriculum is a developmental program which provides for the understanding and application of art concepts and their formal elements. In sixth grade, the basis for student work revolves around two key themes: Stories and Play. By introducing students to an expanded foundation of the elementary art experience, the sixth grade art program builds the student's awareness, comprehension, and application of skills to a more in-depth process. Cultural and historical influences provide for interdisciplinary experiences when appropriate. Students will be involved in a hands-on approach to creative problem solving. Evaluation of student work will be based on the demonstration of stated objectives and classroom participation. A comprehensive arts program (concepts based) raises the quality of student art production, as well as contributing to the improvement of cognitive development and learning in general.

### FAMILY & CONSUMER SCIENCES (Introductory Course) – 60030

The Family and Consumer Sciences curriculum at this level is an introduction to the discipline which combines aspects of consumer sciences, family economics and resource management, balancing responsibilities, and child development. The consumer economics units will incorporate activities revolving around the economic system and basic consumerism. Students will learn how to separate factual information from marketing "hype" to make informed consumer choices. The units in

balancing family and community responsibilities will include practical reasoning and effective communication. Child development units will include an introduction to the stages of development, play, safety, and children's literature.

### HEALTH 6 – 60020

In this nine week section of unified arts, 6<sup>th</sup> grade students will learn about several topics of personal health and wellness including: non-communicable diseases, nutrition, the effects of gateway drugs such as alcohol, tobacco, inhalants, and marijuana, and also how the body grows and changes.

### INFORMATIONAL TECHNOLOGY 6 – 60050

The primary objective of IT6 is to learn correct keyboarding technique of the alphabetic and numeric keys. The acquisition of keyboarding skills will support all future IT coursework.

## UNIFIED ARTS 7<sup>TH</sup> GRADE

### ART 7 – 70010

The seventh grade art program synthesizes and challenges students to use abstract thinking, and build upon previously learned, key skills & knowledge. A more sophisticated creative process to art production is explored. In seventh grade, the basis for student work revolves around two key themes: Humor and Identity. Students will discuss, create, and explore works of art around said themes through integrative lessons and the application of a particular artist or style as well as historic references and influences. Participation in a *comprehensive* art program raises the quality of student production, improves articulation during critiques, and enhances aesthetic awareness, as well as contributes to the improvement of cognitive development and student learning in general.

Evaluation of student work is based upon demonstration of stated objectives and classroom participation.

### FAMILY & CONSUMER SCIENCES (Food & Nutrition) – 70030

The food and nutrition units will emphasize proper measurement techniques, principles of food safety, basic nutrition, time management skills and the use of current technology in food preparation. The course will emphasize good nutrition and its relationship to a healthy body. Good nutrition, health, food and kitchen safety are topics explored. Experiences in food preparation appropriate to today's lifestyles

are offered. Lab experiences will be included.

### INFORMATIONAL TECHNOLOGY 7 – 70050

The IT7 course will review and reinforce alphabetic and numeric keyboarding skills. Students will also develop age appropriate speed and accuracy during timed writings. This course will also provide students with a basic foundation of Microsoft Word. Keyboarding skills and Word will be applied to document formatting. IT7 will also provide students with a basic foundation of Microsoft PowerPoint and an exposure to Microsoft Excel.

### TECHNOLOGY EDUCATION 7– 70040

The program for 7<sup>th</sup> grade is called Tech-Design level 1, where students pursue self-directed, hands on instruction to achieve specific daily goals. Experiences with diverse learning devices include computers and sophisticated software, interactive CD-ROM, laser disks, interactive print media, instructional videos and technical training systems.

## UNIFIED ARTS 8<sup>TH</sup> GRADE

### ART 8 – 80010

For many eighth grade unified arts students, this will be their last visual arts class. Thus, the eighth grade program of study focuses on fostering a very personal and lifelong relationship with Visual Arts. Applying their visual and technical skills, the students will work toward the development and creation of personal works of art that focus on the themes of Memory, Time & Place. All of the required PA Standards for the Arts and Humanities serve as the foundation for creating and understanding visual art based on aesthetics and personal experience. The study of art history is used to enhance the relationship between art and self-interpretation, practiced inquiry and creativity. Evaluation of student work is based on the demonstration of stated objectives and classroom participation.

At the succession of the course, students will have completed an aesthetically-rich, media-diverse art portfolio representative of higher level artwork

### HEALTH 8 – 80020

Health is a 9 weeks course of study.

The units covered in the course are:

- \* Mental and Emotional Health
- \* Reproduction
- \* Disease Prevention/Communicable  
Diseases including STD's, HIV and AIDS
- \* Project Alert - Alcohol and Drug Abuse  
Education/Refusal Skill Training

### INFORMATIONAL TECHNOLOGY 8 – 80050

The IT8 course will review and reinforce keyboarding skills. This course will also provide students with intermediate level Microsoft Word, PowerPoint and Excel skills. Students will take a project-oriented approach to learn and reinforce the necessary skills from the Microsoft Applications.

### TECHNOLOGY EDUCATION 8 – 80040

The program for 8<sup>th</sup> grade is called Tech Design Level 2, with independent study. This is a continuation for students who have completed Level 1 objectives. The program starts with a one-day review of Level 1 before moving into more advance concepts and applications. At this level, students learn to design, create, examine, analyze, and troubleshoot a variety of technological models. This level also includes an exploration of career and educational options.

## WORLD LANGUAGES

6<sup>TH</sup> GRADE – 60520 through 60540

7<sup>TH</sup> GRADE – 70520 through 70540

8<sup>TH</sup> GRADE – 80520 through 80540

The middle school world language program is a well-integrated and sequential skill-building program. The students will learn to communicate in languages other than English and gain knowledge and understanding of other cultures. The courses from grades 6 through 12 provide opportunities for all students to acquire proficiency at varied rates. The world language curriculum is designed to stimulate language development by fostering skills of communication in real-life situations and by introducing the students to the study of relevant cultural topics.

Students will begin world language study in the 6<sup>th</sup> grade. The students will study this language for 1/2 period in 6<sup>th</sup> and 7<sup>th</sup> grades and for an entire class period in the 8<sup>th</sup> grade. The middle school language program offers the following languages:

French  
German  
Spanish

*Ça va?*

*¡Buenos días!*

*Tschüs!*

*¿Qué tal?*

*Au revoir!*

*Guten Tag!*

*Wie geht's?*

*Mt. Lebanon School District does not discriminate on the basis of race, age, color, religion, sex, national origin, ancestry, or handicap or disability in the administration of any of its educational*

*programs, services or activities, or with respect to employment. The District adheres to the nondiscrimination provisions of Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, the Age Discrimination in Employment Act, the Pennsylvania Human Relations Act, and all other applicable federal, state and local laws, regulations and ordinances. Inquiries concerning Title IX should be directed to Mr. Stephen Scheurer, Director of Human Resources, Mt. Lebanon School District, 7 Horsman Drive, Pittsburgh, PA 15228 (412) 344-2081. Inquiries concerning Section 504 of the Rehabilitation Act should be directed to Mr. Gerald Ingram, Director of Facilities, Mt. Lebanon School District, 7 Horsman Drive, Pittsburgh, PA 15228 (412) 344-2090. Inquiries concerning the ADA should be directed to Mr. Stephen Scheurer, Director of Human Resources, Mt. Lebanon School District, 7 Horsman Drive, Pittsburgh, PA 15228 (412) 344-2081.*