

**Muncie Community Schools
Middle School
Course of Study
2020-2021**



**Muncie Community Schools
Middle School Course of Study
2020-2021 School Year**

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Middle Schools

Muncie Northside Middle School

2400 W. Bethel, Muncie, IN 47304

Telephone: 765-747-5209

Principal: Eric Grim

Administrative Team: Matt Fine, Jay Bendes, Tara Gudger

School Guidance Counselors: Donna Marlatt and Lynel Curd

Muncie Southside Middle School

1601 E 26th St, Muncie, IN 47302

Telephone: 765-747-5320

Principal: Craig Standish

Administrative Team: Kim Conners, John Morse, Chad Clevenger

School Guidance Counselors: Zach Schaefer and Lynel Curd

TABLE OF CONTENTS

Page #	Middle School Course of Study Sections
1	School Administration
2	Table of Contents
3	Grade 6 Class Schedule
4	Grade 7 Class Schedule
5	Grade 8 Class Schedule
6	High School Course Descriptions for courses offered at the middle school level
7	CTE – Career and Technical Education
7	CTE: Computer Science Grades 6-7-8 Project Lead The Way Courses
8	CTE: Business and Information Technology Grade 7
8	CTE: Engineering and Technology Grades 6-7-8
8	CTE: Preparing for College and Careers Grade 8
9-10	English/Language Arts
11-12	Fine Arts
13	Health and Wellness
14-15	Mathematics
16	Multidisciplinary: English and Math Enrichment/Intervention Grades 7 and 8
17	Physical Education
18	Science
19	Social Studies
20	World Language
21-22	Graduation Plan – Grade 6
23	Graduation Plan – Grade 7
24-26	Graduation Plan – Grade 8
27	Graduation Pathway Diploma Terminology
28-29	State Board of Education Middle Level Curriculum Requirements 511 IAC 6.1-5-3.6

MCS Middle School Course Schedule for 2020-2021

SAMPLE GRADE 6 CLASS SCHEDULE

Periods	Subject Areas	
	1 st Semester	2 nd Semester
1	English/Language Arts 6	English/Language Arts 6
2	Reading 6	Reading 6
3	Mathematics 6	Mathematics 6
4	Social Studies 6	Social Studies 6
5	Science 6	Science 6
6	Physical Education	PLTW Apps Creators
7	Students will select either option A or B _____ Option A: Band or Choir (1 st and 2 nd Semester) _____ Option B: Art for 9-weeks Music for 9-weeks CTE Engineering Technology for 9-weeks Health for 9-weeks	

Placement in Mathematic Courses:

- Math 6
- Math 7 (Students recommended for advanced mathematics standards may be placed in a grade 6 math classroom that will utilize Math 7 standards.)

What is PLTW APPS CREATORS?

This semester course will expose students to computer science by computationally analyzing and developing solutions to authentic problems through mobile app development, and will convey the positive impact of the application of computer science to other disciplines and to society. Students will customize their experience by choosing a problem that interests them from the areas of health, environment, emergency preparedness, education, community service, and school culture. Because problems in the real world involve more than one discipline, the unit will introduce students to biomedical science concepts as they work on solutions for the specific problems they choose to tackle.

What is CTE Engineering Technology?

This nine-week course will provide students with hands-on, problem-based learning opportunities to develop, produce, use, and assess products related to engineering and technology. Students additionally develop individual and teamwork skills to participate in society and the workplace. Activities will focus on content related to engineering and technology as a body of knowledge, using resources and actions to: (1) apply engineering design, (2) use processes to produce products, (3) use devices tools and systems safely and appropriately, (4) and assess impacts on society and the environment.

SAMPLE GRADE 7 CLASS SCHEDULE

Periods	Subject Areas	
	1 st Semester	2 nd Semester
1	English/Language Arts 7	English/Language Arts 7
2	Mathematics 7	Mathematics 7
3	Social Studies 7	Social Studies 7
4	Science 7	Science 7
5	Physical Education 7	PLTW Computer Science for Innovators & Makers
6	Students will select either option A or B ____ Option A: Band or Choir (1 st and 2 nd Semester) ____ Option B: Art for 9-weeks Music for 9-weeks Health for 9-weeks CTE Engineering Technology for 9-weeks	
7	Math and English Enrichment/Intervention	Business and Information Technology

Placement in Mathematic Courses:

- Math 7
- Pre-Algebra (Students recommended for advanced mathematics standards may be placed in a Pre-Algebra year-long course.)

What is PLTW Computer Science for Innovators and Makers?

This semester course will allow students to discover computer science concepts and skills by creating personally relevant, tangible, and shareable projects. Throughout the unit, students will learn about programming for the physical world by blending hardware design and software development. They will design and develop a physical computing device, interactive art installation, or wearable, and plan and develop code for microcontrollers that bring their physical designs to life. Physical computing projects will promote student awareness of interactive systems, including Internet of Things (IoT) devices, and broaden their understanding of abstract computer science concepts through meaningful and authentic applications.

What is Business and Information Technology?

Business and Information Technology is a one semester class that will focus on four broad areas: Career exploration, basic knowledge of word processing, spreadsheets, presentation and communications software technology, personal financial responsibility, and basic business (business communications, marketing, and entrepreneurship). The domains and standards for each area provide many opportunities to engage students in learning essential business content and in applying software technology as a tool.

SAMPLE GRADE 8 CLASS SCHEDULE

Periods	Subject Areas	
	1 st Semester	2 nd Semester
1	English/Language Arts 8	English/Language Arts 8
2	Mathematics 8	Mathematics 8
3	Social Studies 8	Social Studies 8
4	Science 8	Science 8
5	Physical Education 8	PLTW Medical Detectives
6	Students will select either option A or B _____ Option A: Band or Choir (1 st and 2 nd Semester) _____ Option B: Art for 9-weeks Music for 9-weeks Health for 9-weeks CTE Engineering Technology for 9-weeks	
7	Students will select either option A or B _____ Option A: Spanish I (1 st and 2 nd Semester) _____ Option B: Preparing for College and Careers (One Semester) Math/English Enrichment/Intervention (One Semester)	

Placement in Mathematic Courses:

- Math 8
- Algebra I-1 and I-2: Admittance requires successful completion of Pre-Algebra. This is a high school credit course covering the same standards as if the student were taking the class at Muncie Central. Students can earn high school credits provided they meet all requirements.

What is PLTW Medical Detectives?

Students play the role of a real-life medical detective as they collect and analyze medical data to diagnose disease. They solve medical mysteries through hands-on projects and labs, measure and interpret vital signs, examine nervous system structure and function, and investigate disease outbreaks.

World Language Option – High School Credit:

- Spanish I-1 and I-2: Admittance requires that the student earns a passing score on the English ILEARN Grade 7 examination and earns a grade of “C” or better in both semesters of English 7. This is a high school credit course covering the same standards as if the student were taking the class at Muncie Central.

Preparing for College and Careers Option – High School Credit:

- Preparing for College and Careers: No special admittance criteria. This is a high school course covering the same standards as if the student were taking the class at Muncie Central. Students can earn high school credits provided they meet all requirements.

High School Course Descriptions and Requirements to Earn High School Credits

Algebra I-1 & I-2 (2520)

This course will cover the basic properties involving the real number system, solution and evaluation of open sentences (equalities and inequalities), solution of open sentences by graphing (number line and coordinate plane), solution of systems of open sentences, basic operations with polynomials, solution of quadratics, understanding and using elementary functions, and exponentials. Two semesters, one credit each, counts as a mathematics course for all diplomas.

Credit Requirements: The student must earn a semester grade of “C” or higher in the first and second semester and earn a score of 70% or higher on both the first semester and second-semester final examinations. In addition, the students must also receive a passing score on the ILEARN Math 8 assessment or obtain a teacher recommendation provided the student’s math score is in the “Approaching Proficiency” category. High school courses taken in middle school will NOT receive a weighted grade.

Preparing for College and Careers (5394)

Preparing for College and Careers will provide students the opportunity to explore their personal goals, interests, and aptitudes as they relate to career concepts. Students will develop an awareness of the 16 national career clusters and Indiana’s College and Career Pathways in order to begin determining what they want and expect for their future. Students will learn about various traditional and nontraditional careers and gain an awareness of the level of education and type of training needed for a variety of careers and occupations. Students will observe and explore various career fields through field trips, guest speakers, and virtual options. Completion of a college and career readiness examination will provide students information to develop their high school graduation plans and expand their technology skills.

Credit Requirements: The student must earn a semester grade of “C” or higher in the course to be awarded one high school elective credit for Preparing for College and Careers. High school courses taken in middle school will NOT receive a weighted grade.

Spanish I-1 & I-2 (2120)

Spanish Level I students will develop listening, speaking, writing, and reading skills through interesting topics. They are provided opportunities to respond orally to directions and commands, understand and use appropriate forms of address, ask and answer simple questions, read isolated words and short texts on simple topics, and understand brief written directions. Communication will focus on active, practical usage. Emphasis will be placed on communicative practice through comparison of target language and English, other disciplines, other cultures, and the global community. Two semesters, one credit each, counts as electives. Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as an elective for any diploma.

Credit Requirements: The student must earn a semester grade of “C” or higher in the first and second semester and earn a score of 70% or higher on both the first semester and second-semester final examinations. High school courses taken in middle school will NOT receive a weighted grade.

Career & Technical Education

CTE: BUSINESS AND INFORMATION TECHNOLOGY

Computer Science: Middle Level Grades 6-8 0488

(One Semester)

This course is focused on Indiana's Five Core Computer Science Concepts: Data and Information, Computing Devices and Systems, Programs and Algorithms, Networking and Communication, and Impact and Culture. Focusing on these domains offers students the opportunity to experience and apply a variety of computer science concepts in order to build a solid foundation for more advanced and specialized studies.

PROJECT LEAD THE WAY (PLTW) APPS CREATORS – Grade 6

This semester course will expose students to computer science by computationally analyzing and developing solutions to authentic problems through mobile app development, and will convey the positive impact of the application of computer science to other disciplines and to society. Students will customize their experience by choosing a problem that interests them from the areas of health, environment, emergency preparedness, education, community service, and school culture. Because problems in the real world involve more than one discipline, the unit will introduce students to biomedical science concepts as they work on solutions for the specific problems they choose to tackle.

PROJECT LEAD THE WAY (PLTW) Computer Science of Innovators & Makers – Grade 7

This semester course will allow grade 7 students to discover computer science concepts and skills by creating personally relevant, tangible, and shareable projects. Throughout the unit, students will learn about programming for the physical world by blending hardware design and software development. They will design and develop a physical computing device, interactive art installation, or wearable, and plan and develop code for microcontrollers that brings their physical designs to life. Physical computing projects will promote student awareness of interactive systems, including Internet of Things (IoT) devices, and broaden their understanding of abstract computer science concepts through meaningful and authentic applications.

PROJECT LEAD THE WAY (PLTW) Medical Detectives – Grade 8

Eighth-grade students will have the opportunity to play the role of a real-life medical detective as they collect and analyze medical data to diagnose disease. They solve medical mysteries through hands-on projects and labs, measure and interpret vital signs, examine nervous system structure and function, and investigate disease outbreaks.

Business and Information Technology – Grade 7 0494

(One Semester)

Business and Information Technology, Middle Level provides concepts and applications that facilitate the development of competencies required for success in all academic areas and in real-world contexts. The curriculum relates closely to understandings and competencies students will need as their world expands and as they develop career interests. The four broad areas included in this curriculum are technology, career exploration, personal financial responsibility, and basic business (business communications, marketing, and entrepreneurship). The domains and standards for each area provide many opportunities to engage students in learning essential business content and in applying technology as a tool. Students will advance their understand and use of software applications, such as, Word or Google Docs, Excel or Google Sheets, and PowerPoint or Google Slides as technology tools. This approach is in keeping with the National Education Technology Standards (NETS) approach, which places heavy emphasis on integrating technology into the curriculum.

CAREER AND TECHNICAL EDUCATION – INTRODUCTORY HIGH SCHOOL COURSE

Preparing for College and Careers – Grade 8 5394

(One Semester)

Preparing for College and Careers will provide students the opportunity to explore their personal goals, interests, and aptitudes as they relate to career concepts. Students will develop an awareness of the 16 national career clusters and Indiana’s College and Career Pathways in order to begin determining what they want and expect for their future. Students will learn about various traditional and nontraditional careers and gain an awareness of the level of education and type of training needed for a variety of careers and occupations. Students will observe and explore various career fields through field trips, guest speakers, and virtual options. Completion of a college and career readiness examination will provide students information to develop their high school graduation plans and expand their technology skills.

Credit Requirements: The student must earn a semester grade of “C” or higher in the course to be awarded one high school elective credit for Preparing for College and Careers. High school courses taken in middle school will NOT receive a weighted grade.

CAREER AND TECHNICAL EDUCATION - ENGINEERING AND TECHNOLOGY

Engineering and Technology: Middle Level Grades 6-8 0490

(9-Week Course)

This nine-week course will provide students with hands-on, problem-based learning opportunities to develop, produce, use, and assess products related to engineering and technology. Students additionally develop individual and teamwork skills to participate in society and the workplace. Activities will focus on content related to engineering and technology as a body of knowledge, using resources and actions to: (1) apply engineering design, (2) use processes to produce products, (3) use devices tools and systems safely and appropriately, (4) and assess impacts on society and the environment.

English/Language Arts

Reading and Literature – Grade 6-1 0480-06

Reading and Literature – Grade 6-2 0480-06

(Two Semesters)

Students apply skills they learned in earlier grades to make sense of longer, more challenging text. Students interpret figurative language and words with multiple meanings. Students examine an author's choice of words and reasonableness of statements in nonfiction works. Students critique the believability of characters and plots in fiction works. Students begin to read autobiographies. Students read and respond to fiction selections, such as classic and contemporary literature, historical fiction, fantasy or science fiction, mystery or adventure, folklore or mythology, poetry, short stories, and dramas, and nonfiction selections, such as subject area books, biographies, magazines and newspapers, various reference or technical materials, and online information. Students self-select books of interest and read independently for enjoyment.

Language Arts – Grade 6-1 0420-06

Language Arts – Grade 6-2 0420-06

(Two Semesters)

Language Arts, grade 6, based on Indiana's Academic Standards for English/Language Arts, is integrated instruction emphasizing reading, writing, speaking, listening and media in interest-and age-appropriate content. Students examine an author's choice of words and reasonableness of statements in nonfiction works. Students critique the believability of characters and plots in fiction works. Students begin to read autobiographies. Students read and respond to fiction selections, such as classic and contemporary literature, historical fiction, fantasy or science fiction, mystery or adventure, folklore or mythology, poetry, short stories, and dramas, and nonfiction selections, such as subject area books, biographies, magazines and newspapers, various reference or technical materials, and online information. Students apply language skills and strategies they learned in earlier grades. Using oral discussion, reading, writing, art, music, movement, and drama, students respond to fiction, nonfiction, and informational selections or reality-based experiences, multimedia presentations, and classroom or group experiences. Students apply their research skills by writing or delivering reports that demonstrate the distinction between their own ideas and the ideas of others. Students use simple, compound, and complex sentences to express their thoughts.

Language Arts – Grade 7-1 0420-07

Language Arts – Grade 7-2 0420-07

(Two Semesters)

Students develop advanced skills and strategies in reading. They understand comparisons, such as analogies and metaphors, and they begin to use their knowledge of roots and word parts to understand science, social studies, and mathematics vocabulary. They begin to read reviews, as well as critiques of both informational and literary writing. They read and respond to fiction selections, such as classic and contemporary literature, historical fiction, fantasy or science fiction, mystery or adventure, folklore or mythology, poetry, short stories, and dramas, and nonfiction selections, such as subject area books, biographies or autobiographies, magazines and newspapers, various reference or technical materials, and online information. Using oral discussion, reading, writing, art, music, movement, and drama, students respond to fiction, nonfiction, and informational selections or reality-based experiences, multimedia presentations, and classroom or group experiences. They write or deliver longer research reports that take a position on a topic, and they support their positions by citing a variety of sources. They use a variety of sentence structures and modifiers to express their thoughts. They deliver persuasive presentations that state a clear position in support of an argument or proposal.

Language Arts - Grade 8-1 0420-08

Language Arts - Grade 8-2 0420-08

(Two Semesters)

Instruction emphasizing reading, writing, speaking and listening in interest-and age-appropriate content. Students begin to study the history and development of English vocabulary. They begin to compare different types of writing as well as different perspectives on similar topics or themes. They evaluate the logic of informational texts and analyze how literature reflects the backgrounds, attitudes, and beliefs of the authors. They read and respond to fiction selections, such as classic and contemporary literature, historical fiction, fantasy or science fiction, mystery or adventure, folklore or mythology, poetry, short stories, and dramas, and nonfiction selections, such as subject area books, biographies or autobiographies, magazines and newspapers, various reference or technical materials, and online information. Students get ready for the language challenges of high school materials. Using oral discussion, reading, writing, art, music, movement, and drama, students respond to fiction, nonfiction, and informational selections or reality-based experiences, multimedia presentations, and classroom or group experiences. They not only write or deliver research reports but also conduct their own research. They use subordination, coordination, noun phrases and other devices of English language conventions to indicate clearly the relationship between ideas. They deliver a variety of types of presentations and effectively respond to questions and concerns from the audience.

Fine Arts

Visual Art – Grade 6 0410

(9-Week Course)

Visual Art, Middle Level is based on the Indiana Academic Standards for Visual Arts. Students in the middle level program build on the sequential learning experiences of the elementary program that encompass art history, criticism, aesthetics, and production. Throughout the program, students engage in various forms of communication, utilizing a rich vocabulary and a variety of technological resources. Students continue to utilize their art knowledge and skills to make connections across the curriculum, study career options and identify skills required for each career, and use arts community resources, identifying ways to utilize and support the arts community.

Exploring Music – Grade 6 0440

(9-Week Course)

Students are provided with activities that build on Kindergarten through Grade 6 musical knowledge and skills. Instruction is designed to enable students to perform and create music, respond to music, and integrate music study into other subject areas. Activities and experiences in music are designed to develop students' appreciation of music as an art form, to build the foundation for music literacy, and to understand music as it relates to history, culture, and the community.

Instrumental Music – Grade 6-1 0442

Instrumental Music – Grade 6-2 0442

(Band Two Semesters)

The instrumental classes provide instruction in any of the following areas: strings, woodwinds, brass, percussion, guitar, and keyboard instruments, including electronic instruments. Ensemble and solo activities are designed for students to develop basic elements of musicianship including tone production, technical skills, and intonation. Activities include improvising; composing; reading, notating, and sight-reading music; listening; analyzing; evaluating; and experiencing historically significant styles of literature. Students are given opportunities to participate in performances outside of the school day that support and extend the learning in the classroom.

Vocal Music – Grade 6-1 0444

Vocal Music – Grade 6-2 0444

(Choir Two Semesters)

Provides students the opportunity to apply knowledge and skills learned in the elementary music curriculum by participating in choral ensemble classes. Ensemble classes provide group and solo activities and are designed to develop students' musicianship including vocal production, technical skills, and intonation. Activities and experiences include improvising and composing music; listening to, analyzing, and evaluating music; and performing vocal literature of various styles, historical periods, and world cultures. Students also participate in performance opportunities outside of the school day that support and extend the learning in the classroom.

Visual Art: Middle Level Grades 7-8 0410

(9-Week Course)

Students in the middle level program build on the sequential learning experiences of the elementary program that encompass art history, criticism, aesthetics, and production. Through self-reflection, including dialogue, reading, and writing, students analyze each component of their arts education as well as their own personal growth. Throughout the program, students engage in various forms of communication, utilizing a rich vocabulary and a variety of technological resources. Additionally, students identify how to utilize resources of the arts community as well as how they can support the arts community.

Exploring Music: Middle Level Grades 7-8 0440

(9-Week Course)

Instruction is designed to enable students to perform and create music, respond to music, and integrate music study into other subject areas. Activities and experiences in music are designed to develop students' appreciation of music as an art form, to build the foundation for music literacy, and to understand music as it relates to history, culture, and the community. Along with the current academic standards, the Science/Technical Studies Content Area Literacy Standards are incorporated in the teaching of this subject with the expectation of a continuum of reading and writing skills development.

Instrumental Music: Middle Level Grades 7-8-1 0442

(Band Two Semesters)

Instrumental Music: Middle Level Grades 7-8-2 0442

instrumental classes provide instruction in any of the following areas: strings, woodwinds, brass, percussion, guitar, and keyboard instruments, including electronic instruments. Ensemble and solo activities are designed for students to develop basic elements of musicianship including tone production, technical skills, and intonation. Activities include improvising; composing; reading, notating, and sight-reading music; listening; analyzing; evaluating; and experiencing historically significant styles of literature. Students are given opportunities to participate in performances outside of the school day that support and extend the learning in the classroom.

Vocal Music: Middle Level Grades 7-8-1 0444

(Choir Two Semesters)

Vocal Music: Middle Level Grades 7-8-2 0444

Vocal Music provides students the opportunity to apply knowledge and skills learned in the elementary music curriculum by participating in choral ensemble classes. Ensemble classes provide group and solo activities and are designed to develop students' musicianship including vocal production, technical skills, and intonation. Activities and experiences include improvising and composing music; listening to, analyzing, and evaluating music; and performing vocal literature of various styles, historical periods, and world cultures. Students also participate in performance opportunities outside of the school day that support and extend the learning in the classroom.

Health and Wellness

Health and Wellness - Grade 6 0452-06

(9-Week Course)

In grade six, students focus on continued skill development and skill applications that assist in building competencies for health literacy. These may include decision-making skills, stress management skills, communication skills, social skills, and assertiveness skills. Developmentally appropriate concepts of personal and community health; safety and injury prevention; nutrition and physical activity, mental health; alcohol, tobacco and other drug use; and family life and human sexuality are areas used for skill development. The adolescent student has instructional opportunities to investigate how health behaviors impact health, well-being, and disease prevention and to accept personal responsibility for health-related decisions.

Health and Wellness - Grade 7 0452-07

(9-Week Course)

In grade seven, students focus on continued skill development and more opportunities for analyzing, modeling, and applying skills that will assist in building competencies for health literacy. These may include decision-making skills, stress management skills, communication skills, social skills, and assertiveness skills. Developmentally appropriate concepts of personal and community health; safety and injury prevention; nutrition and physical activity; mental health; alcohol, tobacco and other drug use; and family life and human sexuality are areas used for skill development. The adolescent student has instructional opportunities to investigate how health behaviors impact health, well-being, and disease prevention and to accept personal responsibility for health-related decisions.

Health and Wellness - Grade 8 0452-08

(9-Week Course)

Health and Wellness, Grade 8 provides for the continued development of attitudes and behaviors related to becoming a health-literate individual as part of a planned, sequential, comprehensive health education curriculum that uses the Indiana Academic Standards for Health and Wellness to support student development of essential health skills within the ten health content areas. Students apply health education concepts and health literacy skills, e.g., practicing interpersonal communications that promote health; analyzing positive and negative, internal and external influences on health decisions; and demonstrating self-care practices in managing personal daily activities. Developmentally appropriate concepts of personal and community health; safety and injury prevention; nutrition and physical activity; mental health; alcohol, tobacco and other drug use; and family life and human sexuality are areas used for skill development.

Mathematics

Mathematics - Grade 6-1 0430-06

Mathematics - Grade 6-2 0430-06

(Two Semesters)

Mathematics, grade 6 standards are made up of five strands: Number Sense; Computation; Algebra and Functions; Geometry and Measurement; and Data Analysis and Statistics. The skills listed in each strand indicate what students in grade 6 should know and be able to do in Mathematics. Grade 6 begins the transition from the heavy emphasis on number and operations at the elementary school level towards a more formalized understanding of mathematics that occurs at the high school level. Students connect previous knowledge of multiplication, division, and fractions to ratios and proportional relationships; extend previous understanding of the number system and operations to fractions and negative numbers; apply and extend previous understandings of the number line to plot coordinate pairs on a Cartesian (coordinate) plane; formalize algebraic thinking into algebraic expressions, equations, and inequalities; apply their previous knowledge of geometry in real-world and mathematics situations; and begin to develop understanding of statistical variability and distributions. Using the Process Standards for Mathematics in a planned and deliberate method to present the Mathematics content standards will prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of the mathematics.

Mathematics - Grade 7-1 0430-07

Mathematics - Grade 7-2 0430-07

(Two Semesters)

Mathematics, Grade 7 standards are made up of 5 strands: Number Sense; Computation; Algebra and Functions; Geometry and Measurement; and Data Analysis, Statistics, and Probability. The skills listed in each strand indicate what students in grade 7 should know and be able to do in Mathematics. Grade 7 continues the trajectory towards a more formalized understanding of mathematics that occurs at the high school level that began in Grade 6. Students extend ratio reasoning to analyze proportional relationships and solve real-world and mathematical problems; extend previous understanding of the number system and operations to perform operations using all rational numbers; apply properties of operations in the context of algebraic expressions and equations; draw, construct, describe, and analyze geometrical figures and the relationships between them; apply understandings of statistical variability and distributions by using random sampling, making inferences, and investigating chance processes and probability models. Using the Process Standards for Mathematics in a planned and deliberate method to present the Mathematics content standards will prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of the mathematics.

Pre-Algebra Mathematics - Grade 7-1 0430-07

Pre-Algebra Mathematics - Grade 7-2 0430-07

(Two Semesters)

The Pre-Algebra course is an introduction to basic algebra concepts and a review of arithmetic algorithms. The course emphasizes the concepts necessary to be successful in Algebra I. Students will study algebraic expressions and integers, solve one-step equations and inequalities, decimals and equations, factors, fractions, exponents, operations with fractions, ratios, proportions, linear functions and graphing, spatial thinking, area and volume, right triangles in Algebra, data analysis and probability, and nonlinear functions and polynomials. Using the Process Standards for Mathematics in a planned and deliberate method will ensure students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of mathematics.

Mathematics - Grade 8-1 0430-08

Mathematics – Grade 8-2 0430-08

(Two Semesters)

Mathematics, Grade 8 standards are made up of 5 strands: Number Sense; Computation; Algebra and Functions; Geometry and Measurement; and Data Analysis, Statistics, and Probability. The skills listed in each strand indicate what students in grade 8 should know and be able to do in Mathematics. Grade 8 continues the trajectory towards a more formalized understanding of mathematics that occurs at the high school level. Students extend their understanding of rational numbers to develop an understanding of irrational numbers; connect ratio and proportional reasoning to lines and linear functions; define, evaluate, compare, and model with functions; build understanding of congruence and similarity; understand and apply the Pythagorean Theorem; and extend their understanding of statistics and probability by investigating patterns of association in bivariate data. Using the Process Standards for Mathematics in a planned and deliberate method to present the Mathematics content standards will prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of the mathematics.

Algebra I-1 Grade 8 2520 High School Course

Algebra I-2 Grade 8 2520 High School Course

(Two Semesters)

This course will cover the basic properties involving the real number system, solution and evaluation of open sentences (equalities and inequalities), solution of open sentences by graphing (number line and coordinate plane), solution of systems of open sentences, basic operations with polynomials, solution of quadratics, understanding and using elementary functions, and exponentials. Two semesters, one credit each, counts as a mathematics course for all diplomas.

Credit Requirements: The student must earn a semester grade of “C” or higher in the first and second semester and earn a score of 70% or higher on both the first semester and second-semester final examinations. In addition, the student must also receive a passing score on the ILEARN Math 8 assessment or obtain a teacher recommendation provided the student’s math score is in the “Approaching Proficiency” category. High school courses taken in middle school will NOT receive a weighted grade.

Multidisciplinary

Basic Skills Development – Grade 7 0500

(One Semester)

Grade 7 – English and Math Enrichment/Intervention

Basic Skills Development is a multidisciplinary course that provides students continuing opportunities to develop basic skills including: (1) reading, (2) writing, (3) listening, (4) speaking, (5) mathematical computation, (6) note-taking, (7) study and organizational skills, and (8) problem-solving skills, which are essential for high school course work achievement. Skills selected for development will be based on individual student needs for improvement and/or enrichment. Curriculum and activities will be aligned to the grade-level Indiana Academic Standards for grade 7.

Basic Skills Development – Grade 8 0500

(One Semester)

Grade 8 – Enrichment/Remediation Prep for High School

The intent of this course is to provide a focus on strengthening the math and English skills of eighth-grade students through enrichment and remediation activities so students are ready to enter high school. Students will have the opportunity to continue to develop their reading, writing, listening, speaking, and mathematic skills which includes problem-solving skills that are essential for high school course work achievement. Determination of the skills to be emphasized in this course are based on Indiana’s standards.

Physical Education

Physical Education - Grade 6 0450-06

(One Semester Course)

Students in grade 6 physical education continue to develop psychomotor skills through participation in a variety of developmentally appropriate sports (individual, dual, and team), rhythmic activities, lifetime recreational activities, and fitness activities. The focus is on the development of complex movement skill combinations and knowledge. Students develop an understanding of physiological changes, which occur as a result of physical activity. Students expand their knowledge of fitness concepts, principles, and strategies as well as how other concepts like self-responsibility, positive social interaction, and group dynamics affect learning and performance. Students learn to work cooperatively toward a common goal.

Physical Education - Grade 7 0450-07

(One Semester Course)

Students in grade 7 physical education continue to refine complex combinations of movement in selected sports and activities. Students apply more advanced strategies in physical activities and try new sports and lifetime physical activities. The focus is on meeting challenges and making decisions in the context of expanded personal responsibility. Students learn about different cultures and how they relate to the physical activities and dances from those countries. Students continue to expand their knowledge of rules and strategies, sportsmanship, and cooperative skills as well as fitness concepts and the benefits of health-related fitness.

Physical Education - Grade 8 0450-08

(One Semester Course)

Students in grade 8 physical education further refine complex motor skills and competencies in selected individual and dual lifetime physical activities, team sports, aquatics, adventure, and rhythmic activities. Students work toward achieving competence in increasingly complex physical activity contexts. Students learn to apply interdisciplinary knowledge (e.g., anatomy, physics) to activity settings and focus on working as a team to solve problems. Students develop plans to enhance their own health-related physical fitness and participate in vigorous activities linked to their skills and levels of fitness. Physical activity is used as a venue for self-expression and for developing positive relationships. Ongoing assessment includes both written and performance-based skill evaluations.

Science

Science - Grade 6-1 0460-06

Science - Grade 6-2 0460-06

(Two Semesters)

Students in grade 6 understand the relationships between time and position when describing motion. Students understand the transfer of potential and kinetic energy. Students investigate properties of waves, including light, sound, and other energies. Students understand the relationships between celestial bodies and the force that keeps them in regular and predictable motion. Students describe the complex relationships that exist between organisms in all ecosystems and they understand that the major source of energy for all ecosystems is the sun. The science and engineering processes and engineering opportunities are integrated with content throughout the course. Along with the current academic standards, the Science/Technical Studies Content Area Literacy Standards are incorporated in the teaching of this subject with the expectation of a continuum of reading and writing skills development.

Science - Grade 7-1 0460-07

Science - Grade 7-2 0460-07

(Two Semesters)

Students in Grade 7 understand that energy cannot be created or destroyed, but only changed from one form into another or transferred from place to place. They understand forces as they apply to nature and machines. They describe how earth processes have shaped the topography of the earth and have made it possible to measure geological time. They understand the cellular structure of living organisms, from single-celled to multicellular. Along with the current academic standards for this subject, the Science/Technical Studies Content Area Literacy Standards are incorporated with the expectation of a continuum of reading and writing skills development.

Science - Grade 8-1 0460-08

Science - Grade 8-2 0460-08

(Two Semesters)

Students in Grade 8 understand how atomic structure determines chemical properties and how atoms and molecules interact. They explain how the water cycle and air movement are caused by differential heating of air, land, and water and how these affect weather and climate. They understand that natural and human events change the environmental conditions on the earth. They understand the predictability of characteristics being passed from parent to offspring and how a particular environment selects for traits that increase survival and reproduction by individuals bearing those traits. Along with the current academic standards for this subject, the Science/Technical Studies Content Area Literacy Standards are incorporated with the expectation of a continuum of reading and writing skills development.

Social Studies

Social Studies - Grade 6-1 0470-06

Social Studies - Grade 6-2 0470-06

(Two Semesters)

Students in grade 6 compare the history, geography, government, economic systems, current issues, and cultures of the Western World with an emphasis on: (1) Europe, (2) North America, (3) South America, (4) Central America, (5) and the Caribbean region. Instructional programs for grade 6 students include experiences that foster the passage from concrete examples to abstract reasoning, concepts, ideas, and generalizations. Opportunities to develop skills include the use of a variety of resources and activities. Grade 6 students should acquire positive attitudes regarding active participation, cooperation, responsibility, open-mindedness, and respect for others. Along with the current academic standards for this subject, the History/Social Studies Content Area Literacy Standards are incorporated with the expectation of a continuum of reading and writing skills development.

Social Studies - Grade 7-1 0470-07

Social Studies - Grade 7-2 0470-07

(Two Semesters)

Students in Grade 7 explore the history, geography, government, economic systems, current issues, and cultures of the Eastern World with an emphasis on: (1) Asia, (2) Africa, (3) the Middle East, (4) the Pacific Islands, (5) Australia, and (6) New Zealand. Learning experiences for seventh grade students should help them to make the transition from concrete information to abstract ideas, concepts, and generalizations. In-depth studies provide greater understanding of environmental influences on economic, cultural, and political institutions. Opportunities to develop thinking and research skills include reading and interpreting maps, graphs, and charts. Decision-making and problem-solving activities should include the following: (1) identifying problems, issues and questions; (2) information gathering; (3) hypothesizing; and (4) evaluating alternative solutions and actions. Along with the current academic standards for this subject, the History/Social Studies Content Area Literacy Standards are incorporated with the expectation of a continuum of reading and writing skills development.

Social Studies - Grade 8-1 0470-08

Social Studies - Grade 8-2 0470-08

(Two Semesters)

Students in Grade 8 focus upon United States history, beginning with a brief review of early history, including the Revolution and Founding Era, and the principles of the United States and Indiana constitutions, as well as other founding documents and their applications to subsequent periods of national history and to civic and political life. Students then study national development, westward expansion, social reform movements, and the Civil War and Reconstruction. Students examine major themes, issues, events, movements, and figures in United States history through the Reconstruction Period (1877) and explore relationships to modern issues and current events. Along with the current academic standards for this subject, the History/Social Studies Content Area Literacy Standards are incorporated with the expectation of a continuum of reading and writing skills development.

WORLD LANGUAGE

Spanish Grade 8 I-1 2120 HS Course

Spanish Grade 8 I-2 2120 HS Course

(Two Semesters)

Spanish Level I students will develop listening, speaking, writing, and reading skills through interesting topics. They are provided opportunities to respond orally to directions and commands, understand and use appropriate forms of address, ask and answer simple questions, read isolated words and short texts on simple topics, and understand brief written directions. Communication will focus on active, practical usage. Emphasis will be placed on communicative practice through comparison of target language and English, other disciplines, other cultures, and the global community. Two semesters, one credit each, counts as electives. Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as an elective for any diploma.

Credit Requirements: The student must earn a semester grade of "C" or higher in the first and second semester and earn a score of 70% or higher on both the first semester and second-semester final examinations. High school courses taken in middle school will NOT receive a weighted grade.

Graduation Plan Muncie Community Schools

GRADE 6

Year of Graduation: _____

STUDENT IDENTIFICATION

Name:
Address:
City, ST. Zip:
Telephone:
Parent/Guardian:
E-Mail:

GRADUATION PROMISE – Student

I understand that my future success begins with graduating from high school. Therefore, I will begin the planning process now while I am in middle school by:

- _____ being a good student and working hard to get good grades;
- _____ developing good study habits and turning in my homework;
- _____ reading books, magazines, and online publications for fun;
- _____ get involved in extracurricular activities, sports, or other activities;
- _____ explore different career fields through a variety of methods;
- _____ complete a Core 40 diploma, Academic Honors, or Technical Honors diploma; and
- _____ graduate from high school with a plan for my future career area of interest.

Student Signature: _____ Date: _____

PARENT/GUARDIAN PLEDGE OF SUPPORT

I/We will continue to assist my/our student to succeed in school and prepare for success after high school. I/We will ensure that my/our student has good attendance, practices good study skills at home, completes homework, prepares for tests, and will monitor my/our student's grades, attend school meetings, and stay in regular communication with the school to support my/our student.

Parent/Guardian Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

Grade 6 Graduation Planning Activities

Date Completed	Graduation/Career Planning Activities
	Read <i>Learn More</i> mini-magazine and complete activities
	Complete a Career Interest Inventory using Indiana Career Explorer and review results
	Select potential post-high school education or training options listed below

What Career Areas are of Interest to You?

Indiana Career Explorer website:
 Username: _____
 Password: _____

Based on the career interest inventory results along with your own areas of interest and skills, select three (3) career areas that you might want to pursue after graduating high school. Write your first choice as 1, second choice as 2, and third choice as 3.

Your Choices	Career Areas/Clusters
	Agriculture, Food & Natural Resources
	Architecture & Construction
	Arts, A/V Technology & Communications
	Business Management & Administration
	Education & Training
	Finance
	Government & Public Administration
	Health Sciences
	Hospitality & Tourism
	Human Services
	Information Technology
	Law, Public Safety, Corrections & Security
	Manufacturing
	Marketing
	Science, Technology, Engineering & Mathematics (STEM)
	Transportation, Distribution, & Logistics

What postsecondary (After High School) Areas are of Interest to You?

Based on your career choices, what type of education or training should you consider after high school? You may select more than one option based on your career choices.

Your Choices	Postsecondary means attending college or training after graduating from high school
	Master's or Doctorate Degrees: 5+ years of college
	Bachelor's Degree: 4 years of college
	Associates Degree: 2 years of college
	Certification: Less than 2 years
	Military: Some branches of service will allow you to enroll in a traditional college with paid tuition while others take place at military-only institutions.
	Apprenticeship: A training program offered through an employer that trains you while paying you as an employee of the company. Common industries that use this type of training are construction, manufacturing, engineering, etc.

Graduation Plan Muncie Community Schools

GRADE 7

Year of Graduation: _____

STUDENT IDENTIFICATION

Name:
Address:
City, ST. Zip:
Telephone:
Parent/Guardian:
E-Mail:

Grade 7 Graduation Planning Activities

Date Completed	Graduation/Career Planning Activities
	<i>Apply for the Twenty-First Century Scholars Program</i> Income-eligible students that enroll in the program in 7 th or 8 th grade get tuition scholarships to help pay for college. Plus, Scholars get to participate in college tours, conferences, summer camps and more.
	Read <i>Learn More</i> mini-magazine and complete activities
	Learn about high school course requirements for a Core 40, Academic Honors, or Technical Honors diploma and select the credit outline that fits you
	Select one career area of interest and complete a career profile for that career. This may be a written outline or a PowerPoint (6 slides)
	Complete career activities using Drive of Your Life or Learn More Indiana websites
	Complete a Learning Style Inventory: www.educationplanner.org -->click on Students top of screen->Click on Self-Assessment side of screen->Click What's Your Learning Style and answer questions in survey

Twenty-First Century Scholars Program

_____ (Student Initials) I will remind my parents/guardians to help me register for the Twenty-First Century Scholars Program by completing the online application at www.scholars.in.gov or by calling 1-888-528-4719 before June 30th of my 8th grade year.

Selection of Credit Outline

My goal is to complete the requirements for the following credit outline when I get to High School:

_____ Academic Honors _____ Technical Honors _____ Core 40

Learning Style Inventory Results

My Learning Style is _____.

This means that I learn best by _____.

Career Profile – As a grade 7 student, I am interested in knowing more about the career field of _____ which is the area I have chosen for my Career Profile activity.

(Print Career Cluster or Area)

Graduation Plan Muncie Community Schools

GRADE 8

Year of Graduation: _____

STUDENT IDENTIFICATION

Name:
Address:
City, ST. Zip:
Telephone:
Parent/Guardian:
E-Mail:

Grade 8 Graduation Planning Activities

Date Completed	Graduation/Career Planning Activities
	<u>Apply for the Twenty-First Century Scholars Program</u> Income-eligible students that enroll in the program in 7 th or 8 th grade get tuition scholarships to help pay for college. Plus, Scholars get to participate in college tours, conferences, summer camps and more.
	Read <i>Learn More</i> mini-magazine and complete activities
	Complete the Career Interest and Skills Inventories using Indiana Career Explorer website
	Review requirements for Core 40, Academic Honors, or Technical Honors credit outlines and confirm credit outline goal
	Learn about Employability Skills requirements and select options for meeting this requirement
	Learn about Postsecondary Ready Competencies and select options for meeting this requirement
	Visit Muncie Area Career Center to explore high-demand career fields, graduation requirements, and career training programs for high school students
	Attend the Freshmen Information Night with your parents at MCHS in Jan/Feb
	Create four-year course plan and sign up for 9 th grade classes in Jan/Feb with MCHS

Twenty-First Century Scholars Program

_____ (Student Initials) I will remind my parents/guardians to help me register for the Twenty-First Century Scholars Program by completing the online application at www.scholars.in.gov or by calling 1-888-528-4719. This has to be completed by the end of my 8th Grade year before June 30th.

GRADE 8

What Career Areas are of Interest to You?

- Select your career options after completing the Indiana Career Explorer Career Interest and Confidence Skills Inventory (2 surveys).
- Based on the career interest survey and confidence skills survey, select career areas of interest to you. You may select more than one. Write your first choice as 1, second choice as 2, and third choice as 3.
- If there is a specific career or job title in the career cluster you are interested in pursuing, list the specific job title or you may leave the last column blank.

Indiana Career Explorer website:

Username: _____

Password: _____

Your Choices	Career Areas/Clusters	List here a specific career title or job in this career cluster that you are interested in considering:
	Agriculture, Food & Natural Resources	
	Architecture & Construction	
	Arts, A/V Technology & Communications	
	Business Management & Administration	
	Education & Training	
	Finance	
	Government & Public Administration	
	Health Sciences	
	Hospitality & Tourism	
	Human Services	
	Information Technology	
	Law, Public Safety, Corrections & Security	
	Manufacturing	
	Marketing	
	Science, Technology, Engineering & Mathematics (STEM)	
	Transportation, Distribution, & Logistics	

Based on your career selections above, are there specific courses you should consider taking while you are in high school that will prepare you?

List High School Courses:

Student Name: _____
(please print)

GRADE 8

Getting Ready for High School Graduation Pathway Planning Form

As I begin high school, my career area(s) of interest are listed below. These may change as I take classes and explore other career fields.

1. _____ 2. _____

Step #1

Confirm or select which credit outline you plan on completing:
 ____ Academic Honors ____ Technical Honors ____ Core 40 ____ General

Step #2

Select how you plan on demonstrating your Employability Skills:

If you want to select more than one method, number your first choice as 1 and your second choice as 2 and your third choice as 3.

Select	EMPLOYABILITY EXPERIENCE OR ACTIVITY
WBL	Student Employment (75-100 Hours)
WBL	Work-Based Learning Class (Paid Positions)
WBL	Career Exploration Internship Class (Non-paid)
WBL	CTE Programs with embedded Internship Experience
WBL	Teen Works – Summer Work Experience
WBL	JROTC (Minimum 2 semesters)
WBL	Cadet Teaching
WBL	Jobs for America’s Graduates (JAG) (Minimum 2 semesters)
SBL	Sports Participation
SBL	Band or Choir Participation
SBL	Key Club
SBL	Peer Tutoring (75-100+ hours)
SBL	Student Council or Class Officer
SBL	National Honor Society
SBL	Recycling Club
PBL	PLTW Biomedical (2nd Year: MI and BI)
PBL	PLTW Civil Engineering & Architecture
Other:	

Step #3

Select how you plan on meeting Postsecondary Ready Competency:

If you want to select more than one method, number your first choice as 1 and your second choice as 2.

Select	Postsecondary Ready Competency Options
	Honors Diploma: Academic or Technical Diploma
	SAT: Reading/Writing=480, Math=530 Meet individual scores in each subject
	ACT: English=18, Reading=22, Math=22, Science=23 Earn scores in 2 of 4 subjects: Reading or English and Math or Science
	ASVAB: AFQT Score = 31 or higher
	Industry Certification: Any industry certification on the approved Department of Workforce Development list
	Career Concentrator: Must earn a “C” average or higher in at least 2 advanced courses in a CTE Pathway
	Advanced Placement Courses: Must earn a “C” average in at least 3 courses
	Dual Credit: Must earn a “C” average in at least 3 courses (1 of the 3 credits must be in a core content or all 3 courses/credits must be part of a CTE Pathway)

Graduation Pathway Terminology

1.	Credit means satisfactory completion of a class with a grade of “D” or better.
	Required Credits are classes that every student must complete, such as, English, Math, Social Studies, Science, Health, etc. Elective Credits are classes that an individual student selects to take due to interest or career preparation.
2.	Core 40 is a high school curriculum that helps prepare students for postsecondary education. It includes a series of academically challenging courses in English, mathematics, science, and social studies.
3.	Core 40 with Academic Honors has the Core 40 requirements as the base with additional requirements in mathematics, world languages, fine arts and other rigorous requirements above and beyond those required for the Core 40 diploma.
4.	Core 40 with Technical Honors has the traditional Core 40 requirements as the base with additional requirements in career and technical education classes focused on a specific career field.
5.	Career & Technical Education (CTE) Pathway is a series of classes focused on a specific career field. A CTE Pathway may also include opportunities for the student to earn dual credits, participate in an internship or work-based learning experience, and possibly earn industry certification.
6.	Employability Skills are a set of skills and behaviors that are necessary for every job or career. They are sometimes called soft skills, foundational skills, or work-readiness skills. It is important that students practice developing these skills while in high school through a variety of activities. The Indiana Department of Workforce Development’s Employability Skills Benchmarks are Career Mindset, Self-Management Skills, Learning Strategies, Social Skills, and Workplace Skills.
7.	Service-Based Learning (SBL) is the integration of academic study with service experience to address a social or economic issue and requires collaboration between the student, school, and the local community. It is about providing a service to others using what you have learned in school. Examples at MCHS that do this are Key Club, Student Council, Athletic Teams, and other clubs or teams.
8.	Work-Based Learning (WBL) provides students with real-life work experiences where they can apply academic and technical skills while developing their employability skills. These activities generally occur outside of the school where the student works with an employer who assigns them job tasks while training them about a specific career and workplace skills and behaviors.
9.	Problem-Based Learning (PBL) allows students to gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question. Students make their work public by displaying, explaining, and/or presenting it to people beyond the classroom.
10.	Work Product is a document of some type or form that serves as proof that a student has completed a set of experiences to develop employability skills while in high school.
11.	Postsecondary Ready Competencies are the knowledge, skills, and academic preparation needed to enroll and succeed in some form of postsecondary education, such as, apprenticeship training, military, entering a career training program, earning certification required for a specific career, attending a two or four-year college, or other options.
12.	Dual Credit is when high school students have the opportunity to earn both high school and college credits by completing a single course. Dual credit courses can be taught by high school faculty, adjunct college faculty or college faculty either at the high school, at the college or university, or sometimes through online courses or distance education.
13.	Advanced Placement Classes is a program run by the College Board (the makers of the SAT) that allows you to take courses at your high school, which can earn you college credit and/or qualify you for more advanced classes when you begin college.

Indiana State Board of Education Approved Indiana Department of Education Curriculum Requirements for Middle Level Curriculum

(Source: 2020-2021 IDOE Elementary and Middle Level Subjects and Descriptions document)

CURRICULUM REQUIREMENTS

Middle Level Curriculum 511 IAC 6.1-5-3.6

Authority: IC 20-19-2-8; IC 20-31-4-17

Affected: IC 20-30-5-14; IC 20-31-3; IC 20-31-4-1

Sec. 3.6. (a) In grades 7 and 8, and grade 6 when it is included in the middle school, the middle level curriculum:

(1) includes:

(A) a balance of learning experiences in the academic areas in subsection (b);

(B) initial career information models that focus on career choices as they relate to student interest and skills as required by IC 20-30-5-14; and

(C) exploratory activities;

consistent with the academic standards developed under IC 20-31-3 and the general principles in section 0.5 of this rule;

(2) develops students' ability to apply subject matter skills to solve personal, school, and community problems;

(3) is appropriate to research-identified developmental characteristics of young adolescents;

(4) prepares students to succeed in the Core 40 high school curriculum;

(5) integrates appropriate technology as described in Indiana's Academic Standards;

(6) provides students with opportunities with a licensed teacher, counselor, or administrator that build knowledge and skills for academic, career, and citizenship development;

(7) is provided in a culture that fosters collaboration of teachers and other school personnel across subject areas, through techniques such as teaming or professional learning communities;

(8) is enriched through the integration of community service-learning activities that apply curriculum-based knowledge in experiential settings;

(9) integrates global educational experiences that provide for the study of other societies and world issues; and

(10) prepares students for success in high school.

(b) The middle level curriculum develops students' knowledge and skills based on the academic standards in the following:

(1) English language arts.

(2) Mathematics.

(3) Social studies and citizenship.

(4) Science.

- (5) Visual arts and music.
- (6) Career and technical education in a minimum of two (2) of the following curricular areas:
 - (A) Agricultural science and agribusiness.
 - (B) Business.
 - (C) Family and consumer sciences.
 - (D) Technology education.
- (7) Health and wellness.
- (8) Physical education.
- (c) Through elective enrichment, the middle level curriculum develops students' knowledge and skills based on the academic standards in the following:
 - (1) Theater and dance.
 - (2) World languages.

(Indiana State Board of Education; 511 IAC 6.1-5-3.6; filed Dec 21, 2010, 10:13 a.m.: 20110119-IR-511090382FRA; readopted filed Dec 2, 2013, 3:26 p.m.: 20140101-IR-511130419RFA)

Please note these other important details:

- *Middle level (grades 6-8) subject descriptions in the areas of Agriculture, Business, Family and Consumer Sciences, Engineering and Technology, Fine Arts, and World Languages are defined by grade clusters rather than by grade levels such as 6-8. Subjects with grade specific subject descriptions are to be taught in the specified grade. Subjects that are defined by grade clusters can be taught in each grade or can be taught in one or more grades.*
- *The Indiana State Board of Education (SBOE) does not restrict high school credit to courses completed in grades 9 through 12. Schools may elect to award high school credit to students who complete high school courses before entering Grade 9 if the course is equivalent to its high school counterpart. Local policies and procedures should be developed to govern credit for high school courses taught below grade nine. Multiple credits may not be awarded for the same course unless the high school course description permits multiple credits to be awarded.*