

Indiana State Approved Course Titles and Descriptions

2012-2013

Middle Level Grades 6 - 8

Indiana Department of Education
Division of College and Career Preparation
151 West Ohio Street
Indianapolis, IN 46204

October 1, 2011

Table of Contents

General Introduction	3
Curriculum Requirements	4
Agriculture Education	7
Business Education	10
Engineering and Technology Education	14
English/Language Arts	16
Family and Consumer Science	21
Fine Arts	25
Health and Wellness	29
International Baccalaureate	32
Mathematics	34
Physical Education.....	37
Science.....	40
Social Studies	42
World Languages	45

GENERAL INTRODUCTION

This January 2011 edition of the Indiana Department of Education's State Approved Course Titles and Descriptions includes the following changes of note:

- All of the High School and Elementary Course Descriptions are now available and in a separate document.
- All courses now have a course description at each grade level that aligns with state standards and where appropriate, the common core standards.
- New Courses

Exploring College and Careers, Middle Level	EXPCAR ML	0493
---	-----------	------

We welcome your suggestions and comments. Please contact **Kelli McGregor** at kmcgregor@doe.in.gov should you have any recommendations or corrections that you would like to share.

Course descriptions provide brief statements of the content of middle level courses. These descriptions are intended to assist schools in communicating, in a broad context, the content and Academic Standards of Indiana state approved course titles.

Course descriptions also serve as category descriptions for the state textbook adoption process. Code numbers listed for each course description should be used when reporting courses on Indiana Department of Education documents.

Instructional decisions related to curriculum selection and development, implementation, and assessment are left to local school corporations. In fact, Indiana schools may explore, develop, and implement activities and programs that go beyond these descriptions as they strive to prepare their students for life in an ever-changing society. Indiana State Board of Education rules and the school improvement plan required by Public Law 221 provide avenues for gaining approval of well-planned, nonstandard programs and courses. School corporations may apply for a non-standard course waiver if the course or program is not listed in this 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](#))

Please note these other important details:

- The course descriptions in this document are based upon State Board approved course titles.
- Course descriptions provide guidance for Indiana schools as they develop instructional strategies, classroom resources, and revise the descriptions to meet local needs.
- Course abbreviations are suggested only and generally contain 10-12 characters.
- In May 2009, the Indiana State Board of Education issued an immediate waiver of the “seat time” requirement for awarding high school credit.
- A laboratory course, identified by (L) in these course descriptions, is one in which a “minimum of twenty-five percent (25%) of the total instructional time is devoted to laboratory activities. Laboratory activities are those activities in which the pupil personally uses appropriate procedures and equipment in accomplishing that learning task.”
- Middle school (Grades 6-8) course descriptions in the areas of Agricultural Education, Business Education, Family and Consumer Sciences, Engineering and Technology Education, Fine Arts, and World Language are defined by grade clusters rather than by grade levels, such as, 6-8. Courses with grade specific course descriptions are to be taught in the specified grade. Courses which 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 does not restrict high school credit to course work completed in Grades 9 through 12. Schools may elect to award high school credit to students who complete 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 course description permits multiple credits to be awarded.

OTHER HELPFUL DOCUMENTS, AVAILABLE ON OUR WEBSITE:

INDIANA'S ACADEMIC STANDARDS -

[HTTP://DC.DOE.IN.GOV/STANDARDS/ACADEMICSTANDARDS/INDEX.SHTML](http://dc.doe.in.gov/standards/academicstandards/index.shtml)

INDIANA STATE APPROVED COURSE TITLES AND DESCRIPTIONS -

[HTTP://DOE.IN.GOV/PUBLICATIONS/COURSES.HTML](http://doe.in.gov/publications/courses.html)

TEACHING REQUIREMENTS BY SUBJECT AND GRADE LEVEL (ASSIGNMENT CODE TABLE) -

[HTTP://WWW.DOE.IN.GOV/EDUCATORLICENSING/PDF/ASSIGNMENTCODE.PDF](http://www.doe.in.gov/educatorlicensing/pdf/assignmentcode.pdf)

SUBJECT AND LEVEL CODE LIST –

[HTTP://WWW.DOE.IN.GOV/STN/PDF/SUBJECT_CODELIST1011.PDF](http://www.doe.in.gov/stn/pdf/subject_codelist1011.pdf)

INSTRUCTIONAL TIME FAQ –

<http://www.doe.in.gov/accreditation/instructionaltime.html>

AGRICULTURAL EDUCATION

Indiana State Approved Course Titles and Descriptions

Indiana Department of Education
Division of College and Career Preparation
151 West Ohio Street
Indianapolis, IN 46204

AGRICULTURAL EDUCATION

Find the Academic Content Standards for this subject area at:
<http://dc.doe.in.gov/Standards/AcademicStandards/index.shtml>

Curriculum Resource Framework for this subject area at:
<http://www.indianastandardsresources.org>

Teacher Requirements for this subject area at: <http://www.doe.in.gov/educatorlicensing/pdf/AssignmentCode.pdf>

Introduction

Agricultural Education is an active part of the curriculum for many high schools in Indiana. This program area combines the home, the school, and the community as the means of education in agriculture. The courses provide students with a solid foundation of academic knowledge and ample opportunities to apply this knowledge through classroom activities, laboratory experiments and project applications, supervised agricultural experiences, and the FFA. The curriculum is designed for 36 weeks. Instruction may be divided into two 18-week or three 12-week courses.

The vision and mission of Agricultural Education is: that all people value and understand the vital role of agriculture, food, fiber, and natural resource systems in advancing personal and global well-being; and that students are prepared for successful careers and a lifetime of informed choices in agriculture.

The goals for Agricultural Science and Business students focus on providing learning experiences that will allow them to:

- Demonstrate desirable work ethics and work habits.
- Apply the basic agricultural competencies and the basic background knowledge in agriculture and related occupations.
- Analyze entrepreneurial, business, and management skills needed by students preparing to enter agriculture and related occupations.
- Expand leadership and participatory skills necessary for the development of productive and contributing citizens in our democratic society.
- Gain effective social and interpersonal communication skills.
- Be aware of career opportunities in agriculture and set career objectives.
- Acquire job-seeking, employability, and job-retention skills.
- Advance in a career through a program of continuing education and life-long learning.
- Apply the basic learning skills in reading, writing, thinking, mathematics, communicating, listening, and studying.
- Recognize the interaction of agriculture with governments and economic systems at the local, state, national, and international levels.
- Recognize how new technologies impact agriculture and how agriculture impacts the environment.

It is important to understand and reaffirm that career-technical experiences do not preclude students from going on to higher education; in fact participation actually enhances the opportunity. A growing number of students are combining both college preparation and work-place experiences in their high school preparation. Agricultural Science and Business and the FFA programs have a long history of successfully preparing students for entry level careers and further education and training in the science, business and technology of agriculture.

The programs combine classroom instruction and hands-on career focused learning to develop students' potential for premier leadership, personal growth, and career success.

FFA

The FFA is the career and technical education student organization that is an integral part of the instruction and operation of a total agricultural education program. As an intra-curricular organization and essential component of the total program, the local agricultural education teacher(s) serve as the FFA chapter advisors. The many activities of the FFA parallel the methodology of the instructional program and are directly related to the occupational goals and objectives. As an integral part of the instructional program, district and state level FFA activities provide students opportunities to demonstrate their proficiency in the knowledge, skills, and attitudes they have acquired through the agricultural science and agricultural business total program. Agricultural education students demonstrating a high degree of competence in state level FFA activities are highly encouraged to represent their local communities, districts, and state by participating in national FFA activities.

Instructional activities of the FFA require participation of the agricultural science and agriculture business education students as an integral part of an agricultural education course of instruction and, therefore, may be considered an appropriate use and amount of the allotted instructional time.

Middle School Course Titles and Descriptions

EXPLORING AGRICULTURAL SCIENCE AND BUSINESS

Course 0496

(EXP AG ML)

The Agricultural Science and Business curriculum for middle level students follows the state standards of the Fundamentals of Agricultural Science and Business course. There is flexibility in content due to the length of the course offered locally. The primary objective is to introduce students to the dynamic industry of agriculture while gaining an awareness of the importance, impact, and diversity of careers in agricultural science and business. The content provides a hands-on exploratory, science-based approach to agriscience as well as providing a broad-based coverage of horticulture, animal science, environmental science, biotechnology, agricultural economics, plant and soil science, and agricultural science and agribusiness tools and equipment.

BUSINESS EDUCATION

Indiana State Approved Course Titles and Descriptions

Indiana Department of Education
Division of College and Career Preparation
151 West Ohio Street
Indianapolis, IN 46204

BUSINESS, MARKETING, AND INFORMATION TECHNOLOGY EDUCATION

Find the Academic Content Standards for this subject area at:
<http://dc.doe.in.gov/Standards/AcademicStandards/index.shtml>

Curriculum Resource Framework for this subject area at:
<http://www.indianastandardsresources.org>

Teacher Requirements for this subject area at: <http://www.doe.in.gov/educatorlicensing/pdf/AssignmentCode.pdf>

Introduction

Business and industry surveys indicate that economic survival in the 21st century will demand that students know and understand both fundamental and technical concepts of business as well as possess the ability to execute these concepts in nearly any setting. All persons regardless of age, gender, and career aspirations, can benefit from participating in business education.

Today's global society challenges the talents and imaginations of Indiana's diverse student population. Like never before, they face a competitive environment that demands creative, innovative, market-driven solutions to new problems and new opportunities. Graduates of secondary and post-secondary schools must be prepared to understand the needs and demands of others, to analyze rapidly changing events, and to formulate responsive, rational, and proactive approaches to decision making.

Looking to the future and adjusting and adapting as innovations emerge, the business education curriculum has changed dramatically over the years and now parallels the practices being implemented in the business world both at home and abroad. As the explosion of technology began impacting businesses in an unprecedented manner, business education quickly adjusted the curriculum to follow suit. When American businesses began to expand their frontiers to include global transactions, business education began incorporating international content into the curriculum. Business education has never been a static, stationary discipline; rather, it is an emerging, expanding, and challenging field.

Today's men and women have unlimited career opportunities. The greater freedom of occupational choice for all individuals is having a marked effect on the Business, Marketing, and Information Technology Education curriculum. Few areas have changed curriculum, technology, directions, and equipment more than the Business, Marketing, and Information Technology Education area. In keeping pace with the challenges of a new frontier in business, great strides have been made in the development of a curriculum that will meet and challenge the needs of our diverse population as we continue to adapt to changes in the 21st Century.

Business Professionals of America (BPA)

BPA is conducted on regional, state, and national levels and tests competency in various areas of business/office occupations. The words "Business," "Professionals," and "America" define the focus of BPA. Business: the field for which we prepare our students; emphasizes that we educate our students to work efficiently, not only in an office setting, but also in a wide variety of business situations. Professionals: our students indicate they join BPA to take advantage of a wide variety of professional development opportunities. America: symbolizes pride in our country and its free enterprise business system. The Special Recognition Awards Program and the Torch Awards Program are open to participation by all chapters and recognizes outstanding, actively involved members on the local, regional, state, and national levels.

DECA (An Association of Marketing Students)

DECA is a co-curricular, international youth organization with emphasis on developing civic consciousness, leadership skills, social intelligence, and vocational understanding within the student members. DECA offers a comprehensive program of competitive events that contribute to the development of skills necessary for careers in marketing, merchandising, management, and entrepreneurship. The DECA Competency-Based Competitive Events Program facilitates effective integration of DECA as an integral component of the total marketing education instructional program. Events are designed to enable students to engage in activities that will extend their interests and skills for careers in marketing and to measure, via performance indicators, the degree to which skills have already been acquired.

Middle School Course Title & Description

BUSINESS AND INFORMATION TECHNOLOGY MIDDLE SCHOOL

Grades 6-8

(BUS IT ML)

Course 0494

The Indiana Business and Information Technology Middle School course(s) 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 finance/economics, and entrepreneurship. The performance expectations and instructional strategies for each area provide many opportunities to engage students in learning and applying technology as a tool. This approach is in keeping with the NETS (National Educational Technology Standards) approach, which places heavy emphasis on integrating technology into the curriculum. The No Child Left Behind (NCLB) legislation mandates that students reach technological proficiency by the completion of the eighth grade.

It is imperative to understand that this entire middle school curriculum (Technology, Career Exploration, Personal Finance/Economics, and Entrepreneurship) cannot be attained in just one exploration or one rotation class in a semester, trimester, or block program of studies. It is a sequential and developmental program of study. Students should progress on the basis of the number of weeks available for business content instruction in their middle school curriculum

DIGITAL COMMUNICATION TOOLS

(DIG COMM T)

Course 4526

Digital Communication Tools is a business course that prepares students to use computerized devices and software programs to effectively handle communication-related school assignments and to develop communication competencies needed for personal and professional activities after graduation. Students will learn the capabilities and operation of high-tech hardware and software and will develop proficiency using a variety of computer input and output technologies, including touch keyboarding, speech recognition and handwriting recognition. Knowledge of hardware, software, and input and output proficiencies will be applied to communication situations that require problem solving and critical thinking. The projects included in this course will enable students to enhance their math, reading, listening, writing, speaking, and information presentation skills.

- Recommended Grade Level: 6-8
- Recommended Prerequisite: None

- Credits: A one- or two-credit course over one or two semesters
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- May be offered at the middle school level for high school credit if the course standards and time requirements are met
- A foundation course for Computer Applications

EXPLORING COLLEGE AND CAREERS, MIDDLE LEVEL

Course 0493

(EXPCAR ML)

Exploring College and Careers, Middle Level provides students opportunities to explore their personal goals, interests, and aptitudes as they relate to career concepts, including *the 16 national career clusters and Indiana's College & Career Pathways*, and determine what they want and expect for their future. Students 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 build good study habits, expand their technology skills, develop or update their Graduation Plans and complete a college and career readiness exam. Virtual and real life opportunities are provided for students to observe and explore various careers. Course content standards and performance expectations and Indiana Academic Standards integrated at:

<http://www.doe.in.gov/octe/bme/curriculum/contentstandards.htm>

- Recommended Grade Levels: 8, or integrated into grades 6, 7, and 8
- Recommended Prerequisites: None
- Academic content standards:
<http://doe.in.gov/octe/facs/middschstandards.html>
- Curriculum Framework:
<http://doe.in.gov/octe/facs/middleschdef.html>

ENGINEERING AND TECHNOLOGY EDUCATION

Indiana State Approved Course Titles and Descriptions

**Indiana Department of Education
Division of College and Career Preparation
151 West Ohio Street
Indianapolis, IN 46204**

ENGINEERING AND TECHNOLOGY EDUCATION

Academic Standards for this area are available at
<http://dc.doe.in.gov/Standards/AcademicStandards/PrintLibrary/technology.shtml>

Teacher Requirements for this area are available at
<http://www.doe.in.gov/educatorlicensing/pdf/AssignmentCode.pdf>

Introduction

The goal of Technology Education at the middle level is to provide students with project-based instruction that introduces them to the importance of technology and the principles used to develop, produce, use, and assess it. The students develop both individual and teamwork skills needed to participate in and contribute to society.

Middle School Course Titles and Descriptions

ENGINEERING AND TECHNOLOGY

Course 0490

(TECH ML)

Technology (& Engineering) Education at the middle level provides students with hands-on, problem based learning opportunities that introduce the principles 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). *The curriculum is designed for a minimum of 36 weeks of instruction, which may be divided into 9, 12, 18, or 36 week segments to accommodate local school scheduling.* Activities are focused 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 artifacts and systems, (3) use devices, tools and systems safely and appropriately (4) assess impacts on society and the environment.

Students learn that *technology* is a system and that the four technological actions are universal to all technologies. Activities develop the students' abilities to:

1. Describe the structure and impact of engineering and technology in communication, construction, manufacturing, and transportation technologies.
2. Understand how engineering and technology is a system comprised of inputs, processes, outputs, feedback, goals, and impacts.
3. Apply technical processes and materials to manufacture products and construct structures.
4. Use a variety of technical means to design, produce, analyze, and deliver messages.
5. Design and construct models of energy, power & transportation systems and devices.

- Recommended Grade Levels: Grades 7 and 8, or Grades 6, 7, and 8
- Recommended Prerequisite: None
- An introductory middle level course to prepare students to help prepare students to pursue future courses in the area of Engineering & Technology
- Course content standards at:
<http://dc.doe.in.gov/Standards/AcademicStandards/PrintLibrary/technology.shtml>

ENGLISH/LANGUAGE ARTS

Indiana State Approved Course Titles and Descriptions

Indiana Department of Education
Office of Curriculum and Instruction
151 West Ohio Street
Indianapolis, IN 46204

ENGLISH/LANGUAGE ARTS

Academic Content Standards available at: <http://dc.doe.in.gov/Standards/AcademicStandards/index.shtml>

Teacher Requirements available at:
<http://www.doe.in.gov/educatorlicensing/pdf/AssignmentCode.pdf>

Introduction

A balance of reading informational and literary text, writing, listening, speaking, language and media studies are the most important academic functions in every area of learning—not just as individual subject areas. English language arts is not just something with which we should engage solely to develop a competent and competitive work force but also to connect ourselves more fully with others in our society and the world. Teachers, then, create a sense of community within the classroom as they share knowledge and help students to understand all aspects of language arts, including the ability to think critically, and then act on this knowledge that empowers both teachers and students to expand beyond the classroom into the larger community.

The goal of reading informational and literary text is to provide students with frequent and continual opportunities to: (1) learn and apply essential skills in reading and writing; (2) read widely to build a better understanding of various types of texts, genres, and cultures of our country and those in other parts of the world; (3) read well; (4) acquire new information that will assist in responding to the needs of the workplace and society as a whole; and (5) make reading a lifelong pursuit. Students respond to literature critically, reflectively, and imaginatively both in writing and speaking and to develop concepts and strategies for making independent critical evaluations of literature. These types of experiences enhance students' awareness of various cultures and develop a sense of identity. Literature study includes reading for pleasure and exposes students to reading materials available in school media centers and public libraries.

The goal of writing and language is to provide students with frequent and continual opportunities to learn and apply essential skills in writing, using a process that includes: (1) prewriting, (2) drafting, (3) revising, (4) editing, and (5) producing a final, corrected product. Strategies should include evaluating and responding to the writing of others. In addition to instruction in creating clear, coherent, and organized paragraphs and multi-paragraph essays for a variety of audiences and purposes, strategies are also used for collecting and transforming data for use in writing as well as using criteria in the evaluation and revision of various types of writing. Instruction in grammar, usage, and mechanics is integrated with writing instruction so that students develop a common language for discussion. All writing in its final publication form follows accepted conventions of language, style, mechanics, and format.

The goal of speaking and listening is for students to engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. Students also interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. They also delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not; present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear

pronunciation. Students include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. Finally, students adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Middle School Course Titles and Descriptions

LANGUAGE ARTS, GRADE 6

(LANG 06)

Course 0420-06

Language Arts, Grade 6, a course based on *Indiana's Academic Standards for English/Language Arts*, is integrated instruction emphasizing reading, writing, speaking and listening in interest- and age-appropriate content. Students apply skills they learned in earlier grades to make sense of longer, more challenging text. They interpret figurative language and words with multiple meanings. They examine an author's choice of words and reasonableness of statements in nonfiction works. They critique the believability of characters and plots in fiction works. They begin to read autobiographies. 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, magazines and newspapers, various reference or technical materials, and online information. Students self-select books of interest and read independently for enjoyment. 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. They apply their research skills by writing or delivering reports that demonstrate the distinction between their own ideas and the ideas of others. They use simple, compound, and complex sentences to express their thoughts. They deliver oral presentations on problems and solutions and show evidence to support their views. Students also listen to literature read aloud to them and write independently for enjoyment.

LANGUAGE ARTS, GRADE 7

(LANG 07)

Course 0420-07

Language Arts, Grade 7, a course based on *Indiana's Academic Standards for English/Language Arts* is integrated instruction emphasizing *reading*, writing, speaking and listening in interest- and age-appropriate content. 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. Students self-select books of interest and read independently for enjoyment. Students develop advanced skills and strategies in language. 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 arguments or proposal. Students also listen to literature read aloud to them and write independently for enjoyment.

LANGUAGE ARTS, GRADE 8
(LANG 08)

Course 0420-08

Language Arts, Grade 8, a course based on *Indiana's Academic Standards for English/Language Arts* is integrated 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 self-select books of interest and read independently for enjoyment.

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. Students also listen to literature read aloud to them and write independently for enjoyment.

LANGUAGE ARTS LAB
(LANG LAB)

0428

Language Arts Lab is a supplemental course that provides students with individualized or small group instruction designed to support success in completing language arts course work aligned with *Indiana's Academic Standards for English/Language Arts* in Grades 6-8 and the *Common Core State Standards for English Language Arts*.

- *Recommended Grade Level: Grades 6-8*
- *This course is for students who need additional support in all the language arts (reading, writing, speaking and listening).*
- *NOTE: The course may also be used for students who need Tier 2 and 3 interventions in English Language Arts.*

READING AND LITERATURE, GRADE 6
(READ 06)

Course 0480- 06

Reading and Literature, Grade 6, a course based on *Indiana's Academic Standards for English/Language Arts*, is integrated instruction emphasizing reading (Standards 1, 2, and 3), in content that is interest- and age-appropriate. Students apply skills they learned in earlier grades to make sense of longer, more challenging text. They interpret figurative language and words with multiple meanings. They examine an author's choice of words and reasonableness of statements in nonfiction works. They critique the believability of characters and plots in fiction works. They begin to read autobiographies. 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, magazines and newspapers, various reference or technical materials, and online information. Students self-select books of interest and read independently for enjoyment.

READING AND LITERATURE, GRADE 7

Course 0480- 07

(READ 07)

Reading and Literature, Grade 7, a course based on *Indiana's Academic Standards for English/Language Arts*, is integrated instruction emphasizing reading (*Standards 1, 2, and 3*), in content that is interest- and age-appropriate. 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. Students self-select books of interest and read independently for enjoyment.

READING AND LITERATURE, GRADE 8

Course 0480- 08

(READ 08)

Reading and Literature, Grade 8, a course based on *Indiana's Academic Standards for English/Language Arts*, is integrated instruction emphasizing reading (*Standards 1, 2, and 3*), in content that is interest- and age-appropriate. 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 self-select books of interest and read independently for enjoyment.

FAMILY AND CONSUMER SCIENCES

Indiana State Approved Course Titles and Descriptions

Indiana Department of Education
Division of College and Career Preparation
151 West Ohio Street
Indianapolis, IN 46204

FAMILY AND CONSUMER SCIENCES

Content Standards for this subject area available at:
<http://doe.in.gov/octe/facs/middschstandards.html>

Teacher Requirements for this subject area available at:
<http://www.doe.in.gov/educatorlicensing/pdf/AssignmentCode.pdf>

Introduction

The Middle School Family and Consumer Sciences Education program in Indiana is designed to be comprehensive, holistic, and multidisciplinary across FACS areas of study, and to be compatible with local school-wide approaches. Multiple FACS areas of study are integrated into the FACS program are offered at each grade level (sixth, seventh, and/or eighth). *The curriculum is designed for a minimum of 36 weeks of instruction, which may be divided into 9, 12, 18, or 36 week segments to accommodate local school scheduling.* Core FACS Concepts and Core Process Competencies create a foundation for teaching and learning. The Middle School Family and Consumer Sciences curriculum provides learning experiences in life and careers, financial literacy and resources, nutrition and wellness, human development, and relationships. The core FACS concepts which are essential for all middle level students are organized around four areas central to all middle level students. These four areas of adolescent development are addressed in each middle school grade level program: 1. developing self-concept; 2. relating to others; 3. becoming independent; and 4. managing resources. Selected English/language arts, mathematics, science, and social studies are integrated into the applied contexts of Family and Consumer Sciences.

- [Indiana State Board of Education Rules](#): middle school students are to receive instruction in a minimum of two of the following program areas: Agriculture, Business, Family and Consumer Sciences, and Technology Education.
- Students in Indiana Middle Schools are expected to achieve, at the minimum, [Academic Standards for the Family and Consumer Sciences Five Essential Units](#) by the time they finish the 8th grade. Multiple FACS areas of study are expected to be integrated into the FACS program offered at each grade level (sixth, seventh, and eighth) as detailed in the FACS Five Essential Units Framework and Pacing Guide and the more comprehensive [Middle School FACS Comprehensive/Enrichment Framework](#) that details 13 units of study.
- Principals and teachers should work together to determine which units of study will be learned by which students to ensure a coherent program is delivered to all students receiving FACS instruction.
- Selected [English/language arts, mathematics, science, and social studies are integrated](#) into the applied contexts of Family and Consumer Sciences.
- Essential process competencies needed for living and working successfully in the 21st Century are addressed in each grade-level program, including five competency areas: (1) Identify, organize, plan, and allocate resources; (2) Work with others; (3) Acquire and use information; (4) Understand complex interrelationships; and (5) Work with a variety of technologies. Three types of foundation competencies (basic skills, thinking skills, and personal qualities) and four integrative focuses (citizenship, leadership, volunteerism, and managing change) unify the topics in each grade-level program.

FCCLA

[Family, Career & Community Leaders of America](#) is the official student organization for Family and Consumer Sciences Education in Indiana and across the country. The FCCLA organization helps students develop leadership and citizenship skills while synthesizing and applying Family and Consumer Sciences content and skills in family, workplace, and community settings. As a teaching/learning approach, FCCLA offers teacher-developed

and student-tested strategies and materials that center the responsibility for achieving FACS standards on students through in-class and co-curricular chapter programs and projects.

Middle School Course Titles and Descriptions

EXPLORING COLLEGE AND CAREERS, MIDDLE LEVEL **NEW COURSE**

Course 0493

(EXPCAR ML)

Exploring College and Careers, Middle Level provides students opportunities to explore their personal goals, interests, and aptitudes as they relate to career concepts, including *the 16 national career clusters and Indiana's College & Career Pathways*, and determine what they want and expect for their future. Students 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 build good study habits, expand their technology skills, develop or update their Graduation Plans and complete a college and career readiness exam. Virtual and real life opportunities are provided for students to observe and explore various careers. Course content standards and performance expectations and Indiana Academic Standards integrated at:

<http://www.doe.in.gov/octe/bme/curriculum/contentstandards.htm>

- Recommended Grade Levels: 8, or integrated into grades 6, 7, and 8
- Recommended Prerequisites: None
- Academic content standards:
<http://doe.in.gov/octe/facs/middschstandards.html>
- Curriculum Framework:
<http://doe.in.gov/octe/facs/middleschdef.html>

MIDDLE SCHOOL FAMILY AND CONSUMER SCIENCES

Course 0492

(FACS ML)

Course Description

Family and Consumer Sciences (FACS) at the middle school level, prepares students to begin their journey toward becoming independent, productive citizens. The Middle School Curriculum includes standards for 5 units of study that are essential for ALL students:

- Life and Careers
- Financial Literacy
- Nutrition and Wellness
- Human Development
- Relationships

Family and Consumer Sciences (FACS) at the middle level prepares students to acquire personal skills and plan ways to transfer those skills to the workplace; investigate and assume appropriate individual and family roles; understand and apply concepts of balancing work and family; and acquire skills and attitudes that lead them to contribute to the good of the community and society. FACS curriculum includes acquisition of problem-solving, decision-making, higher order thinking, communication, literacy, and numerical skills in applied community, work, and family contexts.

It is the aim of Middle School Family and Consumer Sciences that all students increase their ability to act responsibly and productively, to synthesize knowledge from multiple sources, to work cooperatively, and to

apply the highest standards in all aspects of their lives. Family and Consumer Sciences Education provides the bridges needed by all students to deal with major societal issues such as work-and-family, child and elder care, family and community violence and crime, and usage of technology.

- Recommended Grade Levels: 6, 7, & 8
- Recommended Prerequisites: None
- Academic content standards:
<http://doe.in.gov/octe/facs/middschstandards.html>
- Curriculum Framework:
<http://doe.in.gov/octe/facs/middleschdef.html>
- Length of course varies according to local program resources and needs:
 - Recommended Minimum - 90 hours over the two- or three-year period a student is in middle school
 - Recommended/Preferred - at a minimum, 180 hours over the middle school years for achievement of the five essential units and standards needed by all students; additional days are required for coverage of the more comprehensive Middle School FACS Framework content and for "elective" units or classes that offer enrichment and/or in-depth coverage of additional FACS content

FINE ARTS

Indiana State Approved Course Titles and Descriptions

Indiana Department of Education
Office of Curriculum and Instruction
151 West Ohio Street
Indianapolis, IN 46204

FINE ARTS

Find the Academic Content Standards for this subject area at:
<http://dc.doe.in.gov/Standards/AcademicStandards/index.shtml>

Teacher Requirements for this subject area at: <http://www.doe.in.gov/educatorlicensing/pdf/AssignmentCode.pdf>

Introduction

In order to provide a quality education for every child in Indiana, it is important to provide for all aspects of human growth. The artistic, expressive, and cultural aspects of each child's intellectual, emotional, physical, and social development are vital components of this growth. Research involving the impact of arts education upon mental functions supports the convictions of many educators, parents, and business leaders that the fine arts are essential due to their ability to provide students with the means to think, feel, and understand the world around them in unique ways. Literacy in the arts strengthens a person's participation in society by enhancing problem solving and communication skills as well as fostering self-expression, aesthetic awareness, and multiple points of view. For these reasons, a curriculum in each of the fine arts is provided to all students so that they may become self-directed toward lifelong learning in the arts.

The purpose of each fine arts curriculum is to promote lifelong participation in the arts by developing skilled creators, performers, critics, listeners, and observers of the arts. Students can use the arts as a means of: (1) self-expression and communication, (2) development of critical thinking skills, (3) self-knowledge and understanding of the world around them, and, (4) increasing awareness of the artistic heritage of other cultures, as well as their own.

Students who are proficient in the fine arts grow in their ability to think and learn independently. Their view of the world expands as creative avenues to expression and understanding are developed. Ultimately, the entire community benefits through the creativity, vision, and empathy fostered in the fine arts.

In order for this to happen, students must be immersed in opportunities to learn about the arts, perform and create in one or more of the art forms, and learn to analyze and critique the arts. The goals for students in grades kindergarten through grade twelve (k-12) are to enable each student to do the following:

- develop one's artistic skills;
- become confident in one's abilities in the arts;
- become a creative problem solver;
- appreciate the value of the arts;
- communicate through the arts;
- communicate about the arts;
- exhibit knowledge of the historical and cultural diversity of the arts; and
- exhibit knowledge of criticism and aesthetics in the arts.

Middle School Course Titles and Descriptions

MIDDLE LEVEL VISUAL ART

(Grades 7 and 8 or Grades 6, 7, and 8)

Course 0410 Levels 6-8

(ART ML)

Middle Level Visual Art is based on the Indiana Standards for Visual Art. 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. 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.

MIDDLE LEVEL CREATIVE DRAMATICS

(Grades 7 and 8 or Grades 6, 7, and 8)

Course 0412 Levels 6-8

(DRAMA ML)

Middle Level Creative Dramatics is based on the Indiana Academic Standards for Theatre. This course enables students to use movement, voice, and language effectively to create characterizations in a wide variety of historical and cultural contexts. Improvisation enables them to demonstrate an understanding of the concepts of space, time, and mannerisms in character portrayals. Additionally, students write scripts based on personal experience, imagination, history, and literature. Students increase their awareness of vocational opportunities in the theatre arts and learn to develop criteria for the evaluation of recorded and live performances.

MIDDLE LEVEL DANCE

(Grades 7 and 8 or Grades 6, 7, and 8)

Course 0414 Levels 6-8

(DANCE ML)

Middle Level Dance is based on the Indiana Academic Standards for Dance, and integrated instruction across the curriculum is encouraged. Students at the middle school level create dances that display increased choreographic skill, using the principles of alignment, balance, dance steps, and rhythmic patterns. Their knowledge and skills in physical fitness, rhythmic activities, and muscular development are enhanced as they continue to refine their movement techniques. Students at this level also use dance as a means of creating and communicating ideas of personal significance to them. Critical thinking skills are fostered as they establish criteria for evaluating their dance performances, as well as the performances of others. They learn and perform folk, social, or theatrical dances from modern America as well as various cultures.

MIDDLE LEVEL EXPLORING MUSIC

(Grades 7 and 8 or Grades 6, 7, and 8)

Course 0440 Levels 6-8

(MUS ML)

Middle Level Exploring Music is based on the Indiana Academic Standards for Exploring Music. Students taking this course 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.

MIDDLE LEVEL INSTRUMENTAL MUSIC

(Grades 7 and 8 or Grades 6, 7, and 8)

Course 0442 Levels 6-8

(I MUS ML)

Middle Level Instrumental Music is based on the Indiana Academic Standards for Instrumental Music and provides students the opportunity to apply knowledge and skills learned in the elementary music curriculum by beginning or continuing to play an instrument. 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.

MIDDLE LEVEL VOCAL MUSIC
(Grades 7 and 8 or Grades 6, 7, and 8)

Course 0444 Levels 6-8

(V MUS ML)

Vocal Music is based on the Indiana Academic Standards for Choral Music and 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

Indiana State Approved Course Titles and Descriptions

Indiana Department of Education
Division of Student Services
151 West Ohio Street
Indianapolis, IN 46204

HEALTH AND WELLNESS EDUCATION

Find the Academic Content Standards for this subject area at:
<http://dc.doe.in.gov/Standards/AcademicStandards/index.shtml>

Teacher Requirements for this subject area at: <http://www.doe.in.gov/educatorlicensing/pdf/AssignmentCode.pdf>

Introduction

A well designed and implemented school health education program will contribute to a student's ability to successfully adopt and practice behaviors that protect and promote health, and avoid or reduce health risks. A comprehensive health education program provides students with opportunities to build skills that will enhance critical thinking abilities, decision making, problem solving and behavioral skills, and develop health literacy. To reach this goal, the educator and the program will teach functional health information (essential concepts); help students determine personal values that support health behaviors; help students develop group norms that value a healthy lifestyle; and help students develop the essential skills necessary to adopt, practice, and maintain health-enhancing behaviors.

In Indiana, the Academic Standards for Health and Wellness are designed to support students in their development of essential health skills within the ten health content areas: (1) Growth and Development; (2) Mental and Emotional Health; (3) Community and Environmental Health; (4) Nutrition; (5) Family Life; (6) Consumer Health; (7) Personal Health; (8) Alcohol, Tobacco, and Other Drugs; (9) Intentional and Unintentional Injury; and (10) Health Promotion and Disease Prevention. Knowledge of core health concepts and underlying principles of health promotion and disease prevention are included in Standard One. Standards Two through Eight identify key processes and skills that are applicable to healthy living. These include identifying the impact of family, peers, culture, media, and technology on health behaviors; knowing how to access valid health information; using interpersonal communication, decision-making, goal-setting, and advocacy skills; and enacting personal health-enhancing practices.

Middle School Course Titles and Descriptions

Health and Wellness

Course 0452-06

HLTH & WELL 06

Middle school health education provides for the continued development of attitudes and behaviors related to becoming a health-literate individual. This course is part of a planned, sequential, comprehensive health education curriculum that uses the Academic Standards for Health and Wellness to support student development of essential health skills within the ten health content areas. 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

Middle school health education provides for the continued development of attitudes and behaviors related to becoming a health-literate individual. This course is part of a planned, sequential, comprehensive health education curriculum that uses the Academic Standards for Health and Wellness to support student development of essential health skills within the ten health content areas. 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

Middle school health education provides for the continued development of attitudes and behaviors related to becoming a health-literate individual. This course is part of a planned, sequential, comprehensive health education curriculum that uses the Academic Standards for Health and Wellness to support student development of essential health skills within the ten health content areas. In grade eight, students focus on continued skill development and more opportunities for analyzing, modeling, and applying skills that will assist in building competencies for health literacy. 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. 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.

INTERNATIONAL BACCALAUREATE COURSES

Indiana State Approved Course Titles and Descriptions

Indiana Department of Education
Office of Curriculum and Instruction
151 West Ohio Street

Indianapolis, IN 46204

INTERNATIONAL BACCALAUREATE COURSES

Academic Content Standards for this subject area at:
<http://dc.doe.in.gov/Standards/AcademicStandards/index.shtml>

Teacher requirements for this subject area at:
<http://www.doe.in.gov/educatorlicensing/pdf/AssignmentCode.pdf>

International Baccalaureate for this subject area at:
<http://www.ibo.org/programmes/pd/index.cfm>

Introduction

The IB Middle Years Programme (MYP) is designed to meet the educational requirements for students aged 11 to 16 (generally grades 6-10). The MYP includes 8 subject groups studied simultaneously – Language A (the student’s mother tongue), Language B, Humanities, Sciences, Mathematics, Arts, Physical Education, and Technology. Each subject group objectives include skills, attitudes and knowledge in addition to the understanding of concepts.

The IB MYP has five Areas of Interaction. These contexts allow teaching and learning to focus on attitudes, values and skills. They include the following: Approaches to Learning (ATL), Community and Service, Health and Social Education, Environments, and Human Ingenuity.

The additional service requirement each year is part of the total IB mission. This mission is guided by three fundamental concepts: Holistic Learning, Intercultural Awareness, and Communication.

A personal project created by each student is a requirement in year 5 (grade 10) of the IB MYP. This project is a significant body of work produced over an extended period. The personal project is a summative assessment of the students’ ability to work independently within the Areas of Interaction.

INDIANA IS CURRENTLY HOME TO ONE IB MIDDLE YEARS SCHOOL. TO LEARN MORE ABOUT BECOMING A MIDDLE YEARS PROGRAMME VISIT [WWW.IBO.ORG](http://www.ibo.org) OR [HTTP://WWW.DOE.IN.GOV/OCTE/APIBDUAL.HTML](http://www.doe.in.gov/octe/apibdual.html)

MATHEMATICS

Indiana State Approved Course Titles and Descriptions

Indiana Department of Education
Office of Curriculum and Instruction
151 West Ohio Street
Indianapolis, IN 46204

MATHEMATICS

Find the Academic Content Standards for this subject area at:
<http://dc.doe.in.gov/Standards/AcademicStandards/index.shtml>

Curriculum Resource Framework for this subject area at:
<http://www.indianastandardsresources.org>

Teacher Requirements for this subject area at: <http://www.doe.in.gov/educatorlicensing/pdf/AssignmentCode.pdf>

Introduction

Mathematics courses in middle school should develop a student's ability to analyze, reason, and communicate ideas effectively as they pose, formulate, solve, and interpret solutions to mathematical and real-world problems. These courses focus on building proficiency in six domains: Ratios and Proportional Relationships; The Number System; Expressions and Equations; Functions; Geometry; Statistics and Probability. The common thread throughout the entire K-12 mathematics curriculum is the Standards for Mathematical Practice, which should be used to design effective instruction at the lesson, unit, and course levels.

Although students begin to develop their abilities to think and reason more abstractly during these grades, it is imperative that the teaching of mathematics be structured to include learning abilities at each developmental level: (1) concrete, (2) semi-concrete or connecting, and (3) abstract. The use of manipulatives and other hands-on materials should continue.

Automaticity in computation is an expectation of the standards in the elementary grades, but the ability to compute with automaticity should not be a gateway to developing algebraic, quantitative, and spatial reasoning, which form the core of the middle school curriculum. Little instructional time during core classroom instruction (Rtl Tier 1) should be spent on remediating students who did not build automaticity in earlier grades; rather, these deficiencies should be addressed during targeted instructional blocks (Rtl Tier 2) or intensive instructional blocks (Rtl Tier 3). By leveraging technology, including calculators, students can demonstrate mastery on many standards during core classroom instructional time without having automaticity. A high-quality mathematics program will develop students' confidence and understanding of when and how to appropriately use these skills and tools.

Middle School Course Titles and Descriptions

MATHEMATICS – GRADE 6

Course 0430-06

(MATH 6)

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 plane; formalize algebraic thinking into algebraic expressions and equations; apply their previous knowledge of geometry in real-world and mathematics situations; and begin to develop understanding of statistical variability and distributions. As in all mathematics courses, the Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

MATHEMATICS – GRADE 7 (MATH 7)

Course 0430-07

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. As in all mathematics courses, the Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

MATHEMATICS – GRADE 8 (MATH 8)

Course 0430-08

Mathematics – Grade 8 continues the trajectory towards a more formalized understanding of mathematics that occurs at the high school level that was begun in Grades 6 and 7. 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. As in all mathematics courses, the Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

MATHEMATICS LAB (MATH LAB)

0432

Mathematics Lab provides students with individualized instruction designed to support success in completing mathematics coursework aligned with *Indiana’s Academic Standards for Mathematics* and the *Common Core State Standards for Mathematics*. *Mathematics Lab* is to be taken in conjunction with a mathematics course, and the content of *Mathematics Lab* should be tightly aligned to the content of its corresponding course.

- *Recommended Grade Level: Grades 6-8*
- *This course is for students who need additional support in mathematics.*
- *NOTE: The course may also be used for students who need Tier 2 and 3 interventions in mathematics.*

PHYSICAL EDUCATION

Indiana State Approved Course Titles and Descriptions

Indiana Department of Education
Division of College and Career Preparation
151 West Ohio Street
Indianapolis, IN 46204

PHYSICAL EDUCATION

Academic Content Standards for this subject area at:
<http://dc.doe.in.gov/Standards/AcademicStandards/index.shtml>

TEACHER REQUIREMENTS FOR THIS SUBJECT AREA AT:
<HTTP://WWW.DOE.IN.GOV/EDUCATORLICENSING/PDF/ASSIGNMENTCODE.PDF>

INTRODUCTION

Over the past three decades, childhood obesity rates in America have tripled, and today, nearly one in three children in America are overweight or obese. One third of all children born in 2000 or later will suffer from diabetes at some point in their lives; many others will face chronic obesity-related health problems like heart disease, high blood pressure, cancer, and asthma. The Surgeon General's Report on Physical Activity and Health indicates that by including moderate amounts of physical activity in their daily lives individuals can substantially improve their health and quality of life. Research shows that quality physical education programs contribute to students' regular participation in physical activity (Fairclough & Stratton, 2005; Luepker et al., 1996; Morgan, Beighle, Pangrazi, in press; NASPE, 2003; Sallis, McKenzie, Alcaraz, Kolody, Faucette, & Hovell, 1997), and can increase student participation in moderate to vigorous physical activity (CDC, 2001).

Physical education should be designed to help students progress from introductory movement skills in the primary grades to more complex movement patterns in middle school and high school. Students should have the opportunity to learn through a developmentally appropriate, comprehensive, sequentially planned program that is aligned with the Indiana Physical Education Standards. Through it students are given the opportunity to gain the knowledge and skills to become proficient movers and participants in a lifetime of physical activity. In addition, physical education assists students in their physical, mental, emotional, social and character development. It provides opportunities to integrate academic concepts and applies the use of technology to physical activity settings.

For students with special mental, physical, sensory, behavioral or neurological needs, adapted physical education should be offered in the least restrictive environment based on an individual assessment. Physical education can also be modified for students with religious objections or who need short term modifications due to illness or a temporary injury. In these cases, goals should be individualized and used to evaluate student progress.

Middle School Course Titles and Descriptions

Physical Education, Middle Level

Course 0450-06

PHYS ED 06

Physical Education in Grade 6 is based on the Indiana Standards for Physical Education.

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. They 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. Ongoing assessment is conducted throughout the curriculum.

Physical Education, Middle Level
PHYS ED 07

Course 0450-07

Physical Education in Grade 7 is based on the Indiana Standards for Physical Education.

Students in Grade 7 physical education continue to refine complex combinations of movement in selected sports and activities. They 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 of those countries. They 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. Ongoing assessment includes both written and performance-based skill evaluations.

Physical Education, Middle Level
PHYS ED 08

Course 0450-08

Physical Education in Grade 8 is based on the Indiana Standards for Physical Education

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. They 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

Indiana State Approved Course Titles and Descriptions

Indiana Department of Education
Office of Curriculum and Instruction
151 West Ohio Street
Indianapolis, IN 46204

SCIENCE

Find the Academic Content Standards for this subject area at:
<http://dc.doe.in.gov/Standards/AcademicStandards/index.shtml>

Curriculum Resource Framework for this subject area at:
<http://www.indianastandardsresources.org>

Teacher Requirements for this subject area at: <http://www.doe.in.gov/educatorlicensing/pdf/AssignmentCode.pdf>

Introduction

Middle-level science programs may be designed as either two-year sequences for use with grades seven (7) and eight (8) or as a three-year sequence for use with grades six (6), seven (7) and eight (8). Middle-level science provides learning experiences through which students gain scientific knowledge by observing the natural and constructed world, performing and evaluating investigations, and communicating their findings. Students will learn to use materials and tools safely and employ the basic principles of the engineering design process in order to find solutions to problems. These process skills are integrated into the curriculum along with the content standards in physical science, earth science, life science and science, technology and engineering.

Middle School Course Titles and Descriptions

SCIENCE

Course 0460-06

SCI 06

Students in sixth grade understand that matter is composed of different states with different properties and that energy has different forms with unique characteristics. They understand the relationships between celestial bodies and the force that keeps them in regular and predictable motion. They 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.

SCIENCE

Course 0460-07

SCI 07

Students in seventh grade 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.

SCIENCE

Course 0460-08

SCI 08

Students in eighth grade 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.

SOCIAL STUDIES

Indiana State Approved Course Titles and Descriptions

Indiana Department of Education
Office of Curriculum and Instruction
151 West Ohio Street
Indianapolis, IN 46204

SOCIAL STUDIES

Find the Academic Content Standards for this subject area at:
<http://dc.doe.in.gov/Standards/AcademicStandards/index.shtml>

Curriculum Resource Framework for this subject area at:
<http://www.indianastandardsresources.org>

Teacher Requirements for this subject area at: <http://www.doe.in.gov/educatorlicensing/pdf/AssignmentCode.pdf>

Introduction

Social Studies focuses on lifelong learning to understand, analyze, react to, and act upon the relationships between people and their environments in time and space. Social studies provides opportunities that develop knowledge and skills which enable student to grow in: (1) personal and civic responsibility; (2) perspectives that allow students to see themselves as a part of a larger human experience; (3) critical understanding of history, geography, economic, political and social institutions, traditions, and civic virtues in America and the world; and (4) thinking analytically and applying the concepts learned.

According to the National Council for the Social Studies (NCSS addresses the multidisciplinary nature of this area of the curriculum and highlights the civic purpose and key elements of social studies education: “Social studies is the integrated study of the social sciences and the humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archeology, economics, geography, history, law, philosophy, political science, psychology, religion and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences.”

The fundamental purpose of social studies is to provide preparation and practice for active, lifelong citizenship. Active citizenship in a democratic society requires the development of skills for thinking, decision making, and participation. Citizens of all ages make decisions that affect themselves, their families, their communities, the nation and the world. The goal of social studies education is to help students develop the ability to make well-informed, well-reasoned decisions and to act responsibly.

Middle School Course Titles and Descriptions

SOCIAL STUDIES

Course 0470-06

SOC ST 06

Students in sixth grade 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) the Caribbean region, and (6) Antarctica. Instructional programs for sixth grade students include experiences which 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. Students should acquire positive attitudes regarding active participation, cooperation, responsibility, open-mindedness, and respect for others.

SOCIAL STUDIES

Course 0470-07

SOC ST 07

Students in seventh grade compare the history, geography, government, economic systems, current issues, and cultures of the Western World with an emphasis on: (1) Asia, (2) Africa, (3) the Commonwealth of Independent

States, (4) the Middle East, (5) the Pacific Islands, (6) Australia, and (7) New Zealand. Learning experiences for seventh grade students should help them to make the transition from concrete examples 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.

SOCIAL STUDIES

Course 0470-08

SOC ST 08

Eighth grade United States History emphasizes the interaction of historical events and geographic, social, and economic influences on national development prior to the twentieth century. Special attention is given to (1) Native American cultures and the pre-Columbian period; (2) colonial, revolutionary, and constitutional issues; (3) early national formation; (4) sectional divisions leading to the Civil War; (5) Reconstruction; (6) industrialization; (7) urbanization; and (8) immigration. In this course, students examine major themes, issues, events, movements, and figures in United States history prior to 1900 and explore relationship to modern issues and current events, for example: (1) antiwar movements in different periods in United States history, (2) the influence of inventions and economic innovations, and (3) Indiana's concurrent growth and development. Eighth grade students need to experience a variety of teaching and learning strategies. Students are provided practice in thinking and research skills by learning to use the media center, primary documents, and community resources to identify, evaluate and use appropriate data and reference information. This course also helps student to develop an appreciation of historical preservation. Finally, students should demonstrate, through their studies, a commitment to the rights and responsibilities of citizenship in a democratic society.

WORLD LANGUAGES

Indiana State Approved Course Titles and Descriptions

Indiana Department of Education
Office of Curriculum and Instruction
151 West Ohio Street
Indianapolis, IN 46204

WORLD LANGUAGES

Find the Academic Content Standards for this subject area at:
<http://dc.doe.in.gov/Standards/AcademicStandards/index.shtml>

Teacher Requirements for this subject area at: <http://www.doe.in.gov/educatorlicensing/pdf/AssignmentCode.pdf>

Introduction

Language and communication are the heart of the human experience. The United States must educate students who are equipped linguistically and culturally in order to communicate successfully in a pluralistic American society as well as abroad. This imperative envisions a future in which all students will develop and maintain proficiency in English and at least one other language, modern or classical. Children who come to school from non-English-speaking backgrounds should also have opportunities to develop further proficiency in the first language and culture as well as the English language and culture.

Middle level world language courses enable the student to participate in classroom and extracurricular activities and personal interests. Students become familiar with geographical features, cultural aspects of the country being studied as well as, base language vocabulary and language structure.

Middle School Course Titles and Descriptions

MIDDLE LEVEL WORLD LANGUAGES

Course 0406 Levels 6-8 (WL 6-8)

Middle Level World Languages, a course based on *Indiana's Academic Standards for World Languages*, follows one of two sequences of standards: those for a program beginning at the middle level, or those for a middle level program that is a continuation of an elementary program. This course focuses on friends and all things social, taking into account adolescents' interest in friendship and social activities. Students in this course will continue to improve both productive and receptive language skills, and their educational background and cognitive development allow them to expand their understanding of structural differences between languages as well as gain a more in-depth cultural awareness. Students beginning study at this grade level should be directed to vocabulary and introductory language skills of the previous grade level to allow for personalization of and a strong foundation in the language. Middle Level World Languages is designed to be a sequential course that builds to communicative proficiency in a world language.

- Recommended Grade Level: 6-8

WORLD LANGUAGES IMMERSION MIDDLE LEVEL

Course 0426 Levels 6-8 (WLI 6-8)

World Languages Immersion – Middle Level is the continuation of a world language program that began at the elementary level, in which at least fifty percent of instructional time is spent learning subject matter taught in the world language. Students address specific grade-level academic standards for selected subjects; the focus of the world language program is delivery of the content, and teachers should follow the content area academic standards at the appropriate grade level. Thus, world language learning is incorporated as necessary throughout the curriculum; language, content, and culture are interwoven throughout instruction. Program models generally fit into one of three categories: total immersion, partial immersion, or two-way (dual) immersion. Students in

these courses typically reach higher levels of functional proficiency in the language than through middle level world language courses or exploratory world language courses.

- Recommended Grade Level: 6-8

EXPLORING WORLD LANGUAGES

Course 2182 Levels K-8

(EX WLD LANG)

Exploring World Languages is a course that may be offered to students in Kindergarten through Grade 8 that provides a sampling of world languages and cultures for students who have not had a prior opportunity for world language learning. Typical objectives of this course include development of basic linguistic and cultural awareness, learning basic words and phrases in world languages, development of listening skills, and development of an interest in world languages for future study. *Exploring World Languages* is a non-sequential course, and does not lead to the development of communicative proficiency in a world language.

- Recommended Grade Level: K-8