# Muncie Community Schools

## Middle Schools

## Course of Study

## 2025-2026

NORTHSIDE MIDDLE SCHOOL

Placing Learners First

SOUTHSIDE MIDDLE SCHOOL

Placing Learners First

# Muncie Community Schools
# Middle Schools Course of Study
# 2025 - 2026 School Year

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# Middle Schools

## Southside Middle School

1601 E. 26th St.
Muncie, IN 47302
Telephone: 765-747-5320
Principal: Michael Raters
Administrative Team: J.D. Craft and
Danny Koska (Student Assistant Coordinator)
Interim Dean: Brandon Hayes
School Guidance Counselor: Emerson Thornton and Tami Perry
Family Navigator: Alexis Haynes

## Northside Middle School

2400 W. Bethel Ave.
Muncie, IN 47304
Telephone: 765-747-5290
Principal: Ben Williams
Administrative Team: John Troupe, Lori Church, and
Tiffany Moore (Student Assistant Coordinator)
School Guidance Counselors: Lacy Roberts and Tara Gudger
Family Navigator: Lindsey Mecklenburg

# TABLE OF CONTENTS

# MCS Middle School Course Schedule for 2025 - 2026

## SAMPLE GRADE 6 CLASS SCHEDULE

| Subject Areas | |
|---|---|
| **Year Long Courses** | **Semester Courses** |
| English/Language Arts 6 | Physical Education |
| Mathematics 6 | PLTW Apps Creators |
| Social Studies 6 | |
| Science 6 | |
| ELA/Math Intervention 6 | |
| **Elective Courses**<br>____ Option A: Band or Choir (1st and 2nd Semester)<br>____ Option B: Art for 9-weeks<br>Music for 9-weeks<br>CTE Engineering Technology for 9-weeks<br>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

| Subject Areas | |
|---|---|
| **Year Long Courses** | **Semester Courses** |
| English/Language Arts 7 | Physical Education 7 |
| Mathematics 7 | Business and Information Technology |
| Social Studies 7 | Preparing for College and Careers |
| Science 7 | PLTW Computer Science for Innovators & Makers |
| ELA/Math Intervention 7 | |
| **Elective Courses** | |
| ____ Option A: Band or Choir (1st and 2nd Semester) | |
| ____ Option B: Art for 9-weeks | |
| Music for 9-weeks | |
| Health for 9-weeks | |
| CTE Engineering Technology for 9-weeks | |

**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

| Subject Areas | |
|---|---|
| **Year Long Courses** | **Semester Courses** |
| English/Language Arts 8 | Preparing for College and Careers |
| Mathematics 8 | Physical Education/Health |
| Social Studies 8 | |
| Science 8/Biology | |
| ELA/Math Intervention 8 | |
| **Elective Courses** | |
| ____ Option A: Band or Choir (1st and 2nd Semester) | |
| ____ Option B: Art for 9-weeks<br>Music for 9-weeks<br>PLTW Medical Detectives for 9-weeks<br>CTE Engineering Technology for 9-weeks | |
| **High School Credit Options** | |
| ____ Option A: Spanish I (1st and 2nd Semester) and/or Spanish II | |

**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.
- Advanced Spanish Language Arts. This course will be geared toward Dual Language students.

**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.

**Biology Option – High School Credit:**

- Biology: 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 will take the Biology ECA.
  High school courses taken in middle school will NOT receive a weighted grade.

## 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.*

### Biology I (3024)

Biology I incorporates high school Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts to help students gain a three-dimensional understanding of Biology topics. Disciplinary Core Ideas for this course include From Molecules to Organisms, Ecosystems, Heredity and Biological Evolution. Instruction focuses on the observation of phenomena to develop an understanding of how scientific knowledge is acquired.

*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 will take the Biology ECA. 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 with 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.*

## Spanish II-1 & II-2 (2122)

Level II enables students to participate in classroom activities related to the target language as well as to participate in conversations dealing with daily activities and personal interests. They will respond orally to questions regarding routine activities, participate in conversations, relate a simple experience, understand main ideas and facts from reading, and write briefly on a given topic. This course provides students with opportunities to expand previous cultural knowledge.

## Middle School Dual Language- Grades 6-8

The MCS Middle School Dual Language (DL) Program will build on and expand the Spanish proficiency, content mastery, and cross-cultural understanding that began in elementary school. DL secondary students will be prepared to function at high cognitive levels in both languages. They will be given multiple real-world opportunities to travel and apply their bilingual/multicultural knowledge in context.

Because of the dynamic nature of the program, the courses are subject to change based on grant funding, teachers' schedules, and teacher licensing. In an effort to be as transparent with information as possible, the ***tentative*** class offerings are listed below. Families will be given a final course offering list each year when students enroll.

**Spanish Language Arts –** class focused on developing proficiency in the Spanish language, encompassing all aspects of communication including reading, writing, speaking, and listening, while also incorporating cultural understanding and real-life applications of the language through various texts and situations

**Social Studies in Spanish –** a class taught in Spanish that consists of four domains (History, Civics and Government, Geography, and Economics) aligned with grade-level standards.

**Math in Spanish-** a class taught in Spanish that consists of five domains (Number Sense, Ratios and Proportional Reasoning, Algebra and Functions, Geometry and Measurement, Data Analysis and Statistics) aligned with grade-level standards.

**Science in Spanish –** a class taught in Spanish that consists of four domains (Physical Science, Life Science, Earth and Space Science, and Engineering Design) aligned with grade-level standards.

# 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 (9-Week Course or Semester)**

This 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 (9-Week Course or Semester)**

This 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 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.

**PROJECT LEAD THE WAY (PLTW) Medical Detectives – Grade 8 (9-Week Course or Semester)**
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 the 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 understanding 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 with 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**
**Instrumental Music: Middle Level Grades 7-8-2 0442 (Band Two Semesters)**
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**
**Vocal Music: Middle Level Grades 7-8-2 0444 (Choir Two Semesters)**
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 6, 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 7, 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 6 0500 (Two Semesters)**
**Grade 7 – English and Math 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 6.

**Basic Skills Development – Grade 7 0500 (Two Semesters)**
**Grade 7 – English and Math Intervention**
Basic Skills Development is a multidisciplinary course that provides students with 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 (Two Semesters)**
**Grade 8 – English and Math Intervention**
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 include problem-solving skills that are essential for high school coursework achievement. Determination of the skills to be emphasized in this course is based on Indiana's standards.

# Physical Education

**Physical Education - Grade 6 0450-06 (One Semester)**
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 )**
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)**
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.

**3024 Biology I-1 (L) High School Course**
**3024 Biology I-2 (L) High School Course**
Biology I is a course based on the following core topics: cellular structure and function, matter cycles and energy transfer; interdependence; inheritance and variation in traits; evolution. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation, by designing and conducting investigations guided by theory, and by evaluating and communicating the results of those investigations.

*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 will take the Biology ECA. High school courses taken in middle school will NOT receive a weighted grade.*

# 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. In addition to these key topics, 6th grade students will explore the foundations and functions of government and the role of citizens. Students will explain major principles, values, and institutions of constitutional government and citizenship, which are based on the founding documents of the United States and how the three branches of government share and check power within our federal system of government. 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.

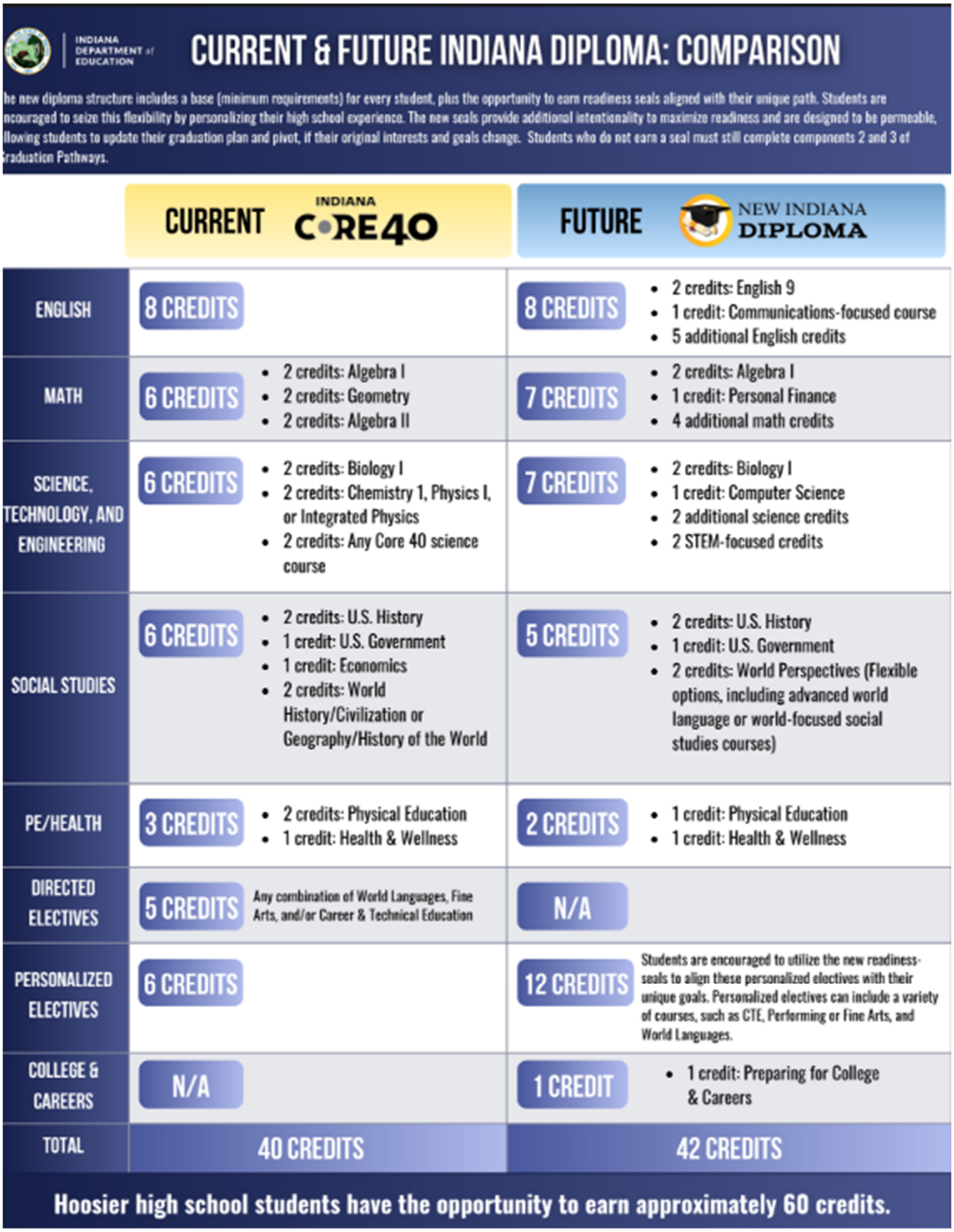
# World Language

**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.

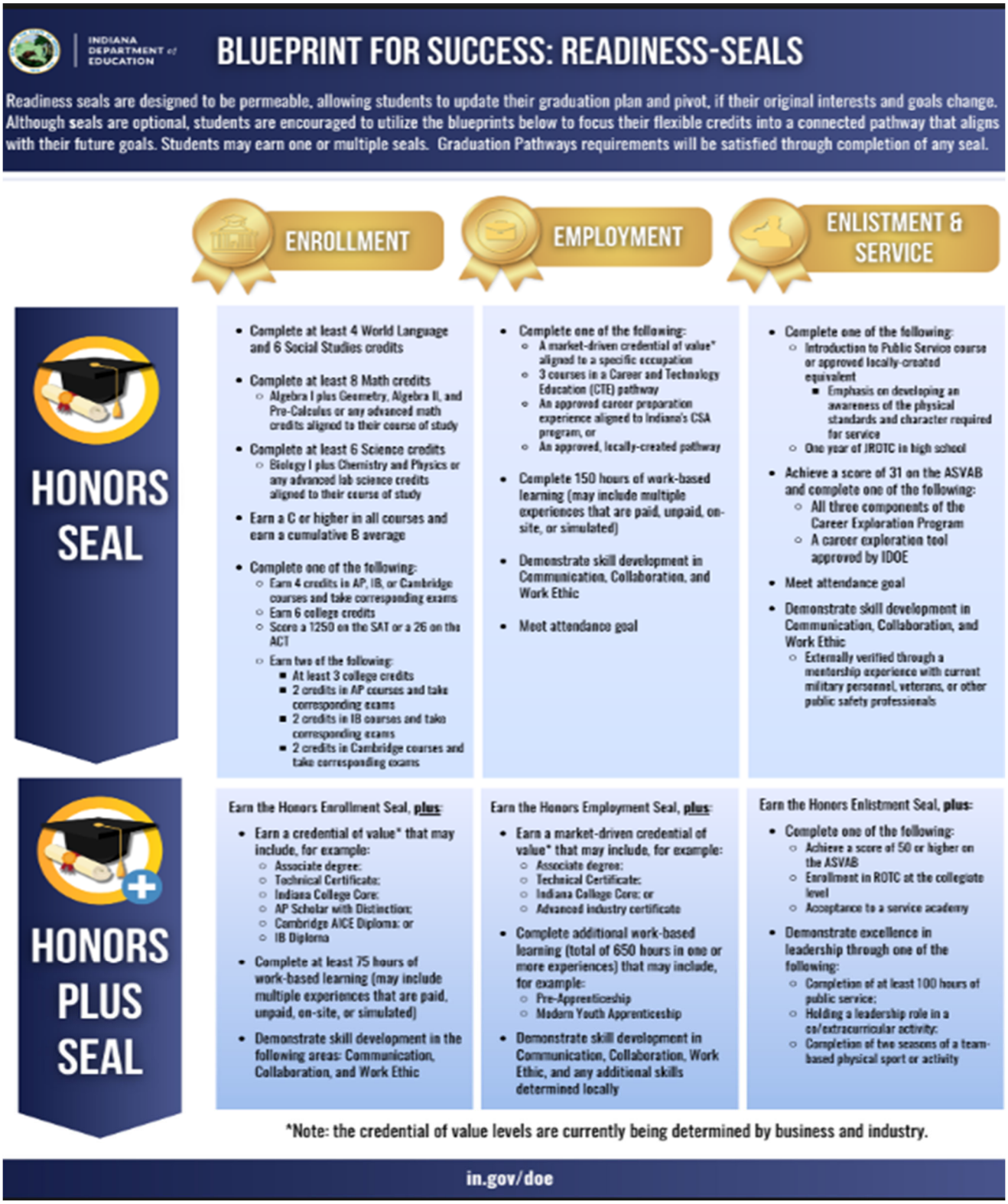
**Spanish II-1 & II-2 (2122) (Two Semesters)**
Level II enables students to participate in classroom activities related to the target language as well as to participate in conversations dealing with daily activities and

personal interests. They will respond orally to questions regarding routine activities, participate in conversations, relate a simple experience, understand main ideas and facts from reading, and write briefly on a given topic. This course provides students with opportunities to expand previous cultural knowledge.

*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.*


INDIANA DEPARTMENT of EDUCATION
CURRENT & FUTURE INDIANA DIPLOMA: COMPARISON
he new diploma structure includes a base (minimum requirements) for every student, plus the opportunity to earn readiness seals aligned with their unique path. Students are ncouraged to seize this flexibility by personalizing their high school experience. The new seals provide additional intentionality to maximize readiness and are designed to be permeable, llowing students to update their graduation plan and pivot, if their original interests and goals change. Students who do not earn a seal must still complete components 2 and 3 of raduation Pathways.
CURRENT INDIANA CORE 40
FUTURE NEW INDIANA DIPLOMA
ENGLISH
8 CREDITS
8 CREDITS
2 credits: English 9
1 credit: Communications-focused course
5 additional English credits
MATH
6 CREDITS
2 credits: Algebra I
2 credits: Geometry
2 credits: Algebra II
7 CREDITS
2 credits: Algebra I
1 credit: Personal Finance
4 additional math credits
SCIENCE, TECHNOLOGY, AND ENGINEERING
6 CREDITS
2 credits: Biology I
2 credits: Chemistry 1, Physics I, or Integrated Physics
2 credits: Any Core 40 science course
7 CREDITS
2 credits: Biology I
1 credit: Computer Science
2 additional science credits
2 STEM-focused credits
SOCIAL STUDIES
6 CREDITS
2 credits: U.S. History
1 credit: U.S. Government
1 credit: Economics
2 credits: World History/Civilization or Geography/History of the World
5 CREDITS
2 credits: U.S. History
1 credit: U.S. Government
2 credits: World Perspectives (Flexible options, including advanced world language or world-focused social studies courses)
PE/HEALTH
3 CREDITS
2 credits: Physical Education
1 credit: Health & Wellness
2 CREDITS
1 credit: Physical Education
1 credit: Health & Wellness
DIRECTED ELECTIVES
5 CREDITS
Any combination of World Languages, Fine Arts, and/or Career & Technical Education
N/A
PERSONALIZED ELECTIVES
6 CREDITS
12 CREDITS
Students are encouraged to utilize the new readiness-seals to align these personalized electives with their unique goals. Personalized electives can include a variety of courses, such as CTE, Performing or Fine Arts, and World Languages.
COLLEGE & CAREERS
N/A
1 CREDIT
1 credit: Preparing for College & Careers
TOTAL
40 CREDITS
42 CREDITS
Hoosier high school students have the opportunity to earn approximately 60 credits.

# READINESS SEALS



During their 8th grade year students will meet with high school counselors to plan their freshman schedule. The *Muncie Central High School Freshman Request Sheet* is an example of course offerings and choices students and families will make to maximize their high school experience.

**MUNCIE CENTRAL HIGH SCHOOL FRESHMAN REQUEST SHEET**

Name: _____
(Last Name, First Name)

Enrollment Seal _____
Employment Seal _____
Enlistment & Service Seal _____
Diploma (42) _____

Alternate Diploma _____

Certificate of Completion _____

**REQUIRED CLASSES**

| | ENGLISH | | MATH | | SCIENCE |
|---|---|---|---|---|---|
| 1002 | English 9-1 | 2520 | Algebra I-1 | 3024 | Honors Biology I-1* |
| 1002 | English 9-2 | 2520 | Algebra I-2 | 3024 | Honors Biology I-2* |
| 1002 | Honors English 9-1 * | 2532 | Geometry 1 | 3024 | Biology I-1 |
| 1002 | Honors English 9-2 * | 2532 | Geometry 2 | 3024 | Biology I-2 |
| | | 2532 | Honors Geometry 1 * | 3044 | Dual Credit Earth Science I-1 |
| | | 2532 | Honors Geometry 2 * | 3044 | Dual Credit Earth Science I-2 |
| | | 4540 | Honors Algebra I-1 * | | |
| | | 4540 | Honors Algebra I-2 * | | |
| | | | | | |
| | **SOCIAL STUDIES / WORLD PERSPECTIVES** | | **INTRODUCTORY COURSES** | | **PE / HEALTH** |
| 1570 | Honors Geography/Hist of the World 1* | 4790 | Freshman Seminar 1 (Communications Course) | 3542 | Physical Ed./Health (Sem. course at same time) |
| 1570 | Honors Geography/Hist of the World 2* | 4565 | Freshman Seminar 2 (Computer Science Course) | | |
| 1570 | Geography/Hist of the World 1 | | | | |
| 1570 | Geography/Hist of the World 2 | | | | |
| | | | | | |

* = This is an **HONORS** course. Do **NOT** select unless approved by the gifted and talented program.
Please contact the Administration Building for more information: (765) 747-5211

**ELECTIVE CLASSES - SELECT FROM THE LIST BELOW:**

| | VISUAL ARTS | | WORLD LANGAUGES | | INFORMATION TECHNOLOGY (IT) |
|---|---|---|---|---|---|
| 4000 | Introduction to 2D Art | 2060 | Japanese I-1 | 4528 | Digital Applications & Responsibility |
| 4002 | Introduction to 3D Art | 2060 | Japanese I-2 | | **FAMILY & CONSUMER SCIENCE** |
| | **MUSIC** | 2080 | Latin I-1 | 5350 | Intro to Housing & Interior Design |
| 4142 | Color Guard 1 | 2080 | Latin I-2 | 5380 | Intro to Fashion and Textiles |
| 4142 | Color Guard 2 | 2120 | Spanish I-1 | | **STEM** |
| 4160 | Beginning Concert Band 1 | 2120 | Spanish I-2 | 4802 | Intro to Engineering & Design 1 (PLTW) |
| 4160 | Beginning Concert Band 2 | 2122 | Spanish II-1 | 4802 | Intro to Engineering & Design 2 (PLTW) |
| 4164 | Jazz Ensemble 1 | 2122 | Spanish II-2 | | **LANGUAGE ARTS** |
| 4164 | Jazz Ensemble 2 | | **JROTC** | 1080 | Journalism I-1 |
| 4170 | Advanced Concert Band 1 | 0516 | MCJROTC Leadership I-1 | 1080 | Journalism I-2 |
| 4170 | Advanced Concert Band 2 | 0516 | MCJROTC Leadership I-2 | | **STUDY HALL** |
| 4182 | Beginning Chorus/Singers 1 | | **Physical Conditioning** | 0036 | Study Hall 1 |
| 4182 | Beginning Chorus/Singers 2 | 3560 | Physical Conditioning 1 - Athlete Only | 0036 | Study Hall 2 |
| | **THEATRE** | 3560 | Physical Conditioning 2 - Athlete Only | | |
| 4244 | Technical Theatre 1 | | **MISCELLANEOUS** | | |
| 4244 | Technical Theatre 2 | 5239 | Exploring Education Professions | | |
| | | | | | |
| | | | | | |

**NUMBER OF COURSES SELECTED:** _____ (Each line is 1 class, you should have 16 total lines circled)

**PLEASE SELECT TWO (2 ) ALTERNATE CLASSES IN CASE YOUR FIRST CHOICE IS UNAVAILABLE**

1._____ 2._____

I understand that course selection is a critical important aspect of my student's educational program which will enable them to meet graduation requirements and will prepare them for post-secondary education or postgraduate employment. I have reviewed the classes selected for the 2025-2026 school year.

**Parent Signature:** _____ **Date:** _____

**Student Signature:** _____ **Date:** _____

# 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 IC 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 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.

(A) 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.

(B) 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:**

1. **Middle level (grades 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.**

2. **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. Guidance for implementing credit-bearing courses in the middle levels may be found here.**

3. **IC 20-30-5-23 requires that, after June 30, 2021, all public and public charter schools include computer science in the curriculum for students in grades K-12. This involves standards-based instruction for all students in grades K-8. For high schools to be in compliance, at least one computer science course must be offered as an elective each year. See this page for standards documents and a list of high school courses that satisfy the high school requirement. Contact Jake Koressel if you need assistance meeting this requirement.**