

Muncie Community Schools

Middle School Course of Study 2025-2026

The Muncie Community Schools Middle School Course of Study is designed to provide students and families with a clear overview of academic expectations, course offerings, and educational opportunities for the school year. This guide outlines required and elective courses across all subject areas, aligned with Indiana Academic Standards, and supports students in building the knowledge, skills, and habits needed for success in high school and beyond. In addition, families will find important information regarding grading, progress reporting, and available programs to support student achievement.

School Contacts

Northside Middle School 765-747-5290
Southside Middle School 765-747-5320

Grade Progress Reports

Grade cards are distributed at the end of the nine-week grading period. Mid-term progress reports will be provided for each student on four dates specified by the corporation.

Grading Scale

The Muncie Community Schools 6-12 grade scale is:

90 - 100% = A
80 - 89% = B
70 - 79% = C
60 - 69% = D
59% & below = F

Course Listing

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 the 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 the 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, other drug use, 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, 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 an 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 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 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.

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, count as a mathematics course for all diplomas.

Credit Requirements: High school courses taken in middle school will NOT receive a weighted grade. High school credits earned in middle school will be posted on the student's high school transcript and factored into the student's high school GPA. Students who fail to meet all of the requirements for earning high school credits will be required to take the course in high school.

Multidisciplinary

Basic Skills Development – Grade 6 0500 (Two Semesters)

Grade 6 – 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 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

This course intends 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 mathematics 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 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: High school courses taken in middle school will NOT receive a weighted grade. High school credits earned in middle school will be posted on the student's high school transcript and factored into the student's high school GPA. Students who fail to meet all of the requirements for earning high school credits will be required to take the course in high school.

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, and (5) 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 and concept as well as 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 a 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 the target language and English, other disciplines, other cultures, and the global community. Two semesters, one credit each, count 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: High school courses taken in middle school will NOT receive a weighted grade. High school credits earned in middle school will be posted on the student's high school transcript and factored into the student's high school GPA. Students who fail to meet all of the requirements for earning high school credits will be required to take the course in high school.

Spanish II-1 & II-2 (2122) HS Course (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 their previous cultural knowledge.

Credit Requirements: High school courses taken in middle school will NOT receive a weighted grade. High school credits earned in middle school will be posted on the student's high school transcript and factored into the student's high school GPA. Students who fail to meet all of the requirements for earning high school credits will be required to take the course in high school.

Spanish III-1 & III-2 (2124) HS Course (Two Semesters)

Spanish Level III builds upon effective strategies for Spanish language learning by facilitating the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication through speaking and writing, providing opportunities to initiate, sustain and close conversations; exchange detailed information in oral and written form; and write cohesive information with greater detail. This course also emphasizes the continued development of reading and listening comprehension skills, such as using cognates, synonyms and antonyms to derive meaning from written and oral information, as well as comprehending detailed written or oral directions. Students will address the presentational mode by presenting student-created material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation. Additionally, students will continue to develop understanding of Spanish-speaking culture through recognition of the interrelations among the practices, products and perspectives of the target culture; discussion of significant events in the target culture; and investigation of elements that shape cultural identity in the target culture. This course further emphasizes making connections across content areas as well the application of understanding Spanish language and culture outside of the classroom.

Credit Requirements: High school courses taken in middle school will NOT receive a weighted grade. High school credits earned in middle school will be posted on the student's high school transcript and factored into the student's high school GPA. Students who fail to meet all of the requirements for earning high school credits will be required to take the course in high school.

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 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 grade 6 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) Green Architecture/7199 Engineering Essentials – Grade 6 (9-Week Course or Semester)

This course will allow grade 6 students to discover how to integrate science, mathematics, and multidisciplinary concepts to develop and improve technological systems. Students learn to create energy-efficient, affordable, and in some cases, residential homes using Autodesk Revit 3D software. Key activities include studying green material, measuring, architectural drawing, and designing eco-conscious structures. This course may be given for high school credit.

Credit Requirements: High school courses taken in middle school will NOT receive a weighted grade. High school credits earned in middle school will be posted on the student's high school transcript and factored into the student's high school GPA. Students who fail to meet all of the requirements for earning high school credits will be required to take the course in high school.

PROJECT LEAD THE WAY (PLTW) Computer Science of Innovation & 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) Design and Modeling/ 4796 Advanced Manufacturing – Grade 7 (9-Week Course or Semester)

Grade 7 students apply the engineering design process to solve real-world problems through sketching, 3D modeling, and prototyping. Students learn teamwork, documentation in engineering notebooks, and technical skills like creating therapeutic toys, culminating in design, testing, and modification. This course may be given for high school credit.

Credit Requirements: High school courses taken in middle school will NOT receive a weighted grade. High school credits earned in middle school will be posted on the student's high school transcript and factored into the student's high school GPA. Students who fail to meet all of the requirements for earning high school credits will be required to take the course in high school.

PROJECT LEAD THE WAY (PLTW) Medical Detectives/5272 Health Science – Grade 8 (9-Week Course or Semester)

Grade 8 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. This course may be given for high school credit.

Credit Requirements: High school courses taken in middle school will NOT receive a weighted grade. High school credits earned in middle school will be posted on the student's high school transcript and factored into the student's high school GPA. Students who fail to meet all of the requirements for earning high school credits will be required to take the course in high school.

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 with 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: High school courses taken in middle school will NOT receive a weighted grade. High school credits earned in middle school will be posted on the student's high school transcript and factored into the student's high school GPA. Students who fail to meet all of the requirements for earning high school credits will be required to take the course in high school.

CAREER AND TECHNICAL EDUCATION

Engineering and Technology: Middle Level Grades 6-8/ Engineering Essentials 7199 (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, and (4) assess impacts on society and the environment. This course may be given for high school credit.

Credit Requirements: High school courses taken in middle school will NOT receive a weighted grade. High school credits earned in middle school will be posted on the student's high school transcript and factored into the student's high school GPA.

Students who fail to meet all of the requirements for earning high school credits will be required to take the course in high school.