Middle School Program of Studies
MSD Washington Township

EQUITABLE • AFFIRMING • RESPONSIVE

The mission of Washington Township Schools is to develop lifelong learners and globally-minded citizens by fostering the academic, creative and social skills needed to achieve excellence in a multicultural environment.

Dear Washington Township Schools Families,

As you begin to plan for your student's middle school experience, we hope you find this information useful.

Eastwood Middle School, Northview Middle School, and Westlane Middle School follow a modified block schedule that consists of four core areas of language arts, math, science, and social studies. In addition to the four core areas, students have opportunities to take classes in the areas of AVID, communication, fine arts, performing arts, Project Lead the Way (PLTW), wellness, and world languages. Beginning in the spring semester, students are given the opportunity to view and select course offerings and parents receive communication via Parent Square regarding the registration process and timeline.

Please familiarize yourself with the Program of Studies that follows as it outlines required and elective courses at each grade level. Not all elective courses are offered in each middle school, please contact the school's counseling office for more information.

Every effort is made to fulfill student schedule requests. However, this is not always possible and alternative course requests may be used to complete a student's schedule.

We hope you find this process easy to navigate and look forward to continuing to explore ways to make the middle school experience in Washington Township Schools positive and successful. If you have any questions or concerns during this process, please reach out to your student's school counselor.

Eastwood Middle School
Principal: James Tutin
Counselors: Tara Mitchell Sharon Hopkins, Ellie Roberts

Northview Middle School
Principal: Thomas Hakim
Counselors: Neill McGrann, Molly Henry, Devin Sangster

Westlane Middle School
Principal: William Pitcock
Counselors: Jaymes Hughes, Jen Patsel, Kristen Bostic

Academics

Curriculum Focus

The mandated Indiana middle school curriculum serves as the academic foundation for Washington Township sixth, seventh, and eighth graders, thus allowing students to have a balance of learning experiences in various academic areas, explore different career pathways, and engage in exploratory activities. The goals are to develop students' ability to apply material learned in the classroom to solve real-world problems and prepare students to succeed in the Core 40 high school curriculum. During the sixth grade year, students engage in core content, and exploratory electives allowing students and families to make informed decisions regarding schedules during the seventh and eighth grade years. During the seventh and eighth grade years, students will continue to explore different college and career pathways in order to help define their personal success as they transition into high school.

Advanced Courses

Courses at the advanced level are offered in the four core areas of language arts, mathematics, science, and social studies. These courses are advanced in course material, pacing, and rigor. Refer to the High Ability and Honors Handbook for detailed information regarding middle school placements.

High School Courses in Middle School

In Washington Township Schools, middle school students have the opportunity to earn high school credit. The following high school courses are offered:

- Algebra I*
- GeometryX*
- BiologyX
- Environmental Studies
- Current Events Problems & Issues (CPIE)
- Introduction to Social Sciences
- Heritage Spanish I
- French I
- Spanish I

Earning High School Credit

Middle school students who take high school courses in grades six through eight will receive high school credits and grades for these courses if they successfully complete the course. Grades and credits will automatically be posted to the student's official North Central High School transcript and will be used to calculate high school grade point average (GPA) and class rank. Refer to the North Central Course Catalog for more information.

*To meet the Core 40 mathematics requirement, six credits of mathematics **must** be earned while in high school (grades 9-12). Qualifying courses include Algebra I, Geometry, Algebra II, Precalculus: Algebra, Precalculus: Trigonometry, Probability and Statistics, Calculus, or Finite.

Procedural Considerations

Families and students may choose to decline applying the grade associated with the credit toward the student's GPA. This action must be completed no later than the spring semester of the student's freshman year. Contact the student's high school counselor for additional guidance. Incoming ninth graders with high school credit earned in middle school may retake those courses at North Central if the grade earned in the middle school is lower than a "B-". When retaking a course previously taken in middle school, the course, credit, and grade earned in middle school will not be a part of the North Central High School transcript.

Grading Policy

Per district policy, every nine (9) weeks a report card is sent electronically through Skyward and accessible through Skyward Family Access for each student detailing their academic success for the grading period. An interim progress report for each student is sent electronically and accessible through Skyward Family Access each quarter. Progress on Goals reports will be included with report cards for students with Individualized Education Plans (IEPs).

Grades 1-8 Grading Scale

93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
50-59	F

Reassessment

Students may retake all summative assessments one time. Students should have multiple opportunities to practice skills and demonstrate mastery with regard to classwork. Mastery should always be the focus. The grade of the retake replaces the original grade unless it is lower than the initial grade.

Scheduling and Schedule Changes

Schedule changes may be requested during the first two weeks of each semester. After this date, changes will be made due to special circumstances which may include:

- Need to balance class size
- Documented health condition requiring a modification in the schedule
- Special Education or Section 504 considerations
- Academic considerations
- Behavior intervention considerations

The middle schools operate on a modified block schedule in which students have five academic classes each day. Language arts, mathematics and Biology meet everyday with the remaining classes meeting every other day. Within a two week period, classes on an every other day rotation will meet a total of 5 times. Below is an example of a two week schedule.

Sample Schedule: Week 1

	Monday	Tuesday		Wednesday	Thursday	Friday
9:30-10:00	Advisory	Advisory				
10:04-11:08	Math	Math	9:30-10:45	Math	Math	Math
11:12-1:04*	PE	French	10:49-12:40*	PE	French	PE
1:08-2:11	Social Studies	PLTW	12:44-1:55	Social Studies	PLTW	Social Studies
2:15-3:18	English	English	1:59-3:10	English	English	English
3:22-4:25	Band	Science	3:14-4:25	Band	Science	Band

Sample Schedule: Week 2

	Monday	Tuesday		Wednesday	Thursday	Friday
9:30-10:00	Advisory	Advisory				
10:04-11:08	Math	Math	9:30-10:45	Math	Math	Math
11:12-1:04*	French	PE	10:49-12:40*	French	PE	French
1:08-2:11	PLTW	Social Studies	12:44-1:55	PLTW	Social Studies	PLTW
2:15-3:18	English	English	1:59-3:10	English	English	English
3:22-4:25	Science	Band	3:14-4:25	Science	Band	Science

*Indicates the lunch block; each building may have slight time adjustments to accommodate lunch periods.

Special Education Services

When creating a student's schedule, discuss classes with the student's special education teacher prior to course selection. Classes need to align with the services according to the student's individualized education program.

Athletics/Extracurricular Opportunities

Athletics

Each middle school offers a wide variety of athletic and extracurricular activities for students to participate in. Refer to the school's websites for offerings and additional information.

- Eastwood Middle School Athletics and Extracurriculars
- Northview Middle School Athletics and Extracurriculars
- Westlane Middle School Athletics and Extracurriculars

Athletic/Extracurricular Eligibility Policy

A student must be in good standing and meet minimum academic requirements to participate in District-sponsored activities. To be granted initial eligibility for any athletic or extra-curricular activity, a student must have a passing grade in at least 70% of their enrolled classes in the qualifying grading period immediately preceding the first official day of practice or extra-curricular activity. Qualifying grading periods are the first nine weeks, end of first semester, third nine weeks, end of second semester. Mid-term grades are not criteria for eligibility.

An athlete, who becomes ineligible after the season begins, will practice with the team, will sit with the team on the bench, but will not wear the team uniform during the event, and will not participate in any games or matches during the period of ineligibility.

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Course Descriptions

Language Arts

Language Arts, based on Indiana's Academic Standards for English/Language Arts, is integrated instruction emphasizing reading, writing, speaking, listening and media interest and age-appropriate content.

Grade Six Language Arts
Students apply reading, language and research skills learned in earlier grades to make sense of longer, more challenging text. Students interpret figurative language and words with multiple meanings; examine an author's choice of words and logic of statements in nonfiction works; critique the believability of characters and plots in fiction works, read autobiographies; read and respond to fiction selections; and self-select books of interest and read independently for enjoyment. 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, use simple, compound, and complex sentences to express their thoughts, deliver oral presentations on problems and solutions and show evidence to support their views, and listen to literature read aloud and write independently for enjoyment.

This is a one year course.

Grade Six X Language Arts (Honors)
Students build upon the fundamental reading, language and research skills learned in earlier grades to make sense of longer, more challenging texts. Students explore literature, language, and communication in depth. Students engage with a diverse selection of texts to interpret figurative language, examine author's word choices and logic statements in non fiction; critique fiction; read autobiographies; and self select books of interest and read independently for enjoyment. Students will refine their writing skills to express individual thoughts, engage in class discussions and collaborative activities to enhance oral communication skills. This course aims to cultivate a deep appreciation for literature, critical thinking, and effective communication skills.

This is a one year course.

Grade Seven Language Arts
Students build upon knowledge and skills learned in grade six in reading, language and research. Students develop advanced skills and strategies in reading; understand comparisons, such as analogies and metaphors; and begin to use knowledge of roots and word parts to understand cross curricular vocabulary, read reviews, as well as critiques of both informational and literary writing; respond to fiction selections; and self-select books of interest and read independently for enjoyment.

Students develop advanced skills and strategies in language, using oral discussion, reading, writing, art, music, movement, and drama, respond to fiction, nonfiction, and informational selections or reality-based experiences, multimedia presentations, and classroom or group experiences; write or deliver longer research reports that take a position on a topic, and support positions by citing a variety of sources; use a variety of sentence structures and modifiers to

express thoughts; deliver argumentative presentations that state a clear position in support of an argument or proposal; and listen to literature, read aloud and write independently for enjoyment.

This is a one year course.

Grade Seven X Language Arts (Honors)
Students build upon knowledge and skills learned in grade six. This course fosters a deeper understanding of critical reading, writing, analytical thinking, and overall appreciation of language arts. Students develop advanced skills in reading; understand comparisons and begin to understand cross curricular vocabulary; respond to fictional texts; and self-select books of interest and read independently for enjoyment. Additionally, students develop advanced skills and strategies in language; write or deliver longer research reports with multiple citations; deliver argumentative presentations. This course prepares students for more advanced language arts coursework.

This is a one year course.

Grade Eight Language Arts
Students build upon knowledge and skills learned in grade seven in reading, language and research. Students begin to study the history and development of English vocabulary; compare different types of writing as well as different perspectives on similar topics or themes; evaluate the logic of informational texts and analyze how literature reflects the backgrounds, attitudes, and beliefs of the authors; read and respond to fiction selections; and self-select books of interest and read independently for enjoyment, and prepare for the language challenges of high school materials.

Students use 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; write, deliver and conduct research; use subordination, coordination, noun phrases and other devices of English language conventions to indicate clearly the relationship between ideas; deliver a variety of types of presentations and effectively respond to questions and concerns from the audience; and listen to literature read aloud and write independently for enjoyment.

This is a one year course.

Grade Eight X Language Arts (Honors)
Students build upon knowledge and skills learned in grade seven. This course fosters a deeper understanding of critical reading, writing, analytical thinking through a comprehensive study of language arts. Students begin to study the history and development of English vocabulary; compare different types and perspectives in literature, evaluate the logic of informational texts and analyze how literature reflects the author. Students self-select books of interest and read independently for enjoyment, and prepare for the language challenges of high school materials. Students develop stronger communication skills both in writing and oral discussions, and deliver a variety of types of presentations.

This is a one year course.

AVID Excel

AVID Excel provides protected time for multilingual learners with intermediate to advanced English language proficiency to take risks as "language architects," who build cognitive academic language through reading, writing, oral language and academic vocabulary. AVID Excel includes instruction in traditional AVID college readiness skills including self-regulatory skills, such as time management, goal-setting, organization, and self-advocacy, as well as academic skills, such as focused note-taking, inquiry, collaboration, text handling, and writing. Sixth grade multilingual learners are nominated for Excel based on data and teacher input, prior to an interview process. Excel is designed for multilingual learners with an overall WIDA score of 3.0-5.9.

This is a one year course.

English as New Language (ENL)-Beginning

English as a New Language, Beginning, is based on WIDA Level 1-2 Standards, Key Uses Edition. The goal of the course is for multilingual learners to improve their proficiency in listening, speaking, reading, writing, and comprehension of Standard English. Students study English vocabulary used in fictional and content-area texts, speak and write English so that they can be successful within the regular school setting and an English speaking society, and deliver oral presentations appropriate to their respective levels of English proficiency. Beginning ENL is designed for 6th-8th grade students whose overall English proficiency level is between 1-2.4 according to the WIDA Assessment and who are not Long-Term English Learners.

This is a one year course.

English as New Language (ENL)-Intermediate

English as a New Language, Intermediate, is based on WIDA Level 3-4 Standards, Key Uses Edition. The goal of the course is for multilingual learners to improve their proficiency in listening, speaking, reading, writing, and comprehension of Standard English. Students study English vocabulary used in fictional and content-area texts, speak and write English so that they can be successful within the regular school setting and an English speaking society, and deliver oral presentations appropriate to their respective levels of English proficiency. Intermediate ENL is designed for 6th-8th grade students whose overall English proficiency level is between 2.5-3.9 according to the WIDA assessment.

This is a one year course.

Research It!

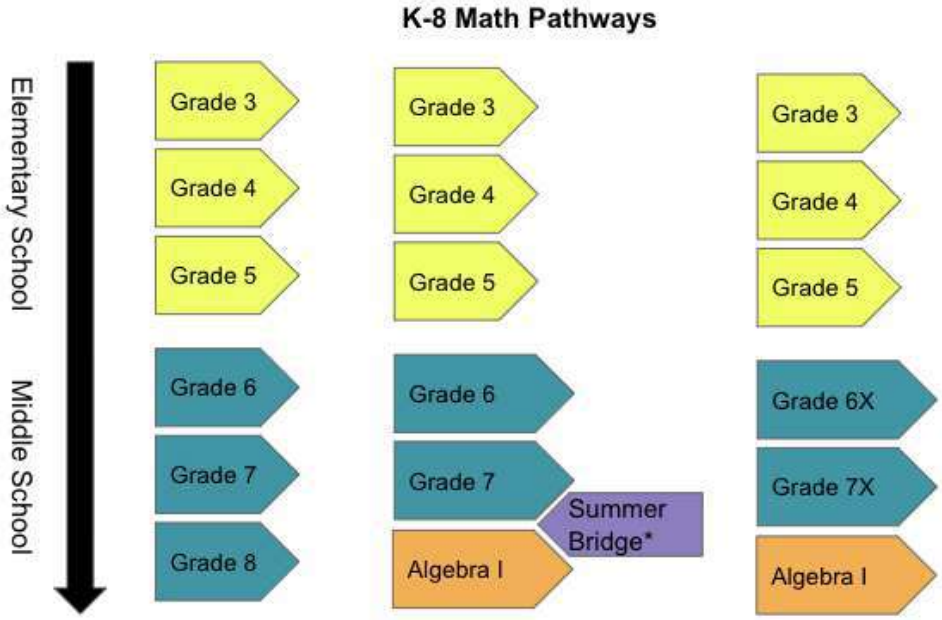
Sixth grade students develop reading skills with non-fiction text and improve research skills. This course will also assist students with other content courses that require them to research various topics and produce quality projects.

This is a one semester course.

Mathematics

Mathematics, based on Indiana's Academic Standards for Mathematics, are made up of five 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 each grade level should know and be able to do in mathematics. 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. 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.

There are multiple pathways for middle school mathematics. The pathways are outlined below:



*The Summer Bridge course will be at minimum a hybrid experience (requiring both in-person and online attendance) and will teach the critical concepts from Grade 8 as to keep with the position to use a curricular approach that compacts rather than skips important foundational content.

Grade Six Mathematics

Grade six 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.

This is a one year course.

Grade Six X Mathematics

Students will begin 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.This course will focus on an extensive understanding of grade 6 standards, while integrating correlating 7th grade standards. The cognitive demand required for this course will challenge them to critically think about mathematics as they head towards completing Algebra 1 in Grade 8.

This is a one year course.

Grade Seven Mathematics

Grade seven continues the trajectory towards a more formalized understanding of mathematics that occurs at the high school level that began in grade six. 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; create, describe, and analyze geometric 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.

This is a one year course.

Grade Seven X Mathematics

Students will continue the trajectory towards a more formalized understanding of mathematics that occurs at the high school level that began in grade six. Students extend their understanding of rational numbers to develop an understanding of irrational numbers; develop and apply ratio reasoning to analyze proportional relationships and solve real-world mathematics problems, 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. This course bridges grade 7 concepts with the grade 8 mathematics course. The cognitive demand required for this course will challenge them to critically think about mathematics as they head towards completing Algebra 1 in eighth grade.

This is a one year course.

Grade Eight Mathematics

Grade eight continues the trajectory towards a more formalized understanding of mathematics that occurs at the high school level that was started in grades 6 and 7. Students extend their understanding of rational numbers to develop an understanding of irrational numbers; connect ratio and proportional reasoning to lines and linear functions; define, evaluate, compare, and model with functions; build understanding of congruence and similarity; understand and apply the Pythagorean Theorem; and extend their understanding of statistics and probability by investigating patterns of association in bivariate data.

This is a one year course.

Algebra I
Algebra I formalizes and extends the mathematics students learned in the middle grades. Algebra I is made up of six strands: Real Numbers and Expressions; Functions; Linear Equations, Inequalities, and Functions; Systems of Equations and Inequalities; Quadratic and Exponential Equations and Functions; and Data Analysis and Statistics. These critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend. Students will also engage in methods for analyzing, solving, and using quadratic functions.

This is a 2 semester high school course (one credit per semester) that is transcripted.

Geometry X (Honors)
Geometry formalizes and extends students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Seven critical areas comprise the Geometry course: Logic and Proofs; Points, Lines, Angles, and Planes; Triangles; Quadrilaterals and Other Polygons; 121 Indiana Department of Education High School Course Titles and Descriptions: 2023-2024 Circles; Transformations; and Three-dimensional Solids.

This is a 2 semester high school course (one credit per semester) that is transcripted.

Science

Science Indiana Academic Standards in Science are based on A Framework for K-12 Science Education (NRC, 2012) and the Next Generation Science Standards (NGSS Lead States, 2013). They are meant to reflect a new vision for science education. The K-12 Science Indiana Academic Standards:

- *Reflect science as it is practiced and experienced in the real world;*
- *Build logically from kindergarten through grade 12;*
- *Focus on deeper understanding as well as application of content;*
- *Integrate science and engineering practices (SEPS), crossing cutting concepts (CCC), and disciplinary core ideas (DCIs) resulting in three dimensional learning.*

Grade Six Science
Students in grade six investigate simple models of waves and how they are reflected, absorbed, and transmitted; observe how analog and digital transmission are different; describe biodiversity, photosynthesis, resource availability, cycling of matter, and organismal interactions in ecosystems; and investigate lunar cycles, scale in the solar system and gravity in the universe.

This is a one year course.

Grade Seven Science
Students in grade seven apply Newton's third law, investigate what determines a change in an object's motion, determine the factors that affect the strength of electric and magnetic forces, investigate gravitational interactions and other forces; investigate how arrangement of objects changes the amount of potential energy in the system and what relationships affect kinetic energy in a system; understand that all living things are made of cells and be able to describe the structure, function, and overall interactions of cells; investigate how rock strata tell the age of

the planet, how geoscience processes have changed the Earth's surface, and how Earth's materials drive cycling and flow of energy; and learn how previous natural catastrophes inform the development of technologies to mitigate their effects.

This is a one year course.

Grade Seven X Science (Honors)
Students in grade seven X science (honors) apply Newton's third law, investigate what determines a change in an object's motion; investigate how arrangement of objects changes the amount of potential energy in the system and what relationships affect kinetic energy in a system; understand that all living things are made of cells and be able to describe the structure, function, and overall interactions of cells; investigate how rock strata tell the age of the planet, how geoscience processes have changed the Earth's surface, and how Earth's materials drive cycling and flow of energy. Students will understand basic chemistry including the atomic structure of simple elements and molecules, laws of conservation of mass, and simple chemical reactions; learn that synthetic materials come from natural resources and how substances react when thermal energy is provided to a system; learn about genetic factors that influence the growth of organisms, and basic statistics of genetic variation; analyze the fossil record for organisms that have gone extinct that resemble organisms present today and investigate how humans can manipulate genetic traits; and investigate the interactions of the Earth's systems, its climate, and its weather and how humans impact Earth's systems**.** This course prepares students to enter Biology X.

This is a one year course.

Grade Eight Science
Students in grade eight will understand basic chemistry including the atomic structure of simple elements and molecules, laws of conservation of mass, and simple chemical reactions; learn that synthetic materials come from natural resources and how substances react when thermal energy is provided to a system; learn about reproduction in plants, genetic factors that influence the growth of organisms, and basic statistics of genetic variation; analyze the fossil record for organisms that have gone extinct that resemble organisms present today and investigate how humans can manipulate genetic traits; and investigate the interactions of the Earth's systems, its climate, and its weather and how humans impact Earth's systems**.**

This is a one year course.

Biology X (Honors)
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.

This is a 2 semester high school course (one credit per semester) that is transcripted.

Environmental Studies
Environmental Studies provides students opportunities to utilize several disciplines in examining ecosystems from a variety of human viewpoints. This course fosters an awareness of aesthetics in urban and rural areas and the ecological, economic, social, and political interdependence of environmental factors. It introduces students to the knowledge, attitudes, commitments, and

skills needed to make decisions and to choose personal actions that will contribute to intelligent resource management. This course also provides students with the skills needed to investigate the ecological effects regarding the uses of: (1) energy, (2) water, (3) air, (4) soils, (5) minerals, (6) wildlife, and (7) other natural resources. Field trips and community investigations provide examples of practical applications of resource management. Topics include: (1) identifying and monitoring the disposal of hazardous wastes, (2) acid rain, (3) land- use practices ranging from wilderness areas to areas under multiple-use management, (4) water and solid waste treatment, (5) transportation systems, (6) human population demands on the land, and (7) the impact of these factors on the quality of life and the culture of the area.

This is a 1 semester high school course (one credit) that is transcripted.

Social Studies

The goal of social studies education is for children to develop thinking and decision-making skills that prepare them for responsible citizenship in a democratic society. 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.

Grade Six Social Studies
Students in grade six 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; foster the passage from concrete examples to abstract reasoning, concepts, ideas, and generalizations; acquire positive attitudes regarding active participation, cooperation, responsibility, open-mindedness, and respect for others; and 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.

This is a one year course.

Grade Seven Social Studies
Students in grade seven 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; foster the passage from concrete information to abstract ideas, concepts, and generalizations; gain a greater understanding of environmental influences on economic, cultural, and political institutions; have opportunities to develop thinking and research skills include reading and interpreting maps, graphs, and charts; and engage in 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.

This is a one year course.

Grade Seven X Social Studies (Honors)
Students in grade seven explore the history, geography, government, economic systems, current issues, and cultures of the Eastern World with an emphasis on: (1) Asia, (2) Africa, (3) Australia & Oceania. Students will be encouraged to make the transition from physical, concrete information to abstract ideas, concepts, and generalizations while moving towards real world

applications through the process of a National History Day project. 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; (4) evaluating alternative solutions and actions; (5) Putting alternative solutions into action; and (6) using higher level reading and comprehension materials for more background information. 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.

This is a one year course.

Grade Eight Social Studies

Students in grade eight focus on 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, the Civil War, and the Reconstruction Period. 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.

This is a one year course.

Grade Eight X Social Studies (Honors)

Students in grade eight take an in-depth focus on 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; Honors students will go further in-depth in their reading of primary sources, and historical thinking skills including participating in National History Day. Students then study national development, westward expansion, social reform movements, the Civil War, and the Reconstruction Period. 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.

This is a one year course.

Current Problems, Issues and Events (CPIE)

Current Problems, Issues, and Events gives students the opportunity to apply investigative and inquiry techniques to the study of significant problems or issues; develop competence in (1) recognizing cause and effect relationships, (2) recognizing fallacies in reasoning and propaganda devices, (3) synthesizing knowledge into useful patterns, (4) stating and testing hypotheses, and (5) generalizing based on evidence. Problems or issues selected will have contemporary historical significance and will be studied from the viewpoint of the social science disciplines. Community service programs and internships within the community may be included.

This is a 1 semester high school course (one credit) that is transcripted.

Advancement Via Individual Determination (AVID)

AVID's mission is to close the opportunity gap by preparing all students for college and career readiness and success in a global society.

Pre-AVID
Students will be introduced to the AVID skills of writing, inquiry, collaboration, organization and reading to strengthen these skills. Students will learn the additional skills of public speaking, how to access rigorous courses, and note-taking strategies in various subjects. This course will help students realize their potential and become advocates for personal academic success. All students in Pre-AVID will be invited to apply for the AVID elective class.

This is a one semester course.

AVID
Students will develop and reinforce attitudes, skills, and knowledge to successfully enter and complete a college prep academic program in high school; learn and apply study skills and learning strategies to improve performance in the content areas: Note taking, outlining, writing, speaking, reading, test strategies and the use of technology to improve performance will be stressed.

This is a one year course.

Career and Technical Education

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. 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

Exploring Innovations
The curriculum relates closely to understandings and competencies students will need as their world expands and as they develop career interests. The four broad areas included in this curriculum are technology, career exploration, personal financial responsibility, and basic business (business communications, marketing, and entrepreneurship). The domains and standards for each area provide many opportunities to engage students in learning essential business content and in applying technology as a tool. This approach is in keeping with the National Education Technology Standards (NETS) approach, which places heavy emphasis on integrating technology into the curriculum.

This is a one semester course.

Preparing for College and Careers
Preparing for College and Careers addresses the knowledge, skills, and behaviors all students need to be prepared for success in college, career, and life. The focus of the course is the impact of today's choices on 261 Indiana Department of Education High School Course Titles and Descriptions: 2024-2025 tomorrow's possibilities. Topics to be addressed include twenty-first century life and career skills; higher order thinking, communication, leadership, and management processes; exploration of personal aptitudes, interests, values, and goals; examining multiple life roles and responsibilities as individuals and family members; planning

and building employability skills; transferring school skills to life and work; and managing personal resources. This course includes reviewing the 16 national career clusters and Indiana's College and Career Pathways, in-depth investigation of one or more pathways, reviewing graduation plans, developing career plans, and developing personal and career portfolios. A project based approach, including computer and technology applications, cooperative ventures between school and community, simulations, and real world experiences is recommended.

This is a 1 semester high school course (one credit) that is transcripted.

Multidisciplinary

Multidisciplinary courses generate positive cognitive and emotional outcomes for students, as well as help them develop critical thinking skills and a broad knowledge base that makes them more well-rounded and adaptable.

Advisory
Students have the opportunity to meet with small groups of students for the purpose of advising them on academic, social, or future planning issues. This class meets two days a week.

This is a one year course.

Academic Study
Academic study can help students stay engaged, focused and productive; provide opportunity to complete assignments while under faculty supervision to receive the necessary dedicated support for academic success.

This is a one semester course.

Basic Skills Development
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. Determination of the skills to be emphasized in this course is based on Indiana's standards, individual school corporation general curriculum plans, and the student's Individualized Education Programs (IEP) or other individualized plans. Skills selected for developmental work provide students with the ability to continue to learn in a range of different life situations. Basic Skills Development should not take the place of general education courses for students with IEPs, and whenever possible, students should be scheduled into general education classes with the opportunity to access grade-level standards. Based upon the goals of the IEP students may be placed in

- Academic basic skills
- Behavior support
- Math basic skills
- Reading basic skills
- SEL

This is a one year course.

Project Lead the Way (PLTW)

PLTW Gateway engages students in middle school STEM curriculum that not only builds knowledge and skills in areas including computer science, engineering, and biomedical sciences, but also empowers students to develop essential skills such as problem solving, critical and creative thinking, communication, collaboration and perseverance.

App Creators
Students will become exposed 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; and engage in a problem of interest from the areas of health, environment, emergency, preparedness, education, community service and school culture.

This is a one semester course that is paired with Computer Science for Innovators and Makers (CSIM).

Automation and Robotics
Students are given the opportunity to combine mechanisms with input and output devices to automate the mechanisms; take on the role of interns, and work in teams to identify design requirements and create prototypes to meet the needs of clients; and explore different aspects of automation and robotics, and experience how solving real-life problems involves the teamwork of mechanical engineers, software developers, and electrical engineers

This is a one semester course that is paired with Design and Modeling.

Design and Modeling
Students discover the design process and develop an understanding of the influence of creativity and innovation in their lives; and then challenged and empowered to use and apply what they've learned throughout the unit to design a therapeutic toy for a child who has cerebral palsy.

This is a one semester course that is paired with Automation and Robotics.

Computer Science for Innovators and Makers (CSIM)
Students will discover computer science concepts and skills by creating personally relevant, tangible, and shareable projects; learn about programming for the physical world by blending hardware design and software development; 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.

This is a one semester course that is paired with App Creators.

Medical Detectives
Students play the role of real-life medical detectives as they collect and analyze medical data to diagnose disease; 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 is a one semester course.

Visual and Performing Arts

The visual art sequence prepares students to enter the high school fine arts program. Students will focus on developing skills, which include drawing, painting, sculpture, ceramics, and collage. They will have the opportunity to experiment and refine skills using a variety of art media. Elements and principles of design will be emphasized in each project. Performing arts continues student development by providing instruction in band, choir, orchestra, and global music education. The curriculum is designed to educate the whole child through detailed music instruction guided by the Indiana Academic Standards, as well as complimenting standards from the core curriculum.

For additional information on performing arts offerings and specific details, visit this website.

Choir

Students have 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. Students may audition and are placed in

- Beginning choir
- Intermediate choir
- Advanced choir
- Show choir

This is a one year course.

Exploring Music

Students are provided with activities that build on kindergarten through grade six 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.

This is a one year course.

Instrumental Music

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. Students may audition and are placed in

- Beginning band
- Intermediate band
- Advanced band
- Jazz band
- Beginning orchestra
- Intermediate orchestra
- Advanced orchestra
- Show orchestra

This is a one year course.

Theater

Students can use movement, voice, and language effectively to create characterizations in a wide variety of historical and cultural contexts. Improvisation enables them to demonstrate an understanding of the concepts of space, time, and mannerisms in character portrayals. Additionally, students write scripts based on personal experience, imagination, history, and literature. Students increase their awareness of vocational opportunities in the theater arts and learn to develop criteria for the evaluation of recorded and live performances. Students may choose from

- Performance
- Set design

This is a one semester course.

Visual Arts

Visual Arts are based on the Indiana Academic Standards for Visual Arts. Students build on the sequential learning experiences of the elementary program that encompass art history, criticism, aesthetics, and production. Through self reflection, including dialogue, reading, and writing, students analyze each component of their arts education as well as their own personal growth. Throughout the program, students engage in various forms of communication, utilizing a rich vocabulary and a variety of technological resources. Students continue to utilize their art knowledge and skills to make connections across the curriculum, study career options, and identify skills required for those careers. This course may be repeated for credit and students may choose from

- Grade 6
- Grade 7
- Grade 8

This is a one semester course.

Wellness

Physical Education is based on the Indiana Academic Standards for Physical Education. Physical education provides cognitive content and instruction designed to develop motor skills, knowledge, and behaviors for physical activity and physical fitness. Students will comprehend concepts related to health promotion and disease prevention to enhance health. Health and Wellness, grade six, grade seven, and grade eight, 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. 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. 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.

Grade Six P.E.
Students in grade six 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; develop an understanding of physiological changes, which occur as a result of physical activity; expand 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; and learn to work cooperatively toward a common goal; 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.

This is a one year course.

Grade Seven P.E.
Students in grade seven physical education continue to refine complex combinations of movement in selected sports and activities; apply more advanced strategies in physical activities and try new sports and lifetime physical activities; learn about different cultures and how they relate to the physical activities and dances from those countries; continue to expand knowledge of rules and strategies, sportsmanship, and cooperative skills as well as fitness concepts and the benefits of health related fitness; 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

This is a one year course.

Fitness
Students in fitness will have an introduction into different fitness components including the correct use of equipment, proper form, and to improve overall physical fitness. Students will also learn the importance of lifelong fitness through a variety of means. This course is only offered in Grade 8.

This is a one semester course.

World Language

In order to be successful in an increasingly global society our students must have exceptional educational experiences, including the opportunity to develop awareness of other cultures and people and to become proficient in English and other languages. The American Council on the Teaching of Foreign Languages (ACTFL) national standards task force developed eleven national standards for world language study. These standards are further classified into five goal areas that encompass all of the reasons to study a world language, commonly referred to as the five C's of world language education. The Indiana world language standards model is based on the goals outlined by these 5 C's: Communication, Cultures, Connections, Comparisons, and Communities. 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.

Heritage Spanish IA

Language for Heritage Speakers I is a course designed for heritage speakers of world languages who have demonstrated some degree of oral proficiency. The purpose of this course is to enable Heritage Language Learners to increase proficiency and bi-literacy in their native language by providing opportunities to improve reading and listening comprehension, as well as writing and grammar skills. Special attention will be given to grammar and vocabulary of the standard language, as well as to the importance of biculturalism and bilingualism in the United States today. Placement of students and development of the course curriculum is dependent upon the population of students enrolled in this course.

This is a year-long course. Successful completion is required for Heritage Spanish IB.

Heritage Spanish IB

Language for Heritage Speakers I is a course designed for heritage speakers of world languages who have demonstrated some degree of oral proficiency. The purpose of this course is to enable Heritage Language Learners to increase proficiency and bi-literacy in their native language by providing opportunities to improve reading and listening comprehension, as well as writing and grammar skills. Special attention will be given to grammar and vocabulary of the standard language, as well as to the importance of biculturalism and bilingualism in the United States today. Placement of students and development of the course curriculum is dependent upon the population of students enrolled in this course.

This is a year-long course. Successful completion of Heritage Spanish IA **and** IB students will earn two high school credits for Heritage Spanish I.

French I

French I, a course based on Indiana's Academic Standards for World Languages, introduces students to effective strategies for beginning French language learning, and to various aspects of French-speaking culture. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to basic requests and questions, understand and use appropriate greetings and forms of address, participate in brief guided conversations on familiar topics, and write short passages with guidance; emphasizes the development of reading and listening comprehension skills, such as reading isolated words and phrases in a situational context and comprehending brief written or oral directions; examining the practices, products and perspectives of French-speaking culture; recognize basic routine practices of the target culture; and recognize and use situation-appropriate non-verbal communication; and further emphasizes making connections across content areas and the application of understanding French language and culture outside of the classroom. This course is only offered in Grade 8.

This is a 2 semester high school course (one credit per semester) that is transcripted.

Spanish I

Spanish I, a course based on Indiana's Academic Standards for World Languages, introduces students to effective strategies for beginning Spanish language learning, and to various aspects of Spanish-speaking culture. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to basic requests and questions, understand and use appropriate greetings and forms of address, participate in brief guided conversations on familiar topics, and write short passages with guidance; emphasizes the development of reading and listening comprehension skills, such as reading isolated words and phrases in a situational context and comprehending brief written or oral directions;

examining the practices, products and perspectives of Spanish-speaking culture; recognize basic routine practices of the target culture; and recognize and use situation-appropriate non-verbal communication; and further emphasizes making connections across content areas and the application of understanding Spanish language and culture outside of the classroom. This course is only offered in Grade 8.

This is a 2 semester high school course (one credit per semester) that is transcripted.

Grade 6 Planning Guide

Student Name: _____

Year of Graduation: _____

Career Goal: _____

Educational Goal: _____

	Semester 1*	Semester 2*
Period 1	Language Arts (Grade Level or Honors)	Language Arts (Grade Level or Honors)
Period 2		
Period 3	Mathematics (Grade Level or X)	Mathematics (Grade Level or X)
Period 4		
Period 5	Science	Science
Period 6	Social Studies	Social Studies
Period 7	Wellness/PE	Wellness/PE
Period 8	Exploring Innovations	Art
Period 9	Research It!	Pre AVID
Period 10	Performing Arts**	Performing Arts**

Alternate 1: _____ Alternate 2: _____

*Note that some classes are a semester long, or one half of the academic year. Just because a class is filled in one of the columns does not guarantee it will be during that particular semester.

**Grade 6 Performing Arts options include band, choir or orchestra. If students take band or orchestra, students will need to work with the appropriate teacher to obtain a musical instrument.

Grade 7 Planning Guide

Student Name: _____

Year of Graduation: _____

Career Goal: _____

Educational Goal: _____

	Semester 1*	Semester 2*
Period 1	Language Arts (Grade Level or Honors)	Language Arts (Grade Level or Honors)
Period 2		
Period 3	Mathematics (Grade Level or X)	Mathematics (Grade Level or X)
Period 4		
Period 5	Science (Grade Level or Honors)	Science (Grade Level or Honors)
Period 6	Social Studies (Grade Level or Honors)	Social Studies (Grade Level or Honors)
Period 7	Wellness/PE	Wellness/PE
Period 8		
Period 9		
Period 10		

Alternate 1: _____ Alternate 2: _____

*Note that some classes are a semester long, or one half of the academic year. Just because a class is filled in one of the columns does not guarantee it will be during that particular semester.

Grade 8 Planning Guide

Student Name: _____

Year of Graduation: _____

Career Goal: _____

Educational Goal: _____

	Semester 1*	Semester 2*
Period 1	Language Arts (Grade Level or Honors)	Language Arts (Grade Level or Honors)
Period 2		
Period 3	Mathematics (Grade Level or Algebra I)	Mathematics (Grade Level or Algebra I)
Period 4		
Period 5	Science** (Grade Level or BiologyX)	Science** (Grade Level or BiologyX)
Period 6	Social Studies (Grade Level or Honors)	Social Studies (Grade Level or Honors)
Period 7	Preparing for College & Careers	
Period 8		
Period 9		
Period 10		

Alternate 1: _____ Alternate 2: _____

*Note that some classes are a semester long, or one half of the academic year. Just because a class is filled in one of the columns does not guarantee it will be during that particular semester.

**If a student enrolls in BiologyX (Honors), it will count for two periods on the schedule so science will need to be written in again.