



2026-2027 Next Level Programs of Study

Middle School Standards

Exploring College and Careers	
Course Code	0493
Course Description	<i>Exploring College and Careers</i> provides students opportunities to explore their personal goals, interests, and aptitudes as they relate to career concepts, including exploring the 16 national career clusters and Indiana's Next Level Programs of Study, and begin to determine what they want and expect for their future. Students learn about various traditional and nontraditional careers and gain an awareness of the level of education and type of training needed for a variety of careers and occupations. Students build good study habits, expand their technology skills, develop or update their Graduation Plans and complete a college and career readiness exam. Virtual and real-life opportunities are provided for students to observe and explore various careers.
Recommended Grade Level	6th-8th
Additional Notes	Note: Recommended for all students, to be completed prior to Preparing for College and Careers
Exploring College and Careers – Academic Standards	
Standard 1 - Exploring Self	
1.0	Students will analyze personal characteristics to create a personal profile.
ECC – 1.1	Identify personal and family morals, values, and ethics.
ECC – 1.2	Describe personal aptitudes, interests, and skills.
ECC – 1.3	Explore personal priorities and goals for life and career.
ECC – 1.4	Examine learning style preferences and their application to school and work.
Standard 2 – Exploring College and Career	
2.0	Students will use Career Clusters and Indiana's Next Level Programs of Study to explore careers.
ECC – 2.1	Differentiate among job, occupation, and career.
ECC – 2.2	Locate, understand, and use career information and resources.
ECC – 2.3	Identify workplace and labor market trends (such as economic, global, technology, and social).
ECC – 2.4	Describe the types of careers in each of the 16 national Career Clusters.
ECC – 2.5	Describe postsecondary educational options (such as technical programs, military, apprenticeships, and two- and four- year colleges) and resources for obtaining postsecondary education and training.
Standard 3 – Making Decisions	
3.0	Students will apply critical and creative thinking to make decisions and solve problems.
ECC – 3.1	Demonstrate components of critical thinking and creative thinking.
ECC – 3.2	Apply decision-making processes.
ECC – 3.3	Identify choices, options, and consequences of life and career decisions.
Standard 4 – Making a Plan	



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4.0	Students will create flexible plans for succeeding in secondary education, college, career, and life.
ECC – 4.1	Identify skills needed for career choices and match them to personal abilities and interests.
ECC – 4.2	Explain the impact of selected careers on lifestyle goals.
ECC – 4.3	Review and update high school graduation plan.
ECC – 4.4	Interpret results of self-assessment inventory to create an initial education and career plan.
Standard 5 – Personal Skills	
5.0	Students will demonstrate personal skills needed for success in school, life, and career.
ECC – 5.1	Demonstrate habits of mind (i.e., taking responsible risks, thinking and communicating with clarity and precision, questioning and posing problems, thinking independently, applying past knowledge to new situations, remaining open to continuous learning).
ECC – 5.2	Demonstrate personal skills (i.e., attendance, punctuality, responsibility, integrity, getting along with others) that are needed to succeed in school, life, and career.
ECC – 5.3	Demonstrate appreciation for diversity in school, life, and career settings (i.e., people who are different from one another, diverse personal beliefs and attitudes, changing roles of men and women, nontraditional occupations, stereotypes, biases, and culture, intellectual, and environmental barriers).
ECC – 5.4	Demonstrate personal leadership skills to lead and inspire others, accomplish common goals, and function effectively in school, life, and career settings.
Standard 6 – Employability Skills	
6.0	Students will demonstrate basic employability skills.
ECC – 6.1	Create the basic components of a personal portfolio.
ECC – 6.2	Demonstrate school, life, and career self-management skills related to responsibility and work ethic (i.e., attendance, punctuality, completion of work on time, dependability, focus, initiative, perseverance, striving to do one's best).
ECC – 6.3	Apply principles of technology and the concept of digital citizenships including safe, legal, and responsible use of information and technology.
ECC – 6.4	Demonstrate standards of personal appearance, attire, grooming, and etiquette appropriate for specific school and life settings.



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Family and Consumer Sciences	
Course Code	0492
Course Description	Family and Consumer Sciences (F&CS) at the middle school level prepares students to begin their journey toward becoming independent, productive citizens. The Middle School F&CS education program in Indiana is designed to be comprehensive, holistic, and multidisciplinary across F&CS areas of study, and to be compatible with local school-wide approaches. Multiple F&CS areas of study are integrated into the FACS program and offered at each grade level (sixth, seventh, and eighth). Core F&CS Concepts and Core Process Competencies create a foundation for teaching and learning. The Middle School F&CS curriculum provides learning experiences in five domains: • Career Planning and Continued Education • Financial Literacy • Nutrition and Wellness • Human Development and Relationships • Life Skills and Resource Management
Recommended Grade Level	6 th -8 th
Length of Course	Varies according to local program resources and needs: • Minimum - 90 hours over the two- or three-year period a student is in middle school • Recommended/Preferred - at a minimum, 180 hours over the middle school years for achievement of the essential units and standards needed by all students; additional days are required for coverage of the more comprehensive Middle School F&CS Framework content and for "elective" units or classes that offer enrichment and/or in-depth coverage of additional F&CS content
Additional Notes	Indiana State Board of Education Rules: middle school students are to receive instruction every year in a minimum of two of the following program areas: Agriculture, Business, Family and Consumer Sciences, and Technology Education. F&CS programs at the middle school are to be based on curriculum and instruction standards that incorporate: • student-centered curriculum with emphasis on hands-on involvement; • focus on practical problem-solving skills in developmentally appropriate real-life applications; • activities that carry into family, work, and community settings; • activities that aid students in planning for school-to-work transitions; • increased efforts to maximize involvement in total school programs and in development of the school's basic educational goals for all learners;



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	and learning environments, including project-based learning, designed to meet developmental needs of students.
Middle School Family and Consumer Sciences – Academic Standards	
Standard 1 - Middle School Career Planning and Continued Education	
1.0	Students demonstrate knowledge and skills necessary for success in further education, career, and life.
FCS - MS – 1.1	Exploring self, family, and community: Analyze factors that impact self-formation including: - Standards and ethics - Goals, priorities, and values - Aptitudes, abilities, interests, and motivations - Roles, responsibilities, and life events - Family, career, community, and global connections - Behavior, etiquette, and personal appearance in different situations
FCS – MS – 1.2	Exploring work: Explore factors that impact personal image and feelings of self-worth including: - Work and individual identity - Worth ethic and time management/prioritization
FCS – MS – 1.3	Exploring careers: Investigate personal attributes, standards, goals, interests, and aptitudes as they relate to career concepts including: - Career clusters, career pathways, career research - Career planning, four-year course planning - Study skills, listening skills, note-taking
Standard 2 – Middle School Financial Literacy	
2.0	Students will apply management practices to personal, family, and financial resources.
FCS - MS – 2.1	Identifying and managing resources: Identify and manage resources to provide for personal and family needs and wants including - Personal and community resources - Consumer protection laws and resources, marketing/advertising techniques - Taxes and income - Controlling personal information, financial account fraud - Volunteering/charitable giving
FCS - MS – 2.2	Identifying and managing resources: Identify and manage resources to provide for personal and family needs and wants including: - Personal and community resources - Consumer protection laws and resources, marketing/advertising techniques - Taxes and income - Controlling personal information, financial account fraud - Volunteering/charitable giving
Standard 3 – Middle School Nutrition and Wellness	



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3.0	Students will demonstrate nutrition, wellness, and food preparation practices that enhance individual and family well-being.
FCS - MS – 3.1	Nutrition: Evaluate nutrition choices and practices in a variety of settings, using reliable guidelines and sources of information including • Dietary guidelines/My Plate • Comparing food intake to recommendations/Serving/Portion sizes • Nutrients, nutritional label analysis • Selecting foods at home and away
FCS - MS – 3.2	Food and wellness issues: Examine factors and issues that impact current and future health and wellness including • Activity and exercise • Food safety and food borne illness • Wellness issues (i.e., calcium/osteoporosis, diabetes, obesity, eating disorders, cardio-vascular health)
FCS - MS – 3.3	Preparing and serving food: Demonstrate skills needed for preparing and serving foods including • Laboratory/kitchen safety and sanitation practices • Cooking terms, equivalents, abbreviations, measurements • Reading and using recipes • Techniques and equipment for preparing and serving food • Teamwork in the laboratory setting and hands on activities
Standard 4 – Middle School Human Development and Relationships	
4.0	Students will demonstrate relationships skills and understanding in contexts across the life span such as school, parenting, and the workplace
FCS - MS – 4.1	Positive family relationships: Analyze factors that contribute to positive relationships with family members including • Roles and responsibilities • Coping with family changes • Setting rules/boundaries, compromising, cooperating
FCS - MS – 4.2	Caring for children and others: Demonstrate skills for positive guidance and caregiving of children and others including • Understanding ages and developmental stages from birth through adolescence • Caregiver responsibilities/babysitting skills • Handling emergencies and keeping children safe • Nutritious and developmentally appropriate foods for children • Children's play and toys (for learning as well as safety, recalls, age appropriateness)
FCS - MS – 4.3	Communication: Examine factors that contribute to positive relationships including: • Communication skills and styles • Conflict prevention and resolutions
FCS - MS – 4.4	Interpret results of self-assessment inventory to create an initial education and Quality friendships: Analyze factors that contribute to positive relationships with peers including:



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	• Peer pressure, assuming responsibility for choices and actions • Appreciating diversity • Changing male/female relationships career plan.
Standard 5 – Middle School Life Skills and Resource Management	
5.0	Students will integrate multiple life role and responsibilities in school, family, career, and community settings.
FCS - MS – 5.1	Leadership for life: Demonstrate teamwork and leadership skills including • Leadership skills and styles • Taking risks, overcoming setbacks • Character/citizenship, service • Working in a group • Leadership development through FCCLA projects of Chapter activities
FCS - MS – 5.2	Decision making, problem-solving, and critical thinking: Accomplish tasks and fulfill responsibilities by using thinking and problem-solving processes including • Decision making, evaluating information, and planning processes • Choices, options, and consequences
FCS - MS – 5.3	Personal safety: Demonstrate skills needed for responsibility for self and self-protection including • Refusal skills • Physical, emotional, and sexual abuse
FCS - MS – 5.4	Caring for Resources: Demonstrate skills needed to care for personal and family resources including • Reading use/care labels and manuals • Care, repair, and storage of personal resources • Clothing care, repair, stain removal, laundry
FCS - MS – 5.5	Caring for the environment: Analyze resource consumption and apply conservation practices including • Product selection and use • Reduce, reuse, recycle
FCS - MS – 5.6	Using technology wisely in personal and family settings: Demonstrate skills to use technology and evaluate impact of change and innovations in school, family, career, and community schools • Technology integration throughout FACS units and topics as possible • Digital etiquette on email, cell phones, etc. • Digital ethics; plagiarism, commenting vs. Anonymity
Standard 6 – Employability Skills	
6.0	Students will demonstrate basic employability skills.
ECC – 6.1	Create the basic components of a personal portfolio.
ECC – 6.2	Demonstrate school, life, and career self-management skills related to responsibility and work ethic (i.e., attendance, punctuality, completion of work on time, dependability, focus, initiative, perseverance, striving to do one's best).
ECC – 6.3	Apply principles of technology and the concept of digital citizenships including safe, legal, and responsible use of information and technology.
ECC – 6.4	Demonstrate standards of personal appearance, attire, grooming, and etiquette appropriate for specific school and life settings.



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Exploring Agriculture Science and Business	
Course Code	0496
Course Description	<i>Exploring Agriculture</i> is a course that is suggested to be a semester long but can be refined to fit the needs of each school. The nature of this course is to provide students with an overview of various aspects of the agriculture industry. Topics to be covered in this course can include leadership, supervised agriculture experience, plant and soil science, natural resources, animal science, agribusiness, food science, and power, structure and technical systems. <i>Exploring Agriculture</i> introduces students to many careers in agriculture. These careers range from Agritourism Manager to Veterinarian and Implement Salesman to Agriculture Lawyer.
Recommended Grade Level	5th-8th
Additional Notes	This course is tailored to fit the needs of the school's agriculture program. It is suggested that standards from the FFA domain are covered in each program as well as careers associated with each domain. From there, programs can choose domains that best fit the school's time constraints, resources, and capabilities. Career and Technical Student Organizations (CTSOs) Career and Technical Student Organizations are considered a powerful instructional tool when integrated into Career and Technical Education courses. They enhance the knowledge and skills students learn in a course by allowing a student to participate in a unique program of career and leadership development. Students in this course should be encouraged to participate in FFA.
Middle School Exploring Agriculture Science and Business Education – Academic Standards	
Standard 1 - Leadership	
1.0	Students are able to see the importance of developing leadership skills and how the National FFA Organization (FFA) can be a critical component of a well-rounded agricultural education.
EA – 1.1	Recognize and explain the role of FFA in the development of leadership, employability, communications, and human relation skills.
EA – 1.2	Develop an understanding of the history of the National FFA Organization.
EA – 1.3	Identify and understand personality types to be able to work with others effectively on a team.
Standard 2 – Supervised Agriculture Experience	
2.0	Students see the importance of a Supervised Agriculture Experience (SAE) program and how it is a critical component of a well-rounded agricultural education.



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EA – 2.1	Explain the nature of and become familiar with those terms related to an SAE program.
EA – 2.2	Explore the numerous possibilities for an SAE program which a student might develop.
EA – 2.3	Understand and apply basic record keeping skills.
Standard 3 – Plant, Soil, and Horticulture Science	
3.0	Students will understand the plant and soil science and how it relates to the agricultural industry.
EA – 3.1	Understand the basic needs of plant growth from germination to soil fertility.
EA – 3.2	Explore and recognize the importance of plant and soil science as it relates to the agricultural industry.
EA – 3.3	Identify and describe basic plant structures and their roles within the plant.
EA – 3.4	Identify basic soil properties.
EA – 3.5	Explore the importance of biotechnology as it relates to feeding a growing world population.
Standard 4 – Natural Resources	
4.0	Students gain an understanding of preserving and replenishing our natural resources through natural resource management.
EA – 4.1	Identify renewable and nonrenewable resources and how they relate to everyday life.
EA – 4.2	Explore the interaction between local natural resources and the economy.
EA – 4.3	Understand the relationship between wildlife habitats and human population.
Standard 5 – Animal Science	
5.0	Students gain an understanding of the importance of the animal industry.
EA – 5.1	Share and explain the care and management of various animals in the livestock and companion animal industries.
EA – 5.2	Understand the relationship between wildlife habitats and human population.
EA – 5.3	Explain common uses of animals.
EA – 5.4	Identify common species and/or breeds of livestock.
Standard 6 – Agribusiness	
6.0	Students recognize basic economic principles and how they relate to agricultural business management.
EA – 6.1	Create the basic components of a personal portfolio.
EA – 6.2	Demonstrate school, life, and career self-management skills related to responsibility and work ethic (i.e., attendance, punctuality, completion of work on time, dependability, focus, initiative, perseverance, striving to do one's best).
EA – 6.3	Apply principles of technology and the concept of digital citizenships including safe, legal, and responsible use of information and technology.
Standard 7 – Food Science	
7.0	Students examine components of the food industry and how they relate to agriculture.
EA – 7.1	Explore how various foods are grown and processed through the concept of farm to plate.
EA – 7.2	Apply concepts of MyPlate to a balanced diet for all ages.



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EA – 7.3	Recognize food safety principles and management techniques.
Standard 8 – Power, Structure, and Technical Systems	
8.0	Students examine the scope of career opportunities in the importance of agriculture to the economy.
EA – 8.1	Recognize and apply safety principles as they relate to agriculture and everyday life.
EA – 8.2	Identify and understand the uses of various hand and power tools.
EA – 8.3	Explore modern technology applications within the agriculture industry.
Standard 9 - Careers	
9.0	Students examine the scope of career opportunities in, and the importance of, agriculture to the economy.
EA – 9.1	Evaluate the nature and scope of agriculture in society and the economy.
EA – 9.2	Describe career opportunities, and means to achieve those opportunities, in agriculture.
EA – 9.3	Explore those qualities, attributes, and skills necessary to succeed in a chosen agricultural career.

Exploring Engineering and Technology	
Course Code	0490
Course Description	<i>Engineering and Technology Education – Middle Level</i> provides students with hands-on, problem-based learning opportunities that introduce the principles to develop, produce, use, and assess products related to engineering and technology. Students additionally develop individual and teamwork skills to participate in society and the workplace. The four domains included in these standards are general engineering and technology concepts, engineering design and development, producing and using technology, and technology careers. Activities should 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 artifacts and systems 3. use devices tools and systems safely and appropriately 4. and assess impacts on society and the environment. 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.
Recommended Grade Level	6th-8th



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Additional Notes	Middle School Requirement: Middle School students are to receive instruction every year in a minimum of two of the following areas: Agriculture, Business, Family and Consumer Science, and Engineering Technology Education. (511 IAC 6.1-5-3.6(b)(6)). <i>The curriculum is designed for a minimum of 36 weeks of instruction, which may be divided into 9-, 12-, 18-, or 36-week segments to accommodate local school scheduling.</i> Implementation Guidance: Engineering and Technology Education at the middle school covers a wide variety of topics to prepare students for course choices at the high school level. Domains 1, 2, and 4 are considered essential. Domain 3 could be considered “as time permits”. To allow students to have experiences in transportation, construction, manufacturing, energy and power, biotechnology, and communications, it is <i>recommended</i> that students receive instruction in engineering and technology education every year. Career and Technical Student Organizations (CTSOs) Career and Technical Student Organizations are considered a powerful instructional tool when integrated into Career and Technical Education programs. They enhance the knowledge and skills students learn in a course by allowing a student to participate in a unique program of career and leadership development. Students should be encouraged to participate in the Technology Student Association (TSA).
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Middle School Engineering and Technology – Academic Standards

Standard 1 - General Engineering and Technology Concepts

1.0	Students will examine how engineering and technology helps improve, manage, and control natural and engineered environments.
ETE – 1.1	Illustrate the purpose of engineering and technology in society.
ETE – 1.2	Identify how engineering and technology impact individuals, society, and the environment.
ETE – 1.3	Apply the universal systems model when studying areas of engineering and technology.
ETE – 1.4	Demonstrate safe practices and procedures with tools and equipment.

Standard 2 –

2.0	Students will integrate engineering and technology into academic fields, including the STEM disciplines.
ETE – 2.1	Analyze the interdisciplinary nature of engineering and technology.
ETE – 2.2	Apply knowledge and skills learned in science, mathematics, language arts, fine arts, and social studies classes when completing engineering and technology-based assignments.

Standard 3 –



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3.0	Students will investigate the evolution of engineering and technology of products, structures, and systems.
ETE – 3.1	Analyze how the eras in history are based on technological innovations and practices of the period.
ETE – 3.2	Investigate inventions and innovations of products, processes, materials, and tools.
ETE – 3.3	Compare technology inventions and innovations and the positive/negative impacts on society and the environment.
Standard 4 – Engineering Design and Development	
4.0	Students will apply engineering principles when planning, developing, implementing, and analyzing technological solutions.
ETE – 4.1	Apply the steps of the design process.
ETE – 4.2	Use the design process to create a product that addresses a real-world problem.
ETE – 4.3	Create a technical sketch of a design with appropriate annotation.
ETE – 4.4	Develop a product using the design process, while maintaining appropriate documentation.
ETE – 4.5	Develop various types of models (graphical, physical, or mathematical) that help communicate solutions to peers.
Standard 5 –	
5.0	Students will apply the principles of automation and robotics
ETE – 5.1	Differentiate between the functions of motors, gears, sensors, wheels, and control systems.
ETE – 5.2	Interpret a technical document to build a working prototype of an automated system.
ETE – 5.3	Design a working prototype or mechanical system to solve a pre-designated task.
ETE – 5.4	Utilize the principles of computer science and information technologies by developing applications and codes applying to automation and robotics.
Standard 6 – Producing and Using Technology	
6.0	Students will select, use, create, and evaluate transportation technologies.
ETE – 6.1	Compare and contrast the different types and uses of land, sea, air, space, and intermodal transportation.
ETE – 6.2	Differentiate between the technical sub-systems common of all vehicles including, propulsion, structural, suspension, control, information, and support systems.
ETE – 6.3	Design, develop, and evaluate transportation systems.
Standard 7 –	
7.0	Students select, use, create, and evaluate construction technologies.
ETE – 7.1	Investigate various types of construction systems including residential, industrial, commercial, and civil.
ETE – 7.2	Utilize appropriate designs, techniques, tools, and processes for construction systems.
ETE – 7.3	Construct simulations, models, and/or structures for specific construction systems.
Standard 8 –	
8.0	Students select, use, create, and evaluate manufacturing technologies.



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ETE – 8.1	Investigate various types of manufacturing systems including continuous, batch, and custom.
ETE – 8.2	Utilize appropriate designs, techniques, tools, materials, and processes for manufacturing systems.
ETE – 8.3	Produce simulations, models, and/or prototypes for specific manufacturing systems.
ETE – 8.4	Describe and create a logistical path a product takes from its point of origin to its destination.
Standard 9 -	
9.0	Students select, use, create, and evaluate biotechnologies.
ETE – 9.1	Investigate various types of biotechnologies including agricultural, genetics, medical, and imaging technologies.
ETE – 9.2	Examine appropriate designs, techniques, tools, and processes for medical or genetic engineering.
ETE – 9.3	Construct simulations, models, and/or prototypes for specific biotechnology disciplines.
Standard 10 -	
10.0	Students will identify, select, and use energy and power technologies.
ETE – 10.1	Analyze a variety of power and energy technology systems.
ETE – 10.2	Solve a simple power and energy challenge and create an efficient solution.
ETE – 10.3	Utilize appropriate designs, techniques, tools, and processes for energy and/or power systems.
ETE – 10.4	Design and construct simulations, models, and/or prototypes for specific power systems.
Standard 11 -	
11.0	Students will select, use, create, and evaluate communication technologies.
ETE – 11.1	Evaluate the parts of a communication system.
ETE – 11.2	Investigate various types of communication technologies including analog and digital technologies.
ETE – 11.3	Design and construct simulations/models/prototypes for specific communication systems.
ETE – 11.4	Analyze how information technology impacts models of communication.
Standard 12 - Engineering and Technology Careers	
12.0	Students will explore engineering and technology related careers.
ETE – 12.1	Investigate careers in engineering and technology pathways.
ETE – 12.2	Analyze education and skill requirements for engineering and technology professions.
ETE – 12.3	Report the outlook, demand, and projected wages for engineering and technology careers.



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Exploring Business and Information Technology	
Course Code	0494
Course Description	<i>Exploring Business and Information Technology</i> provides concepts and applications that facilitate the development of competencies required for success in all academic areas and in real-world contexts. The curriculum relates closely to understandings and competencies students will need as their world expands and as they develop career interests. The four broad areas included in this curriculum are Computer Technology, Career Exploration, Personal Finance, 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 aligns with ISTE (International Society for Technology in Education) standards, which places a heavy emphasis on integrating technology into the curriculum.
Recommended Grade Level	6th-8th
Recommended Prerequisites	None
Additional Notes	Middle School Curriculum Requirement Middle School students are to receive instruction every year in a minimum of two of the following areas: Agriculture, Business, Family and Consumer Science, and Technology Education (Industry Technology). (511 IAC 6.1-5-3.6(b)(6)). Implementation Guidance <i>Exploring Business and Information Technology</i> contains a wide array of content allowing students to get a sampling of the topics covered under Business, Information Technology, Entrepreneurship, and Marketing Education at the secondary level. Because of this the standards have been divided into four parts: Computer Technology, Career Exploration, Personal Finance, and Basic Business. Each part is designed to be taught in a nine (9) week setting. Additionally, standards that are essential for students to master have been identified. These essential standards are indicated in Bold. In cases where schools cannot offer all four parts independently, the standards should be used to define the content that will be taught. It is expected that the standards selected be a mixture of all four parts with essential standards considered first. A school can choose to focus on a single part but shall include standards from the other three parts. Career and Technical Student Organizations (CTSOs) Career and Technical Student Organizations are considered a powerful instructional tool when integrated into Career and Technical Education programs. They enhance the knowledge and skills students learn in a course by allowing a student to participate in a unique program of career and leadership development. Students should be encouraged to participate in Business Professionals of America, DECA, or Future Business Leaders of America, the CTSOs for this area.



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Exploring Business and Information Technology Standards	
Domain 1 – Concepts and Operation	
1.0	Students demonstrate functional understanding of technology concepts, systems, and their interactivity.
MLB-1.1	Differentiate among computer types, history, and purpose of computer systems
MLB-1.2	Distinguish between the different types of memory and storage and their uses and purpose
MLB-1.3	Differentiate between operating systems (e.g., Windows, Chrome, iOS) and application types (e.g., Web-based, Mobile, Desktop).
MLB-1.4	Describe how digital devices process, store and transmit information using the data process.
MLB-1.5	Organize and manage files using digital platforms (e.g., Google Drive, One Drive), including backup files.
MLB-1.6	Evaluate current and emerging technologies (e.g., AI Tools, AR/VR, IOT) and their impacts on society.
Domain 2 – Concepts and Operation	
2.0	Students use digital tools and applications to create, innovate, and complete tasks across subjects and real-world scenarios.
MLB-2.1	Use a variety of applications to create documents, presentations, and multimedia products (e.g., Google Docs, Word, PowerPoint, Google Slides, Canva) that meet academic and real-world needs.
MLB-2.2	Evaluate and select appropriate input/output devices and storage devices.
MLB-2.3	Demonstrate effective keyboarding techniques to improve proficiency and apply these skills on multiple devices.
MLB-2.4	Diagnose problems that may arise with hardware and software and identify solutions for common issues.
Domain 3 - Tools for Creativity, Innovation, and Productivity	
3.0	Students use technology as a tool to enhance learning and creativity and to increase productivity in developing their projects.
MLB-3.1	Use digital applications confidently by navigating tools, menus, and features across platforms.
MLB-3.2	Compose and format professional looking documents using modern word processing tools, for readability and clarity.
MLB-3.3	Use spreadsheets to analyze, visualize, and communicate data through functions, charts and formatting tools.
MLB-3.4	Create presentations that integrate text, visuals, sound, and motion to communicate ideas effectively for different audiences.
MLB-3.5	Experiment with basic programming and coding to understand how digital tools and apps are built.
MLB-3.6	Combine content from multiple sources (e.g., documents, spreadsheets, digital applications) to produce unified digital products.
Domain 4 – Information Research Tools	



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4.0	Students evaluate and use digital resources responsibly to research, analyze, and present information effectively.
MLB-4.1	Identify types of online sources (e.g., New Sites, Academic Databases, Wikis) and explain their intended use.
MLB-4.2	Evaluate content for credibility, bias, and accuracy using digital literacy strategies.
MLB-4.3	Use technology to investigate a variety of sources and media for research purposes.
MLB-4.4	Identify various browser features, such as menus and tools, which could be used to access information efficiently on the internet.
MLB-4.5	Use advanced search techniques (e.g., Keywords, Filters, Proximity searches) to refine research results.
MLB-4.6	Cite online sources using grade-appropriate citation styles.
Domain 5 – Digital Citizenship	
5.0	Students demonstrate responsible, safe, and ethical behavior in digital environments, including protecting digital identity and mental wellness.
MLB-5.1	Explain appropriate uses of technology in school, home and work settings, including screen time balance.
MLB-5.2	Describe consequences of unethical behavior (e.g., Digital Piracy, Plagiarism, Copyright violations).
MLB-5.3	Identify the characteristics and consequences of cyberbullying, online harassment, and inappropriate content.
MLB-5.4	Demonstrate respectful online communication and understand the importance of digital etiquette.
MLB-5.5	Investigate the risks and practice safe, legal, ethical, and responsible use of technology and the internet.
MLB-5.6	Practice online safety, including creating secure passwords, enabling two-factor authorization, and identifying scams/phishing.
MLB-5.7	Recognize and explain the need for protecting privacy in order to preserve an online digital footprint.
MLB-5.8	Analyze how excessive use of technology can affect physical and mental health and identify strategies to limit these risks.
Domain 6 – Exploring Self	
6.0	Students reflect on personal identity, interest, strengths, and values to build self-awareness and inform future planning.
MLB-6.1	Identify personal values, cultural influences, and family expectations that shape life and career decisions.
MLB-6.2	Use digital tools to explore personal strengths, aptitudes, and interests through career and personality assessments.
MLB-6.3	Explore personal priorities and goals for life and career.
MLB-6.4	Identify personal learning styles and work preferences to understand how they impact school and workplace performance.
Domain 7 – Exploring College and Careers	
7.0	Students explore postsecondary education options and career pathways using real-time tools and trends.
MLB-7.1	Use career exploration platforms to understand job roles, trends, and goals.



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MLB-7.2	Research how global, economic, and technological changes are shaping job opportunities.
MLB-7.3	Explore careers across each Career Clusters, and identify high-demand, high-wage options in Indiana.
MLB-7.4	Compare postsecondary options: technical programs, apprenticeships, military, community college, four-year universities, and resources for obtaining postsecondary education and training.
Domain 8 – Decision-Making and Planning	
8.0	Students apply decision-making and problem-solving skills to plan for education, careers, and lifestyle goals.
MLB-8.1	Use components of critical and creative thinking to weigh pros and cons of education and career choices.
MLB-8.2	Explore potential consequences, and outcomes of different academic and career paths (e.g., debt, income, relocation, time commitment, benefits).
MLB-8.3	Identify skills needed for career choices and match them to personal abilities and interests.
MLB-8.4	Explain how careers influence lifestyle (e.g., work hours, remote options, income, travel).
MLB-8.5	Interpret results of a self-assessment inventory to develop and/or update a draft high school graduation plan aligned with college and career interests
Domain 9 - Personal and Employability Skills	
9.0	Students demonstrate personal skills and employability needed for success in school, life and career.
MLB-9.1	Demonstrate habits of mind such as taking responsible risks, thinking and communicating with clarity and precision, questioning and posing problems, and thinking independently.
MLB-9.2	Practice workplace skills like time management, responsibility, and collaboration in academic or project-based settings.
MLB-9.3	Explore the importance of cultural competence and inclusion in school and work settings.
MLB-9.4	Build leadership skills through teamwork, peer mentoring, and student led activities that apply in school, life and career settings.
MLB-9.5	Demonstrate school, life and career self-management skills related to responsibility and work ethic.
MLB-9.6	Understand and demonstrate principles of digital citizenship and technology professionalism in workplaces contexts.
MLB-9.7	Practice professional etiquette (e.g., dress code, communication, punctuality) appropriate to school and workplace settings.
Domain 10 - Financial Responsibility and Decision Making	
10.0	Students apply financial knowledge and decision-making strategies to make informed choices about money and resources.
MLB-10.1	Describe the benefits of being financially responsible and the consequences of poor financial decisions (e.g., debt, stress, limited choices).
MLB-10.2	Evaluate the accuracy of financial information found in digital sources, social media, and advertisements.



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MLB-10.3	Identify the primary state and federal consumer protection agencies.
MLB-10.4	Describe unfair or deceptive business practices that are forbidden by consumer protection laws.
MLB-10.5	Set SMART financial goals (short- and mid-term) for saving, spending, or earning money.
MLB-10.6	Apply systematic decision-making to short-term and intermediate/medium-term goals.
MLB-10.7	Explain the benefits of discussing important financial matters with household members and/or financial personnel.
MLB-10.8	Identify how culture, family, media and personal values influence attitudes toward money.
MLB-10.9	Analyze risks of sharing personal financial data online or with others.
Domain 11 - Relating Income and Careers	
11.0	Students examine how education, careers and skills affect income and financial opportunities.
MLB-11.1	Explain how education, careers and skills affect income and financial opportunities.
MLB-11.2	Identify legal jobs for youth under the age of 16 and discuss ways students can earn income responsibly.
MLB-11.3	List different sources of income (e.g., wages, interest, gifts).
MLB-11.4	Understand the basics of payroll (e.g., gross pay, net pay, deductions).
MLB-11.5	Differentiate between gross, net and disposable income.
MLB-11.6	Differentiate between gross, net and disposable income.
Domain 12 - Planning and Money Management	
12.0	Students manage money effectively by developing financial goals and budgets.
MLB-12.1	Allocate a budget using the needs, wants, savings or similar methods, based on income.
MLB-12.2	Explain basic budget categories, including income, taxes, planned savings and fixed and variable expenses.
MLB-12.3	Describe how a future short-term and long-term financial goal will be included in a budget.
MLB-12.4	Identify and organize financial documents, receipts, and warranties using physical and digital tools.
MLB-12.5	Compare payment methods (e.g., debit, credit, cash, mobile apps).
MLB-12.6	Demonstrate steps in establishing and maintaining financial accounts.
MLB-12.7	Explore ways to pay for postsecondary education or training (e.g., FAFSA, scholarships, 21st Century Scholars, loans).
MLB-12.8	Analyze how advertising, peer pressure, and online influences affect spending choices.
MLB-12.9	Describe how charitable giving can fit into a personal budget and how to determine appropriate percentages for giving.
Domain 13 - Managing Credit and Debt	
13.0	Students manage credit and debt to remain both creditworthy and financially secure.



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MLB-13.1	Compare the pros and cons of using credit (e.g., building credit vs, interest and fees).
MLB-13.2	Explain factors to consider when using credit or obtaining a loan.
MLB-13.3	Determine the total cost of repaying credit and loans.
MLB-13.4	Explain the value of credit reports and a positive credit history to consumers, borrowers and lenders.
MLB-13.5	Identify possible credit and debt problems, their consequences, and ways to avoid them.
MLB-13.6	Explain consumer rights and protections under credit laws (e.g., Fair Credit Reporting Act).
Domain 14 - Risk Management and Insurance	
14.0	Students analyze the features of insurance, its role in balancing risk, and benefits in financial planning.
MLB-14.1	Explain the relationship between risk and insurance.
MLB-14.2	Define key insurance terms (e.g., premium, deductible, coverage).
MLB-14.3	Describe the need for and value of health, property, life, disability and liability insurances in managing risk.
Domain 15 - Saving and Investing	
15.0	Students analyze saving and investing for short-term needs and building long-term financial security and wealth.
MLB-15.1	Describe the advantages and disadvantages of saving for short-term and medium-term financial goals.
MLB-15.2	Distinguish the differences between saving (low risk, short-term) and investing (higher risk, long-term).
MLB-15.3	Compare the advantages and disadvantages between saving and investing.
MLB-15.4	Research and track publicly traded stock, record daily market values, and indicate the gains or losses between two specified dates.
MLB-15.5	Define the benefits and limitations of Federal Deposit Insurance (FDIC).
Domain 16 - Business Communication	
16.0	Students apply effective communication strategies; verbal, written, and digital in academic, personal, and professional contexts.
MLB-16.1	Create clear and concise personal and professional communication (e.g., emails, cover letters).
MLB-16.2	Demonstrate active listening and effective feedback techniques in face to face and virtual settings.
MLB-16.3	Differentiate between types of internal and external communications and how they should be designed and distributed.
MLB-16.4	Collaborate with peers to develop shared ideas in person and using digital platforms (e.g., Google Docs, Word, Microsoft Teams, Zoom)
MLB-16.5	Practice public speaking, nonverbal communication, and presentation skills in live and recorded formats.
MLB-16.6	Design and format academic and business documents for specific audiences using modern tools (e.g., Canva, Google Docs, Google Slides, PowerPoint).
Domain 17 - Marketing	



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17.0	Students explore how marketing connects products and services to customers through branding, promotion, and strategy.
MLB-17.1	Define marketing and its role in shaping consumer choices and business success.
MLB-17.2	Distinguish types of marketing (e.g., digital, social media, physical, experiential).
MLB-17.3	Identify and apply the four Ps of marketing (Product, Price, Place, Promotion) to real or simulated products.
MLB-17.4	Explain how businesses compete through product innovation, pricing strategies, and customer service.
MLB-17.5	Analyze how consumer feedback, reviews, and trends shape business marketing decisions.
MLB-17.6	Create promotional materials for new or existing products or services using accessible tools (e.g., Canva, Adobe).
MLB-17.7	Define potential target markets for a specific product or service.
MLB-17.8	Design a new product or service or propose improvements to a product or service to better meet the customer's needs.
MLB-17.9	Explore how companies contribute to the community through philanthropy and community engagement.
Domain 18 - Entrepreneurship	
18.0	Students apply concepts of economic conditions, market competitions, financing strategies, innovation and opportunity recognition; while integrating their knowledge of business management and marketing principles, in order to design and develop a successful new venture
MLB-18.1	Define entrepreneurship and identify its impact on innovation and economic development.
MLB-18.2	Identify the personal traits/behaviors of a successful entrepreneur.
MLB-18.3	Identify the types of entrepreneurial venture, traditional as well as non-traditional.
MLB-18.4	Describe the purpose and parts of a business plan (e.g., mission, target market, budget, goals).
MLB-18.5	Compare business ownership types (sole proprietorship, partnership, corporation) and their advantages/disadvantages.
MLB-18.6	Recognize the influence of demographics and the economy on entrepreneurial ventures.
MLB-18.7	Identify revenue, expenses and profit as they relate to a business's financial goals.