To: Members of the State Board of Education

From: Melissa K. Ambre, Department Director, Office of School Finance

Date: November 27, 2023

Subject: 2024 Summer School Program

The Indiana Department of Education (IDOE) is seeking approval for the 2024 summer school program. Pursuant to 511 IAC Article 12, the courses must be approved by January 15 of each year by the State Board of Education. The list of eligible programs is reflected below.

IDOE shall reimburse eligible school corporations and charter schools for approved summer school program classes. For most courses, reimbursement amounts will be calculated by taking 1.05 multiplied by the amount expensed for instructional costs of approved programs and reduced proportionately if the appropriation is insufficient to fund all programs at one hundred percent (100%). We are anticipating legislation this session that will prioritize funding for summer school courses that help students who are not on track to master foundational reading skills by the end of 3rd grade. More details on this will come as the legislative session progresses. Instructional costs, for purposes of the summer school program, include only teacher salaries, teacher aide wages, and tuition costs paid to online service providers.

Eligible programs include all courses included in the Indiana State Approved Course Titles and Descriptions for the 2023-2024 School Year at the high school level and in the 2023- 2024 Indiana Elementary and Middle Level Subjects and Descriptions at the elementary and middle school levels.

We respectfully request approval of the course list.

Attachments:
Indiana High School Course Titles Summary 2023-2024
Indiana Elementary/Middle School Subjects and Descriptions 2023-2024

2023-2024 High School Course Title Summary

ADVANCED COLLEGE COURSE FOR CREDIT

Number	Area and Course Title	Subject Area	Max Credits	Applied Units	Dual Credit
1124	Advanced English /Language Arts, College Credit	ADV/COLLEGE CREDIT	8		X(PCL/LA)
1574	Advanced Social Sciences, College Credit	ADV/COLLEGE CREDIT	8		X(PCL/LA)
2152	Advanced World Language, College Credit	ADV/COLLEGE CREDIT	8		X
2544	Advanced Mathematics, College Credit	ADV/COLLEGE CREDIT	8		X(PCL/LA)
3090	Advanced Science, College Credit (L)	ADV/COLLEGE CREDIT	8		X(PCL/LA)
4260	Advanced Fine Arts, College Credit	ADV/COLLEGE CREDIT	8		X

ADVANCED PLACEMENT

Number	Area and Course Title	Subject Area	Max Credits	Applied Units	Dual Credit
551	AP Research	ADV PLACEMENT	2		
552	AP Seminar	ADV PLACEMENT	2		
1056	AP English Language Composition	ADV PLACEMENT	2		
1058	AP English Literature and Composition	ADV PLACEMENT	2		
1552	AP Comparative Government and Politics	ADV PLACEMENT	2		
1556	AP European History	ADV PLACEMENT	2		
1558	AP Psychology	ADV PLACEMENT	2		
1560	AP United States Government and Politics	ADV PLACEMENT	2		
1562	AP United States History	ADV PLACEMENT	2		
1564	AP Macroeconomics	ADV PLACEMENT	2		
1566	AP Microeconomics	ADV PLACEMENT	2		
1572	AP Human Geography	ADV PLACEMENT	2		
1612	AP World History Modern	ADV PLACEMENT	2		
2014	AP Chinese Language and Culture	ADV PLACEMENT	2		
2032	AP French Language and Culture	ADV PLACEMENT	2		
2052	AP German Language and Culture	ADV PLACEMENT	2		
2074	AP Japanese Language and Culture	ADV PLACEMENT	2		
2092	AP Latin	ADV PLACEMENT	2		
2132	AP Spanish Language and Culture	ADV PLACEMENT	2		
2134	AP Spanish Literature and Culture	ADV PLACEMENT	2		
2272	AP Italian Language and Culture	ADV PLACEMENT	2		
2562	AP Calculus AB	ADV PLACEMENT	2		
2563	AP PreCalculus	ADV PLACEMENT	2		
2570	AP Statistics	ADV PLACEMENT	2		
2572	AP Calculus BC	ADV PLACEMENT	2		
3012	AP Environmental Science (L)	ADV PLACEMENT	2		
3020	AP Biology (L)	ADV PLACEMENT	2		
3060	AP Chemistry	ADV PLACEMENT	2		
3080	AP Physcis 1: Algebra-Based	ADV PLACEMENT	2		
3081	AP Physcis 2: Algebra-Based (L)	ADV PLACEMENT	2		
3088	AP Physics C (L)	ADV PLACEMENT	2		
4025	AP Art History	ADV PLACEMENT	2		
4210	AP Music Theory (L)	ADV PLACEMENT	2		
4048	AP Drawing	ADV PLACEMENT	2		
4050	AP 2-D Art and Design	ADV PLACEMENT	2		
4052	AP 3-D Art and Design	ADV PLACEMENT	2		
4568	AP Computer Science Principles	ADV PLACEMENT	2		
4570	AP Computer Science A	ADV PLACEMENT	2		

CAMBRIDGE INTERNATIONAL

Number	Area and Course Title	Subject Area	Max Credits	Applied Units	Dual Credit
2601	Cambridge International A Level Drama	CAMBD INTL	2		

2602	Cambridge International AS Level Drama	CAMBD INTL	2		
8100	Cambridge Advanced Accounting (A Level) 9706	CAMBD INTL	2		
8102	Cambridge International Advanced Accounting (AS Level) 9706	CAMBD INTL	2		
8104	Cambridge Advanced Biology (A Level) 9700 (L)	CAMBD INTL	2		
8106	Cambridge Advanced Biology (AS Level) 9700 (L)	CAMBD INTL	2		
8108	Cambridge Advanced Business (A Level) 9609	CAMBD INTL	2		
8110	Cambridge Advanced Business (AS Level) 9609	CAMBD INTL	2		
8112	Cambridge Advanced Chemistry (A Level) 9701 (L)	CAMBD INTL	2		
8114	Cambridge Advanced Chemistry (AS Level) 9701 (L)	CAMBD INTL	2		
8116	Cambridge Advanced Computer Science (A Level) 9618	CAMBD INTL	2		
8118	Cambridge Advanced Computer Science (AS Level) 9618	CAMBD INTL	2		
8120	Cambridge Advanced Design and Technology (A Level) 9705	CAMBD INTL	2		
8122	Cambridge Advanced Design and Technology (AS Level) 9705	CAMBD INTL	2		
8124	Cambridge Advanced Economics (A Level) 9708	CAMBD INTL	2		
8126	Cambridge Advanced Economincs (AS Level) 9708	CAMBD INTL	2		
8128	Cambridge Advanced English-Language (A Level) 9093	CAMBD INTL	2		
8130	Cambridge Advanced English-Language (AS Level) 9093	CAMBD INTL	2		
8132	Cambridge Advanced English- Literature (A Level) 9695	CAMBD INTL	2		
8134	Cambridge Advanced English- Literature (AS Level) 9695	CAMBD INTL	2		
8135	Cambridge Advanced English General Paper (AS Level) 8021	CAMBD INTL	2		
8136	Cambridge Advanced Geography (A Level) 9696	CAMBD INTL	2		
8138	Cambridge Advanced Geography (AS Level) 9696	CAMBD INTL	2		
8140	Cambridge Advanced Global Perspective and Research (A Level) 9239	CAMBD INTL	2		
8142	Cambridge Advanced Global Perspective and Research (AS Level) 9239	CAMBD INTL	2		
8144	Cambridge Advanced History (American) (A Level) 9489	CAMBD INTL	2		
8145	Cambridge Advanced History (International) (A Level) 9489	CAMBD INTL	2		
8146	Cambridge Advanced History (American) (AS Level) 9489	CAMBD INTL	2		
8147	Cambridge Advanced History (International) (AS Level) 9489	CAMBD INTL	2		
8148	Cambridge Advanced Information Technology (A Level) 9626	CAMBD INTL	2		
8149	Cambridge Advanced History (European) (A Level) 9489	CAMBD INTL	2		
8150	Cambridge Advanced Information Technology (AS Level) 9626	CAMBD INTL	2		
8151	Cambridge Advanced History (European) (AS Level) 9489	CaMBD INTL	2		
8152	Cambridge Advanced Marine Science (A Level) 9693 (L)	CAMBD INTL	2		
8154	Cambridge Advanced Marine Science (AS Level) 9693 (L)	CAMBD INTL	2		
8156	Cambridge Advanced Mathematics (Pure, Probability & Statistics) (A Level) 9709	CAMBD INTL	2		
8157	Cambridge Advanced Mathematics (Pure, Mechanics and Probability & Statistics) (A Level) 9709	CAMBD INTL	2		
8158	Cambridge Advanced Mathematics (Pure) (AS Level) 9709	CAMBD INTL	2		
8159	Cambridge Advanced Mathematics (Pure and Probability & Statistics) (AS Level) 9709	CAMBD INTL	2		
8160	Cambridge Advanced Media Studies (A Level) 9607	CAMBD INTL	2		
8161	Cambridge Advanced Further Mathematics (Further Pure 2 & Further Mechanics) (A Level) 9231	CAMBD INTL	2		
8162	Cambridge Advanced Media Studies (AS Level) 9607	CAMBD INTL	2		
8163	Cambridge Advanced Further Mathematics (Further Pure 1 & Further Mechanics) (AS Level) 9231	CAMBD INTL	2		
8164	Cambridge Advanced Music (AS Level) 9483	CAMBD INTL	2		
8165	Cambridge Advanced Further Mathematics (Further Pure 2 & Further Probability & Statistics) (A Level) 9231	CAMBD INTL	2		
8166	Cambridge Advanced Music (A Level) 9483	CAMBD INTL	2		
8167	Cambridge Advanced Further Mathematics (Further Pure 1 & Further Probability & Statistics) (AS Level) 9231	CAMBD INTL	2		
8169	Cambridge Advanced Mathematics (Pure and Mechanics) (AS Level) 9709	CAMBD INTL	2		

Number	Area and Course Title	Subject Area	Max Credits	Applied Units	Dual Credit
8172	Cambridge Advanced A Level Physics 9702 (L)	CAMBD INTL	2		
8174	Cambridge Advanced AS Level Physics 9702 (L)	CAMBD INTL	2		
8176	Cambridge Advanced Psychology (AS Level) 9990	CAMBD INTL	2		
8178	Cambridge Advanced Psychology (A Level) 9990	CAMBD INTL	2		
8180	Cambridge Advanced AS Level Sociology 9699	CAMBD INTL	2		
8182	Cambridge Advanced (A Level) Sociology 9699	CAMBD INTL	2		
8184	Cambridge Advanced Thinking Skills (A Level) 9694	CAMBD INTL	2		
8186	Cambridge Advanced Thinking Skills (AS Level) 9694	CAMBD INTL	2		
8188	Cambridge Advanced Law (A Level) 9084	CAMBD INTL	2		
8190	Cambridge Advanced Law (AS Level) 9084	CAMBD INTL	2		
8192	Cambridge Advanced Chinese (A Level) 9715	CAMBD INTL	2		
8194	Cambridge Advanced Chinese-Language (AS Level) 8681	CAMBD INTL	2		
8196	Cambridge Advanced Classical Studies (A Level) 9274	CAMBD INTL	2		
8198	Cambridge Advanced Classical Studies (AS Level) 9274	CAMBD INTL	2		
8200	Cambridge Advanced French (A Level) 9716	CAMBD INTL	2		
8202	Cambridge Advanced French-Language (AS Level) 8682	CAMBD INTL	2		
8206	Cambridge Advanced German (A Level) 9717	CAMBD INTL	2		
8208	Cambridge Advanced German- Language (AS Level) 8683	CAMBD INTL	2		
8210	Cambridge Advanced Japanese- Language (AS Level) 8281	CAMBD INTL	2		
8212	Cambridge Advanced Portuguese (A Level) 9718	CAMBD INTL	2		
8214	Cambridge Advanced Portuguese-Language (AS Level) 8684	CAMBD INTL	2		
8216	Cambridge Advanced Spanish- Language (AS Level) 8685	CAMBD INTL	2		
8218	Cambridge Advanced Spanish- Literature (AS Level) 8673	CAMBD INTL	2		
8220	Cambridge Advanced Travel and Tourism (A Level) 9395	CAMBD INTL	2		
8222	Cambridge Advanced Travel and Tourism (AS Level) 9395	CAMBD INTL	2		
8228	Cambridge Advanced Art and Design (A Level) 9479	CAMBD INTL	2		
8230	Cambridge Advanced Art and Design (AS Level) 9479	CAMBD INTL	2		
8232	Cambridge Advanced Environmental Management (AS Level) 8291	CAMBD INTL	2		
8234	Cambridge Advanced Digital Media and Design (A Level) 9481	CAMBD INTL	2		
8236	Cambridge Advanced Digital Media and Design (AS Level) 9481	CAMBD INTL	2		
ENGLISH/LANGUAGE ARTS					
Number	Area and Course Title	Subject Area	Max Credits	Applied Units	Dual Credit
1002	English 9	ENG/LA	2		
1002	Applied English 9	ENG/LA		4	
1004	English 10	ENG/LA	2		
1004	Applied English 10	ENG/LA		4	
1006	English 11	ENG/LA	2		X(PCL/LA)
1006	Applied English 11	ENG/LA		4	
1008	English 12	ENG/LA	2		X(PCL/LA)
1008	Applied English 12	ENG/LA		4	
1010	Language Arts Lab	ENG/LA	8		
1010	Applied Language Arts Lab	ENG/LA		4	
1012	English as a New Language	ENG/LA	8		
1014	CCR Bridge: Literacy Ready	ENG/LA	2		
1020	American Literature	ENG/LA READ/LIT	2		X(PCL/LA)
1022	Biblical Literature	ENG/LA READ/LIT	2		
1024	Biographies	ENG/LA READ/LIT	1		
1026	Classical Literature	ENG/LA READ/LIT	2		
1028	Dramatic Literature	ENG/LA READ/LIT	2		
1030	English Literature	ENG/LA READ/LIT	2		X(PCL/LA)
1032	Ethnic Literature	ENG/LA READ/LIT	2		
1034	Film Literature	ENG/LA READ/LIT	1		

Number	Area and Course Title	Subject Area	Max Credits	Applied Units	Dual Credit
1036	Genres of Literature	ENG/LA READ/LIT	2		
1038	Indiana Literature	ENG/LA READ/LIT	2		
1040	Literary Movements	ENG/LA READ/LIT	2		
1042	Novels	ENG/LA READ/LIT	1		
1044	Poetry	ENG/LA READ/LIT	1		
1046	Short Stories	ENG/LA READ/LIT	1		
1048	Themes in Literature	ENG/LA READ/LIT	2		
1050	Twentieth-Century Literature	ENG/LA READ/LIT	2		
1052	World Literature	ENG/LA READ/LIT	2		X
1054	Contemporary Literature	ENG/LA READ/LIT	2		
1060	Etymology	ENG/LA	1		
1062	Grammar	ENG/LA	1		
1064	Linguistics	ENG/LA	1		
1070	Debate	ENG/LA SPEAK/LIST	2		
1074	Critical Thinking and Argumentation	ENG/LA SPEAK/LIST	2		
1076	Speech	ENG/LA SPEAK/LIST	1		
1076	Applied Speech	ENG/LA SPEAK/LIST		2	
1078	Advanced Speech and Communication	ENG/LA SPEAK/LIST	2		X(PCL/LA)
1080	Journalism	ENG/LA	2		
1082	Library Media	ENG/LA	1		
1084	Digital Media	ENG/LA	2		
1086	Student Media	ENG/LA	1		
1090	Composition	ENG/LA WRITING	2		
1090	Applied Composition	ENG/LA WRITING		2	
1092	Creative Writing	ENG/LA WRITING	1		
1094	Expository Writing	ENG/LA WRITING	1		X(PCL/LA)
1096	Technical Communications	ENG/LA WRITING	1		
1096	Applied Technical Communications	ENG/LA WRITING		2	
1098	Advanced Composition	ENG/LA WRITING	2		X(PCL/LA)
1120	Developmental Reading	ENG/LA	8		
1120	Applied Developmental Reading	ENG/LA		4	
		FINE ARTS			
Number	**Area and Course Title**	**Subject Area**	**Max Credits**	**Applied Units**	**Dual Credit**
0518	Musical Theater	FINE ARTS THEATRE	8		
4000	Introduction to Two Dimensional Art (L)	FINE ARTS VISUAL	1		
4002	Introduction to Three Dimensional Art (L)	FINE ARTS VISUAL	1		
4004	Advanced Two Dimensional Art (L)	FINE ARTS VISUAL	8		
4006	Advanced Three Dimensional Art (L)	FINE ARTS VISUAL	8		
4020	Advanced Art History	FINE ARTS VISUAL	1		
4024	Art History	FINE ARTS VISUAL	1		
4026	Fine Arts Connections (L)	FINE ARTS VISUAL	8		
4040	Ceramics (L)	FINE ARTS VISUAL	8		
4042	Jewelry (L)	FINE ARTS VISUAL	8		
4044	Sculpture (L)	FINE ARTS VISUAL	8		
4046	Fiber Arts (L)	FINE ARTS VISUAL	8		
4060	Drawing (L)	FINE ARTS VISUAL	8		
4062	Photography (L)	FINE ARTS VISUAL	8		
4064	Painting (L)	FINE ARTS VISUAL	8		
4066	Printmaking (L)	FINE ARTS VISUAL	8		
4082	Digital Design (L)	FINE ARTS VISUAL	8		
4086	Visual Communication (L)	FINE ARTS VISUAL	8		
4140	Dance History and Appreciation	FINE ARTS DANCE	2		

Number	Area and Course Title	Subject Area	Max Credits	Applied Units	Dual Credit
4142	Dance Choreography: Ballet, Modern, Jazz, or Ethnic-Folk (L)	FINE ARTS DANCE	8		
4146	Dance Performance: Ballet, Modern, Jazz, or Ethnic Folk (L)	FINE ARTS DANCE	8		
4160	Beginning Concert Band (L)	FINE ARTS MUSIC	8		
4162	Instrumental Ensemble (L)	FINE ARTS MUSIC	8		
4164	Jazz Ensemble (L)	FINE ARTS MUSIC	8		
4166	Beginning Orchestra (L)	FINE ARTS MUSIC	8		
4168	Intermediate Concert Band (L)	FINE ARTS MUSIC	8		
4170	Advanced Concert Band (L)	FINE ARTS MUSIC	8		
4172	Intermediate Orchestra (L)	FINE ARTS MUSIC	8		
4174	Advanced Orchestra (L)	FINE ARTS MUSIC	8		
4180	Choral Chamber Ensemble (L)	FINE ARTS MUSIC	8		
4182	Beginning Chorus (L)	FINE ARTS MUSIC	8		
4184	Vocal Jazz (L)	FINE ARTS MUSIC	8		
4186	Intermediate Chorus (L)	FINE ARTS MUSIC	8		
4188	Advanced Chorus (L)	FINE ARTS MUSIC	8		
4200	Applied Music (L)	FINE ARTS MUSIC	8		
4202	Electronic Music (L)	FINE ARTS MUSIC	8		
4204	Piano and Electronic Keyboard (L)	FINE ARTS MUSIC	8		
4206	Music History Appreciation	FINE ARTS MUSIC	2		
4208	Music Theory and Composition (L)	FINE ARTS MUSIC	2		
4240	Advanced Theater Arts (L)	FINE ARTS THEATRE	8		
4242	Theater Arts (L)	FINE ARTS THEATRE	8		
4244	Technical Theater (L)	FINE ARTS THEATRE	8		
4246	Theater Arts History	FINE ARTS THEATRE	8		
4248	Theater Production (L)	FINE ARTS THEATRE	8		
4250	Advanced Acting (L)	FINE ARTS THEATRE	8		
4252	Advanced Technical Theater (L)	FINE ARTS THEATRE	8		
4254	Theater Arts Special Topics	FINE ARTS THEATRE	8		
HEALTH AND WELLNESS					
Number	Area and Course Title	Subject Area	Max Credits	Applied Units	Dual Credit
3500	Advanced Health Education	HEALTH	1		
3500	Applied Advanced Health Education	HEALTH		2	
3506	Health and Wellness Education	HEALTH	1		
3506	Applied Health and Wellness Education	HEALTH		2	
3508	Current Health Issues	HEALTH	1		
3508	Applied Current Health Issues	HEALTH		2	
PHYSICAL EDUCATION					
Number	Area and Course Title	Subject Area	Max Credits	Applied Units	Dual Credit
3542	Physical Education (L)	PHYS ED	1		
3542	Applied Physical Education (L)	PHYS ED		2	
3544	Physical Education II (L)	PHYS ED	1		
3544	Applied Physical Education II (L)	PHYS ED		2	
3560	Elective Physical Education (L)	PHYS ED	8		
3560	Applied Elective Physical Education (L)	PHYS ED		8	
INTERNATIONAL BACCALAUREATE (IB)					
Number	Area and Course Title	Subject Area	Max Credits	Applied Units	Dual Credit
0553	IB Personal and Professional Skills I	INTERNATIONAL BACCA	4		
0554	IB Personal and Professional Skills II	INTERNATIONAL BACCA	4		
0560	IB Theory of Knowledge	INTERNATIONAL BACCA	4		
1130	IB Language A: Literature Higher Level	INTERNATIONAL BACCA	4		
1132	IB Language A: Literature Standard Level	INTERNATIONAL BACCA	4		
1134	IB Literature and Performance Standard Level	INTERNATIONAL BACCA	4		

1136	IB Language A: Language and Literature Higher Level	INTERNATIONAL BACCA	4		
1138	IB Language A: Language and Literature Standard Level	INTERNATIONAL BACCA	4		
1578	IB Global Politics Standard Level	INTERNATIONAL BACCA	4		
1580	IB Economics Higher Level	INTERNATIONAL BACCA	4		
1582	IB Economics Standard Level	INTERNATIONAL BACCA	4		
1584	IB Geography Higher Level	INTERNATIONAL BACCA	4		
1586	IB Geography, Standard Level	INTERNATIONAL BACCA	4		
1588	IB World Religions Standard Level	INTERNATIONAL BACCA	4		
1590	IB History, Higher Level	INTERNATIONAL BACCA	4		
1592	IB History, Standard Level	INTERNATIONAL BACCA	4		
1598	IB Global Politics Higher Level	INTERNATIONAL BACCA	4		
1600	IB Philosophy Higher Level	INTERNATIONAL BACCA	4		
1602	IB Philosophy Standard Level	INTERNATIONAL BACCA	4		
1604	IB Psychology Higher Level	INTERNATIONAL BACCA	4		
1606	IB Psychology Standard Level	INTERNATIONAL BACCA	4		
1608	IB Social and Cultural Anthropology Higher Level	INTERNATIONAL BACCA	4		
1610	IB Social and Cultural Anthropology Standard Level	INTERNATIONAL BACCA	4		
1614	IB Sports, Exercise, and Health Sciences Higher Level	INTERNATIONAL BACCA	4		
2300	IB Classical Languages Higher Level	INTERNATIONAL BACCA	4		
2302	IB Classical Languages Standard Level	INTERNATIONAL BACCA	4		
2306	IB World Language B Higher Level	INTERNATIONAL BACCA	4		
2308	IB World Language B Standard Level	INTERNATIONAL BACCA	4		
2310	IB World Language ab Initio Standard Level	INTERNATIONAL BACCA	4		
2588	IB Mathematics: Analysis and Approaches Standard Level	INTERNATIONAL BACCA	4		
2590	IB Mathematics: Analysis and Approaches Higher Level	INTERNATIONAL BACCA	4		
2592	IB Mathematics: Applications and Interpretations Standard Level	INTERNATIONAL BACCA	4		
2594	IB Mathematics: Applications and Interpretations Higher Level	INTERNATIONAL BACCA	4		
2600	IB Language A-Literature A: Literature School Supported Self-Taught	INTERNATIONAL BACCA	4		
3016	IB Environmental Systems and Societies Standard Level	INTERNATIONAL BACCA	4		
3032	IB Biology Higher Level	INTERNATIONAL BACCA	4		
3034	IB Biology Standard Level	INTERNATIONAL BACCA	4		
3070	IB Chemistry Higher Level	INTERNATIONAL BACCA	4		
3072	IB Chemistry Standard Level	INTERNATIONAL BACCA	4		
3096	IB Physics Higher Level	INTERNATIONAL BACCA	4		
3098	IB Physics Standard Level	INTERNATIONAL BACCA	4		
3510	IB Sports, Exercise, and Health Sciences Standard Level	INTERNATIONAL BACCA	4		
4090	IB Visual Arts Higher Level	INTERNATIONAL BACCA	4		
4092	IB Visual Arts Standard Level	INTERNATIONAL BACCA	4		
4144	IB Dance Higher Level	INTERNATIONAL BACCA	4		
4148	IB Dance Standard Level	INTERNATIONAL BACCA	4		
4212	IB Music Higher Level	INTERNATIONAL BACCA	4		
4214	IB Music Standard Level	INTERNATIONAL BACCA	4		
4262	IB Theatre Arts Higher Level	INTERNATIONAL BACCA	4		
4264	IB Theater Arts Standard Level	INTERNATIONAL BACCA	4		
4270	IB Film Higher Level	INTERNATIONAL BACCA	4		
4272	IB Film Standard Level	INTERNATIONAL BACCA	4		
4580	IB Business and Management Higher Level	INTERNATIONAL BACCA	4		
4582	IB Business and Management Standard Level	INTERNATIONAL BACCA	4		
4584	IB Computer Science Higher Level	INTERNATIONAL BACCA	4		
4586	IB Computer Science Standard Level	INTERNATIONAL BACCA	4		
4822	IB Design Technology Higher Level	INTERNATIONAL BACCA	4		
4824	IB Design Technology Standard Level	INTERNATIONAL BACCA	4		

Number	Area and Course Title	Subject Area	Max Credits	Applied Units	Dual Credit
5242	IB Information Technology in a Global Society Higher Level	INTERNATIONAL BACCA	4		
5246	IB Information Technology in a Global Society Standard Level	INTERNATIONAL BACCA	4		

MATHEMATICS					
Number	Area and Course Title	Subject Area	Max Credits	Applied Units	Dual Credit
2514	CCR Bridge: Math Ready	MATH	2		
2516	Algebra I Lab	MATH	2		
2516	Applied Algebra I Lab	MATH		4	
2518	Integrated Mathematics I Lab	MATH	2		
2520	Alegbra I	MATH	2		
2520	Applied Algebra I	MATH		4	
2522	Algebra II	MATH	2		
2524	Analytical Algebra II	MATH	2		
2527	Calculus	MATH	2		X(PCL/LA)
2530	Finite Mathematics	MATH	2		X(PCL/LA)
2532	Geometry	MATH	2		
2532	Applied Geometry	MATH		4	
2543	Advanced Mathematics, Special Topics	MATH	6		
2546	Probability and Statistics	MATH	1		
2550	Quantitative Reasoning	MATH	2		X(PCL/LA)
2554	Integrated Mathematics I	MATH	2		
2556	Integrated Mathematics II	MATH	2		
2558	Integrated Mathematics III	MATH	2		
2560	Mathematics Lab	MATH	1 to 8		
2560	Applied Mathematics Lab	MATH		4	
2564	Pre-Calculus: Algebra	MATH	1		X(PCL/LA)
2566	Pre-Calculus: Trigonometry	MATH	1		X(PCL/LA)
2595	PRIME Math	MATH	2		

MULTIDISCIPLINARY					
Number	Area and Course Title	Subject Area	Max Credits	Applied Units	Dual Credit
0500	Basic Skills Development	MULTI	8		
0500	Applied Basic Skills Development	MULTI		8	
0502	Cadet Teaching Experience	MULTI	4		X
0509	Jobs for America's Graduates	MULTI	4		
0512	Environmental Studies	MULTI	2		
0512	Applied Environmental Studies	MULTI		2	
0514	Humanities	MULTI	2		
0516	Junior Reserve Officer Training Corps	MULTI	8		
0520	Peer Tutoring	MULTI	2		
0522	Career Information and Exploration	MULTI	8		X
0522	Applied Career Information and Explorations	MULTI		4	
0532	College-Entrance Preparation	MULTI	4		
0524	Community Service	MULTI	2		
0524	Applied Community Service	MULTI		2	
0539	Service Based Learning	MULTI			
0543	Work-Based Learning Level 1: Basic WBL Experience	MULTI			
0544	Work-Based Learning Level 2: WBL Capstone	MULTI			
0545	Work-Based Learning Level 3: Pre-Apprenticeship	MULTI			
0546	Work-Based Learning Level 4: Federal Registered Apprenticeship/Modern Youth Apprenticeship	MULTI			
0547	Project Based Learning	MULTI			
0550	Religion	MULTI	2		
0590	Pilot Course: Insert Course Content/Description	MULTI	2		
3520	Driver Education	MULTI	1		

Number	Area and Course Title	Subject Area	Max Credits	Applied Units	Dual Credit
3522	Motorcycle Safety Education	MULTI			

SCIENCE

Number	Area and Course Title	Subject Area	Max Credits	Applied Units	Dual Credit
3008	Science Research, Independent Study (L)	SCIENCE	2		
3010	Environmental Science (L)	SCIENCE	2		
3024	Biology I (L)	SCIENCE	2		
3024	Applied Biology I (L)	SCIENCE		4	
3026	Biology II (L)	SCIENCE	2		X(PCL/LA)
3030	Life Science (L)	SCIENCE	1		
3030	Applied Life Science (L)	SCIENCE		2	
3044	Earth and Space Science (L)	SCIENCE	2		
3044	Applied Earth and Space Science (L)	SCIENCE		4	
3046	Earth and Space Science II (L)	SCIENCE	2		
3064	Chemistry I (L)	SCIENCE	2		
3066	Chemistry II (L)	SCIENCE	2		X(PCL/LA)
3084	Physics I (L)	SCIENCE	2		
3086	Physics II (L)	SCIENCE	2		X(PCL/LA)
3092	Advanced Science, Special Topics (L)	SCIENCE	8		
3094	Science Tutorial	SCIENCE	8		
3102	Physical Science (L)	SCIENCE	1		
3102	Applied Physical Science (L)	SCIENCE		2	
3108	Integrated Chemistry-Physics (L)	SCIENCE	2		
5276	Anatomy and Physiology	SCIENCE	2		X(PCL/CTE)

SOCIAL STUDIES

Number	Area and Course Title	Subject Area	Max Credits	Applied Units	Dual Credit
1500	African Studies	SOCIAL STUDIES	1		
1502	Anthropology	SOCIAL STUDIES	1		
1504	Applied Economics	SOCIAL STUDIES	1		
1504	(Applied) Applied Economics	SOCIAL STUDIES		2	
1506	Asian Studies	SOCIAL STUDIES	1		
1508	Citizenship and Civics	SOCIAL STUDIES	1		
1508	Applied Citizenship and Civics	SOCIAL STUDIES		2	
1512	Current Problems, Issues, and Events	SOCIAL STUDIES	8		
1512	Applied Current Problems, Issues, and Events	SOCIAL STUDIES		2	
1514	Economics	SOCIAL STUDIES	1		X(PCL/LA)
1514	Applied Economics	SOCIAL STUDIES		2	
1516	Ethnic Studies	SOCIAL STUDIES	1		
1518	Indiana Studies	SOCIAL STUDIES	1		
1518	Applied Indiana Studies	SOCIAL STUDIES		2	
1520	International Relations	SOCIAL STUDIES	1		
1522	Introduction to Social Science	SOCIAL STUDIES	1		
1522	Applied Introduction to Social Science	SOCIAL STUDIES		2	
1524	Latin American Studies	SOCIAL STUDIES	1		
1526	Law Education	SOCIAL STUDIES	1		
1528	Modern World Civilization	SOCIAL STUDIES	1		
1528	Applied Modern World Civilization	SOCIAL STUDIES		2	
1530	Political Science	SOCIAL STUDIES	1		X
1532	Psychology	SOCIAL STUDIES	2		X(PCL/LA)
1534	Sociology	SOCIAL STUDIES	1		
1536	State and Local Government	SOCIAL STUDIES	1		
1536	Applied State and Local Government	SOCIAL STUDIES		2	
1538	Topics in History	SOCIAL STUDIES	1		

Number	Area and Course Title	Subject Area	Max Credits	Applied Units	Dual Credit
1538	Applied Topics in History	SOCIAL STUDIES		2	
1540	United States Government	SOCIAL STUDIES	1		X(PCL/LA)
1540	Applied United States Government	SOCIAL STUDIES		2	
1542	United States History	SOCIAL STUDIES	2		X(PCL/LA)
1542	Applied United States History	SOCIAL STUDIES		4	
1544	Urban Affairs	SOCIAL STUDIES	1		
1546	World Geography	SOCIAL STUDIES	1		
1548	World History and Civilization	SOCIAL STUDIES	2		
1550	Topics in Social Science	SOCIAL STUDIES	1		
1550	Applied Topics in Social Science	SOCIAL STUDIES		2	
1570	Geography and History of the World	SOCIAL STUDIES	2		
1570	Applied Geography and History of the World	SOCIAL STUDIES		4	
4558	Global Economics	SOCIAL STUDIES	1		
WORLD LANGUAGES					
Number	Area and Course Title	Subject Area	Max Credits	Applied Units	Dual Credit
2000	Chinese I	WORLD LANGUAGE	2		
2002	Chinese II	WORLD LANGUAGE	2		
2004	Chinese III	WORLD LANGUAGE	2		X(PCL/LA)
2006	Chinese IV	WORLD LANGUAGE	2		X(PCL/LA)
2008	Chinese V	WORLD LANGUAGE	2		X
2010	Chinese VI	WORLD LANGUAGE	2		X
2020	French I	WORLD LANGUAGE	2		
2022	French II	WORLD LANGUAGE	2		
2024	French III	WORLD LANGUAGE	2		X(PCL/LA)
2026	French IV	WORLD LANGUAGE	2		X(PCL/LA)
2028	French V	WORLD LANGUAGE	2		X
2030	French VI	WORLD LANGUAGE	2		X
2040	German I	WORLD LANGUAGE	2		
2042	German II	WORLD LANGUAGE	2		
2044	German III	WORLD LANGUAGE	2		X(PCL/LA)
2046	German IV	WORLD LANGUAGE	2		X(PCL/LA)
2048	German V	WORLD LANGUAGE	2		X
2050	German VI	WORLD LANGUAGE	2		X
2060	Japanese I	WORLD LANGUAGE	2		
2062	Japanese II	WORLD LANGUAGE	2		
2064	Japanese III	WORLD LANGUAGE	2		X(PCL/LA)
2066	Japanese IV	WORLD LANGUAGE	2		X(PCL/LA)
2068	Japanese V	WORLD LANGUAGE	2		X
2070	Japanese VI	WORLD LANGUAGE	2		X
2080	Latin I	WORLD LANGUAGE	2		
2082	Latin II	WORLD LANGUAGE	2		
2084	Latin III	WORLD LANGUAGE	2		X
2086	Latin IV	WORLD LANGUAGE	2		X
2088	Latin V	WORLD LANGUAGE	2		X
2090	Latin VI	WORLD LANGUAGE	2		X
2100	Russian I	WORLD LANGUAGE	2		
2102	Russian II	WORLD LANGUAGE	2		
2104	Russian III	WORLD LANGUAGE	2		X
2106	Russian IV	WORLD LANGUAGE	2		X
2108	Russian V	WORLD LANGUAGE	2		X
2110	Russian VI	WORLD LANGUAGE	2		X
2120	Spanish I	WORLD LANGUAGE	2		

2122	Spanish II	WORLD LANGUAGE	2		
2124	Spanish III	WORLD LANGUAGE	2		X(PCL/LA)
2126	Spanish IV	WORLD LANGUAGE	2		X(PCL/LA)
2128	Spanish V	WORLD LANGUAGE	2		X
2130	Spanish VI	WORLD LANGUAGE	2		X
2136	Workplace Spanish	WORLD LANGUAGE	2		
2140	World Language Other I	WORLD LANGUAGE	2		
2142	World Language Other II	WORLD LANGUAGE	2		
2144	World Language Other III	WORLD LANGUAGE	2		X
2146	World Language Other IV	WORLD LANGUAGE	2		X
2148	World Language Other V	WORLD LANGUAGE	2		X
2150	World Language Other VI	WORLD LANGUAGE	2		X
2156	American Sign Language I	WORLD LANGUAGE	2		
2158	American Sign Language II	WORLD LANGUAGE	2		
2162	American Sign Language III	WORLD LANGUAGE	2		X
2164	American Sign Language IV	WORLD LANGUAGE	2		X
2188	English as a New Language	WORLD LANGUAGE	8		X
2190	Language for Heritage Speakers I	WORLD LANGUAGE	2		
2192	Language for Heritage Speakers II	WORLD LANGUAGE	2		
2194	Language for Heritage Speakers III	WORLD LANGUAGE	2		X
2200	Arabic I	WORLD LANGUAGE	2		
2202	Arabic II	WORLD LANGUAGE	2		
2204	Arabic III	WORLD LANGUAGE	2		X
2206	Arabic IV	WORLD LANGUAGE	2		X
2208	Arabic V	WORLD LANGUAGE	2		X
2210	Arabic VI	WORLD LANGUAGE	2		X
2220	Greek I	WORLD LANGUAGE	2		
2222	Greek II	WORLD LANGUAGE	2		
2224	Greek III	WORLD LANGUAGE	2		X
2226	Greek IV	WORLD LANGUAGE	2		X
2228	Greek V	WORLD LANGUAGE	2		X
2230	Greek VI	WORLD LANGUAGE	2		X
2240	Hebrew I	WORLD LANGUAGE	2		
2242	Hebrew II	WORLD LANGUAGE	2		
2244	Hebrew III	WORLD LANGUAGE	2		X
2246	Hebrew IV	WORLD LANGUAGE	2		X
2248	Hebrew V	WORLD LANGUAGE	2		X
2250	Hebrew VI	WORLD LANGUAGE	2		X
2260	Italian I	WORLD LANGUAGE	2		
2262	Italian II	WORLD LANGUAGE	2		
2264	Italian III	WORLD LANGUAGE	2		X
2266	Italian IV	WORLD LANGUAGE	2		X
2268	Italian V	WORLD LANGUAGE	2		X
2270	Italian VI	WORLD LANGUAGE	2		X
2280	Korean I	WORLD LANGUAGE	2		
2282	Korean II	WORLD LANGUAGE	2		
2284	Korean III	WORLD LANGUAGE	2		X
2286	Korean IV	WORLD LANGUAGE	2		X
2288	Korean V	WORLD LANGUAGE	2		X
2290	Korean VI	WORLD LANGUAGE	2		X
2304	World Language Immersion-High School	WORLD LANGUAGE	2		X
	PART I- NEXT LEVEL COURSES				

	CTE: ADVANCED MANUFACTURING				
Number	Area and Course Title	Subject Area	Max Credits	Applied Units	Dual Credit
6146	Advanced Career & Technical Education, College Credit: Advanced Manufacturing	ADVANCED MANUFACTURING	12		X (PCL/CTE)
4880	Advanced Manufacturing: Special Topics	ADVANCED MANUFACTURING	12		X
4796	Introduction to Advanced Manufacturing and Logistics	ADVANCED MANUFACTURING	2		
7220	Principles of Industry 4.0 and Digital Manufacturing	ADVANCED MANUFACTURING	2		X (PCL/CTE)
4728	Robotics Design and Innovation	ADVANCED MANUFACTURING	2		X (PCL/CTE)
7100	Smart Manufacturing Systems	ADVANCED MANUFACTURING	2		X (PCL/CTE)
7222	Industry 4.0 - Smart Manufacturing Capstone	ADVANCED MANUFACTURING	6		X (PCL/CTE)
7108	Principles of Advanced Manufacturing	ADVANCED MANUFACTURING	2		X (PCL/CTE)
7103	Advanced Manufacturing Technology	ADVANCED MANUFACTURING	2		X (PCL/CTE)
7106	Mechatronics Systems	ADVANCED MANUFACTURING	2		X (PCL/CTE)
7224	Industrial Automation and Robotics Capstone	ADVANCED MANUFACTURING	6		X (PCL/CTE)
7102	Industrial Electrical Fundamentals	ADVANCED MANUFACTURING	2		X (PCL/CTE)
7260	Industrial Electrical Capstone	ADVANCED MANUFACTURING	6		X (PCL/CTE)
7104	Industrial Maintenance Fundamentals	ADVANCED MANUFACTURING	2		X (PCL/CTE)
7261	Industrial Maintenance Capstone	ADVANCED MANUFACTURING	6		X (PCL/CTE)
7109	Principles of Precision Machining	ADVANCED MANUFACTURING	2		X (PCL/CTE)
7105	Precision Machining Fundamentals	ADVANCED MANUFACTURING	2		X (PCL/CTE)
7107	Advanced Precision Machining	ADVANCED MANUFACTURING	2		X (PCL/CTE)
7219	Precision Machining Capstone	ADVANCED MANUFACTURING	6		X (PCL/CTE)
7110	Principles of Welding Technology	ADVANCED MANUFACTURING	2		X (PCL/CTE)
7111	Shielded Metal Arc Welding	ADVANCED MANUFACTURING	2		X (PCL/CTE)
7101	Gas Welding Processes	ADVANCED MANUFACTURING	2		X (PCL/CTE)
7226	Welding Technology Capstone	ADVANCED MANUFACTURING	6		X (PCL/CTE)
	CTE: AGRICULTURE				
Number	Area and Course Title	Subject Area	Max Credits	Applied Units	Dual Credit
6150	Agriculture: Special Topics	AGRICUTLURE	12		X
6130	Advanced Career & Technical Education, College Credit: Agriculture	AGRICUTLURE	12		X (PCL/CTE)
5228	Supervised Agricultural Experience (SAE)	AGRICUTLURE	8		
5056	Introduction to Agriculture, Food, and Natural Resources	AGRICUTLURE	2		
7117	Principles of Agriculture	AGRICUTLURE	2		X (PCL/CTE)
5088	Agriculture Power, Structure, and Technology	AGRICUTLURE	2		X (PCL/CTE)
7112	Agriculture Structures Fabrication and Design	AGRICUTLURE	2		X (PCL/CTE)
7228	Agriculture Mechanization and Technology Capstone	AGRICUTLURE	6		X (PCL/CTE)
5008	Animal Science	AGRICUTLURE	2		X (PCL/CTE)
5170	Plant and Soil Science	AGRICUTLURE	2		X (PCL/CTE)
5074	Advanced Life Science, Plants and Soils (L)	AGRICUTLURE	2		X (PCL/CTE)
5072	Advanced Life Science: Foods	AGRICUTLURE	2		X (PCL/CTE)
5070	Advanced Life Science, Animals (L)	AGRICUTLURE	2		X (PCL/CTE)
5102	Food Science	AGRICUTLURE	2		X (PCL/CTE)
7230	Agriculture Biotechnology Capstone	AGRICUTLURE	6		X (PCL/CTE)
5132	Horticultural Science	AGRICUTLURE	2		X (PCL/CTE)
7114	Greenhouse and Soilless Production	AGRICUTLURE	2		X (PCL/CTE)
7232	Horticulture Capstone	AGRICUTLURE	6		X (PCL/CTE)
7115	Landscape and Turf Management	AGRICUTLURE	2		X (PCL/CTE)
7234	Landscape Management Capstone	AGRICUTLURE	6		X (PCL/CTE)
7116	Precision Agriculture	AGRICUTLURE	2		X (PCL/CTE)
7113	Crop Management	AGRICUTLURE	2		X (PCL/CTE)
7236	Precision Agriculture Capstone	AGRICUTLURE	6		X (PCL/CTE)
5180	Natural Resources	AGRICUTLURE	2		X (PCL/CTE)
7270	Forestry and Wildlife Management	AGRICUTLURE	2		X (PCL/CTE)

7271	Soil and Water Management	AGRICUTLURE	2		X (PCL/CTE)
5229	Sustainable Energy Alternatives	AGRICUTLURE	2		X (PCL/CTE)
7262	Agricultural Research Capstone	AGRICUTLURE	6		X (PCL/CTE)
7238	Agribusiness Capstone	AGRICUTLURE	6		X (PCL/CTE)
7280	Principles of Veterinary Science	AGRICUTLURE	2		X (PCL/CTE)
7281	Veterinary Science	AGRICUTLURE	2		X (PCL/CTE)
7282	Veterinary Science Capstone	AGRICUTLURE	6		X (PCL/CTE)

Number	Area and Course Title	Subject Area	Max Credits	Applied Units	Dual Credit
CTE: ARCHITECTURE AND CONSTRUCTION				
6132	Advanced Career & Technical Education, College Credit: Architecture and Construction	ARCHITECTURE AND CONSTRUCTION	12		X (PCL/CTE)
5654	Architecture and Construction: Special Topics	ARCHITECTURE AND CONSTRUCTION	12		X
4792	Introduction to Construction	ARCHITECTURE AND CONSTRUCTION	2		
7130	Principles of Construction Trades	ARCHITECTURE AND CONSTRUCTION	2		X (PCL/CTE)
7123	Construction Trades: General Carpentry	ARCHITECTURE AND CONSTRUCTION	2		X (PCL/CTE)
7390	Construction Trades: Masonry Fundamentals	ARCHITECTURE AND CONSTRUCTION	2		X (PCL/CTE)
7122	Construction Trades: Framing and Finishing	ARCHITECTURE AND CONSTRUCTION	2		X (PCL/CTE)
7242	Construction Trades Capstone	ARCHITECTURE AND CONSTRUCTION	6		X (PCL/CTE)
7391	Masonry Capstone	ARCHITECTURE AND CONSTRUCTION	6		X (PCL/CTE)
7124	Electrical Fundamentals	ARCHITECTURE AND CONSTRUCTION	2		X (PCL/CTE)
7119	Advanced Electrical	ARCHITECTURE AND CONSTRUCTION	2		X (PCL/CTE)
7263	Construction Trades Electrical Capstone	ARCHITECTURE AND CONSTRUCTION	6		X (PCL/CTE)
7285	Building and Facilities Maintenance Fundamentals	ARCHITECTURE AND CONSTRUCTION	2		X
7286	Advanced Building and Facilities Maintenance	ARCHITECTURE AND CONSTRUCTION	2		X
7287	Building and Facilities Maintenance Capstone	ARCHITECTURE AND CONSTRUCTION	6		X
7121	Civil Construction Fundamentals	ARCHITECTURE AND CONSTRUCTION	2		X (PCL/CTE)
7118	Advanced Civil Construction	ARCHITECTURE AND CONSTRUCTION	2		X (PCL/CTE)
7240	Civil Construction Capstone	ARCHITECTURE AND CONSTRUCTION	6		X (PCL/CTE)
7290	Heavy Equipment Fundamentals	ARCHITECTURE AND CONSTRUCTION	2		X (PCL/CTE)
7291	Advanced Heavy Equipment Operations	ARCHITECTURE AND CONSTRUCTION	2		X (PCL/CTE)
7292	Heavy Equipment Capstone	ARCHITECTURE AND CONSTRUCTION	2		X (PCL/CTE)
7131	Principles of Heating, Ventilation, and Air Conditioning (HVAC)	ARCHITECTURE AND CONSTRUCTION	2		X (PCL/CTE)
7125	HVAC Fundamentals	ARCHITECTURE AND CONSTRUCTION	2		X (PCL/CTE)
7126	HVAC Service	ARCHITECTURE AND CONSTRUCTION	2		X (PCL/CTE)
7244	HVAC Capstone	ARCHITECTURE AND CONSTRUCTION	6		X (PCL/CTE)
7133	Principles of Plumbing and Pipefitting	ARCHITECTURE AND CONSTRUCTION	2		X (PCL/CTE)
7129	Plumbing and Pipefitting Fundamentals	ARCHITECTURE AND CONSTRUCTION	2		X (PCL/CTE)
7120	Advanced Plumbing and Pipefitting	ARCHITECTURE AND CONSTRUCTION	2		X (PCL/CTE)
7264	Plumbing and Pipefitting Capstone	ARCHITECTURE AND CONSTRUCTION	6		X (PCL/CTE)
7295	Principles of Architecture, Engineering and Construction	ARCHITECTURE AND CONSTRUCTION	2		X (PCL/CTE)
7296	Surveying	ARCHITECTURE AND CONSTRUCTION	2		X (PCL/CTE)
7389	Advanced Architectural Drafting and Design	ARCHITECTURE AND CONSTRUCTION	2		X (PCL/CTE)
7297	Architecture, Engineering, and Construction Capstone	ARCHITECTURE AND CONSTRUCTION	6		X (PCL/CTE)
CTE: ARTS, AV TECH, AND COMMUNICATIONS				
Number	Area and Course Title	Subject Area	Max Credits	Applied Units	Dual Credit
6134	Advanced Career & Technical Education, College Credit: Arts, AV Tech and Comm	ARTS,AV TECH AND COMM	12		X (PCL/CTE)
5380	Introduction to Fashion & Textiles	ARTS,AV TECH AND COMM	2		
5350	Introduction to Housing and Interior Design	ARTS,AV TECH AND COMM	2		
4834	Design Fundamentals	ARTS,AV TECH AND COMM	2		X (PCL/CTE)
4576	Arts, AV Tech and Communication: Special Topics	ARTS,AV TECH AND COMM	12		X
7140	Principles of Digital Design	ARTS,AV TECH AND COMM	2		X (PCL/CTE)
7141	Digital Design Graphics	ARTS,AV TECH AND COMM	2		X (PCL/CTE)
5550	Graphic Design and Layout	ARTS,AV TECH AND COMM	2		X (PCL/CTE)
7138	Interactive Media Design	ARTS,AV TECH AND COMM	2		X (PCL/CTE)
7136	Professional Photography & Videography	ARTS,AV TECH AND COMM	2		X (PCL/CTE)
7246	Digital Design Capstone	ARTS,AV TECH AND COMM	6		X (PCL/CTE)
7301	Principles of Fashion and Textiles	ARTS,AV TECH AND COMM	2		X (PCL/CTE)
7302	Textiles, Apparel, and Merchandising	ARTS,AV TECH AND COMM	2		X (PCL/CTE)
7303	Advanced Textiles	ARTS,AV TECH AND COMM	2		X (PCL/CTE)
7304	Fashion and Textiles Capstone	ARTS,AV TECH AND COMM	6		X (PCL/CTE)

Number	Area and Course Title	Subject Area	Max Credits	Applied Units	Dual Credit
7132	Principles of Interior Design	ARTS,AV TECH AND COMM	2		X (PCL/CTE)
7127	Interior Design Fundamentals	ARTS,AV TECH AND COMM	2		X (PCL/CTE)
7128	Materials, Finishes, and Design	ARTS,AV TECH AND COMM	2		X (PCL/CTE)
7248	Interior Design Capstone	ARTS,AV TECH AND COMM	6		X (PCL/CTE)
7139	Principles of Broadcasting	ARTS,AV TECH AND COMM	2		X (PCL/CTE)
7306	Audio and Video Production Essentials	ARTS,AV TECH AND COMM	2		X (PCL/CTE)
7307	Mass Media Production	ARTS,AV TECH AND COMM	2		X (PCL/CTE)
7308	Radio & TV Broadcasting Capstone	ARTS,AV TECH AND COMM	6		X (PCL/CTE)
4790	Introduction to Communications	ARTS,AV TECH AND COMM	2		
CTE: BUSINESS, MARKETING, FINANCE, AND ENTREPRENEURSHIP					
Number	Area and Course Title	Subject Area	Max Credits	Applied Units	Dual Credit
6142	Advanced Career & Technical Education, College Credit: Business, Marketing, and Entrepreneurship	BUSINESS MANAGEMENT, MARKETING AND FINANCE	12		X (PCL/CTE)
5968	Business, Marketing and Entrepreneurship: Special Topics	BUSINESS MANAGEMENT, MARKETING AND FINANCE	12		X
5967	Introduction to Entrepreneurship	BUSINESS MANAGEMENT, MARKETING AND FINANCE	2		
5966	Entrepreneurship and New Ventures Capstone	BUSINESS MANAGEMENT, MARKETING AND FINANCE	6		X (PCL/CTE)
4518	Introduction to Business	BUSINESS MANAGEMENT, MARKETING AND FINANCE	2		
4512	Applied Business Math	BUSINESS MANAGEMENT, MARKETING AND FINANCE		4	
4512	Business Math	BUSINESS MANAGEMENT, MARKETING AND FINANCE	2		
4562	Principles of Business Management	BUSINESS MANAGEMENT, MARKETING AND FINANCE	2		X (PCL/CTE)
7143	Management Fundamentals	BUSINESS MANAGEMENT, MARKETING AND FINANCE	2		X (PCL/CTE)
4524	Accounting Fundamentals	BUSINESS MANAGEMENT, MARKETING AND FINANCE	2		X (PCL/CTE)
7256	Business Administration Capstone	BUSINESS MANAGEMENT, MARKETING AND FINANCE	6		X (PCL/CTE)
4522	Advanced Accounting	BUSINESS MANAGEMENT, MARKETING AND FINANCE	2		X (PCL/CTE)
7252	Accounting Capstone	BUSINESS MANAGEMENT, MARKETING AND FINANCE	6		X (PCL/CTE)
7150	Personal Finance and Banking	BUSINESS MANAGEMENT, MARKETING AND FINANCE	2		X (PCL/CTE)
5258	Finance and Investment	BUSINESS MANAGEMENT, MARKETING AND FINANCE	2		X (PCL/CTE)
7265	Finance and Investment Capstone	BUSINESS MANAGEMENT, MARKETING AND FINANCE	6		X (PCL/CTE)
5914	Marketing Fundamentals	BUSINESS MANAGEMENT, MARKETING AND FINANCE	2		X (PCL/CTE)
7145	Digital Marketing	BUSINESS MANAGEMENT, MARKETING AND FINANCE	2		X (PCL/CTE)
5918	Strategic Marketing	BUSINESS MANAGEMENT, MARKETING AND FINANCE	4		X (PCL/CTE)
7155	Logistics and Management	BUSINESS MANAGEMENT, MARKETING AND FINANCE	2		X (PCL/CTE)
7142	Supply Chain Management	BUSINESS MANAGEMENT, MARKETING AND FINANCE	2		X (PCL/CTE)
7258	Supply Chain Management Capstone	BUSINESS MANAGEMENT, MARKETING AND FINANCE	6		X (PCL/CTE)
7149	Insurance Fundamentals	BUSINESS MANAGEMENT, MARKETING AND FINANCE	2		X (PCL/CTE)
7151	Personal and Commercial Insurance	BUSINESS MANAGEMENT, MARKETING AND FINANCE	2		X (PCL/CTE)
7154	Principles of Entrepreneurship	BUSINESS MANAGEMENT, MARKETING AND FINANCE	2		X (PCL/CTE)
7148	New Venture Development	BUSINESS MANAGEMENT, MARKETING AND FINANCE	2		X (PCL/CTE)
7147	Small Business Operation	BUSINESS MANAGEMENT, MARKETING AND FINANCE	2		X (PCL/CTE)
7153	Principles of Business Operations and Technology	BUSINESS MANAGEMENT, MARKETING AND FINANCE	2		X (PCL/CTE)
7144	Business Office Communications	BUSINESS MANAGEMENT, MARKETING AND FINANCE	2		X (PCL/CTE)
7146	Digital Data Applications	BUSINESS MANAGEMENT, MARKETING AND FINANCE	2		X (PCL/CTE)
7254	Business Operations and Technology Capstone	BUSINESS MANAGEMENT, MARKETING AND FINANCE	6		X (PCL/CTE)
7201	Business Management Capstone	BUSINESS MANAGEMENT, MARKETING AND FINANCE	6		X (PCL/CTE)

Number	Area and Course Title	Subject Area	Max Credits	Applied Units	Dual Credit
CTE: WORK-BASED LEARNING

Number	Area and Course Title	Subject Area	Max Credits	Applied Units	Dual Credit
4508	Technical/Business Communication	CTE	2		X (PCL/CTE)
7395	Career & Technical Education Capstone Course: (Insert title descriptive of course content)	CTE	6		X
7394	Career & Technical Education Concentrator B Course: (Insert title descriptive of course content)	CTE	2		X
7393	Career & Technical Education Concentrator A Course: (Insert title descriptive of course content)	CTE	2		X
7392	Career & Technical Education Principles Course: (Insert title descriptive of course content)	CTE	2		X
7218	Technical Math	CTE	2		X (PCL/CTE)
7156	Technical Skills Development	CTE WBL	2		
6162	Applied Cooperative Education	CTE WBL		6	
6162	Cooperative Education	CTE WBL	6		
6148	Apprenticeship	CTE WBL	12		X
5974	Applied Work Based Learning Capstone	CTE WBL		6	
5974	Work Based Learning Capstone	CTE WBL	6		
5394	Applied Preparing for College and Careers	CTE		2	
5394	Preparing for College and Careers	CTE	2		
5366	Applied Human Development and Wellness	CTE		2	
5366	Human Development and Wellness	CTE	2		X
5364	Applied Interpersonal Relationships	CTE		2	
5364	Interpersonal Relationships	CTE	2		
5362	Child Development	CTE	1		
5360	Advanced Child Development	CTE	2		
5342	Applied Nutrition and Wellness	CTE		2	
5342	Nutrition and Wellness	CTE	1		
5340	Advanced Nutrition and Wellness	CTE	2		
5334	Applied Consumer Economics	CTE		1	
5334	Consumer Economics	CTE	1		
5330	Applied Adult Roles and Responsibilities	CTE		2	
5330	Adult Roles and Responsibilities	CTE	1		
5239	Career & Technical Education Pilot Course: (Insert title descriptive of course content)	CTE	12		
5237	CTSO Leadership Development in Action	CTE	6		
4540	Applied Personal Financial Responsibility	CTE		2	
4540	Personal Financial Responsibility	CTE	1		
530	Applied Career Exploration Internship	CTE WBL		4	
530	Career Exploration Internship	CTE WBL	6		
CTE: EDUCATION AND TRAINING
Number	Area and Course Title	Subject Area	Max Credits	Applied Units	Dual Credit
6140	Advanced Career & Technical Education, College Credit: Education and Training	EDUCATION AND TRAINING	12		X (PCL/CTE)
5976	Education and Training: Special Topics	EDUCATION AND TRAINING	12		X
7160	Principles of Early Childhood Education	EDUCATION AND TRAINING	2		X (PCL/CTE)
7158	Early Childhood Education Curriculum	EDUCATION AND TRAINING	2		X (PCL/CTE)
7159	Early Childhood Education Guidance	EDUCATION AND TRAINING	2		X (PCL/CTE)
7259	Early Childhood Education Capstone	EDUCATION AND TRAINING	6		X (PCL/CTE)
7161	Principles of Teaching	EDUCATION AND TRAINING	2		X (PCL/CTE)
7157	Child and Adolescent Development	EDUCATION AND TRAINING	2		X (PCL/CTE)
7162	Teaching and Learning	EDUCATION AND TRAINING	2		X (PCL/CTE)
7267	Education Professions Capstone	EDUCATION AND TRAINING	6		X (PCL/CTE)
CTE: HEALTH SCIENCES
Number	Area and Course Title	Subject Area	Max Credits	Applied Units	Dual Credit
6138	Advanced Career & Technical Education, College Credit: Health Science	HEALTH SCIENCE	12		X (PCL/CTE)
5286	Health Science Education II: Special Topics	HEALTH SCIENCE	6		X
5276	Anatomy and Physiology	HEALTH SCIENCE	2		X (PCL/CTE)

Number	Area and Course Title	Subject Area	Max Credits	Applied Units	Dual Credit
5272	Introduction to Health Science Careers	HEALTH SCIENCE	2		
5218	Principles of Biomedical Sciences	HEALTH SCIENCE	2		X
5216	Human Body Systems	HEALTH SCIENCE	2		X
5217	Medical Interventions	HEALTH SCIENCE	2		X
5219	Biomedical Innovations	HEALTH SCIENCE	2		X
7168	Principles of Healthcare	HEALTH SCIENCE	2		X (PCL/CTE)
5274	Medical Terminology	HEALTH SCIENCE	2		X (PCL/CTE)
7166	Healthcare Specialist: CNA	HEALTH SCIENCE	2		X (PCL/CTE)
7164	Certified Clinical Medical Assistant (CCMA)	HEALTH SCIENCE	2		X (PCL/CTE)
7165	Emergency Medical Tech	HEALTH SCIENCE	2		X (PCL/CTE)
7255	Healthcare Specialist Capstone	HEALTH SCIENCE	6		X (PCL/CTE)
7167	Pharmacy Tech	HEALTH SCIENCE	2		X (PCL/CTE)
7310	Pharmacy Capstone	HEALTH SCIENCE	2		X (PCL/CTE)
7163	Central Service Technician Fundamentals	HEALTH SCIENCE	2		X (PCL/CTE)
7257	Central Service Technician Capstone	HEALTH SCIENCE	6		X (PCL/CTE)
7315	Principles of Dental Careers	HEALTH SCIENCE	2		X (PCL/CTE)
7316	Dental Careers Fundamentals	HEALTH SCIENCE	2		X (PCL/CTE)
7317	Advanced Dental Careers	HEALTH SCIENCE	2		X (PCL/CTE)
7318	Dental Careers Capstone	HEALTH SCIENCE	6		X (PCL/CTE)
7320	Principles of Exercise Science	HEALTH SCIENCE	2		X
7321	Kinesiology	HEALTH SCIENCE	2		X
7322	Human Performance	HEALTH SCIENCE	2		X
7323	Physical Therapy Capstone	HEALTH SCIENCE	6		X
7324	Fitness Management Capstone	HEALTH SCIENCE	6		X
CTE: HOSPITALITY AND HUMAN SERVICES					
Number	Area and Course Title	Subject Area	Max Credits	Applied Units	Dual Credit
6152	Hospitality and Human Services: Special Topics	HOSPITALITY AND TOURISM	12		X
6120	Advanced Career & Technical Education, College Credit: Hospitality and Human Services	HOSPITALITY AND TOURISM	12		X (PCL/CTE)
5438	Introduction to Culinary Arts and Hospitality	HOSPITALITY AND TOURISM	2		
7173	Principles of Culinary and Hospitality	HOSPITALITY AND TOURISM	2		X (PCL/CTE)
7171	Nutrition	HOSPITALITY AND TOURISM	2		X (PCL/CTE)
7169	Culinary Arts	HOSPITALITY AND TOURISM	2		X (PCL/CTE)
7235	Pastry Capstone	HOSPITALITY AND TOURISM	6		X (PCL/CTE)
7233	Culinary Capstone	HOSPITALITY AND TOURISM	6		X (PCL/CTE)
7172	Hospitality Management	HOSPITALITY AND TOURISM	2		X (PCL/CTE)
7237	Hospitality Management Capstone	HOSPITALITY AND TOURISM	6		X (PCL/CTE)
7170	Nutrition Planning and Therapy	HOSPITALITY AND TOURISM	2		X (PCL/CTE)
7239	Nutrition Science Capstone	HOSPITALITY AND TOURISM	6		X (PCL/CTE)
7175	Introduction to Cosmetology and Barbering	HUMAN SERVICES	2		
7330	Principles of Barbering and Cosmetology	HUMAN SERVICES	2		X (PCL/CTE)
7331	Barbering and Cosmetology Fundamentals	HUMAN SERVICES	2		X (PCL/CTE)
7332	Advanced Cosmetology	HUMAN SERVICES	2		X (PCL/CTE)
7333	Advanced Barbering	HUMAN SERVICES	6		X
7334	Barbering and Cosmetology Capstone	HUMAN SERVICES	6		X (PCL/CTE)
7176	Principles of Human Services	HUMAN SERVICES	2		X (PCL/CTE)
7174	Understanding Diversity	HUMAN SERVICES	2		X (PCL/CTE)
7177	Relationships and Emotions	HUMAN SERVICES	2		X (PCL/CTE)
7241	Human Services Capstone	HUMAN SERVICES	6		X (PCL/CTE)

Number	Area and Course Title	Subject Area	Max Credits	Applied Units	Dual Credit
	CTE: INFORMATION TECHNOLOGY				
7396	Advanced Digital Skills Capstone	INFORMATION TECHNOLOGY	6		X (PCL/CTE)
6022	Advanced Career & Technical Education, College Credit: Information Technology	INFORMATION TECHNOLOGY	12		X (PCL/CTE)
4578	Information Technology: Special Topics	INFORMATION TECHNOLOGY	12		X
4528	Applied Digital Applications and Responsibility	INFORMATION TECHNOLOGY		4	
4528	Digital Applications and Responsibility	INFORMATION TECHNOLOGY	2		
7183	Principles of Computing	INFORMATION TECHNOLOGY	2		X (PCL/CTE)
7180	Information Technology Fundamentals	INFORMATION TECHNOLOGY	2		X (PCL/CTE)
7181	Networking and Cybersecurity Operations	INFORMATION TECHNOLOGY	2		X (PCL/CTE)
7249	IT Operations: Cybersecurity Operations Capstone	INFORMATION TECHNOLOGY	6		X (PCL/CTE)
7247	IT Operations: Cloud and Server Operations Capstone	INFORMATION TECHNOLOGY	6		X (PCL/CTE)
7245	IT Operations: IT Support Capstone	INFORMATION TECHNOLOGY	2		X (PCL/CTE)
7182	Networking Fundamentals	INFORMATION TECHNOLOGY	2		X (PCL/CTE)
7251	Networking Capstone	INFORMATION TECHNOLOGY	6		X (PCL/CTE)
7179	Cybersecurity Fundamentals	INFORMATION TECHNOLOGY	2		X (PCL/CTE)
7178	Advanced Cybersecurity	INFORMATION TECHNOLOGY	2		X (PCL/CTE)
7243	Cybersecurity Capstone	INFORMATION TECHNOLOGY	6		X (PCL/CTE)
7185	Website and Database Development	INFORMATION TECHNOLOGY	2		X (PCL/CTE)
7184	Software Development	INFORMATION TECHNOLOGY	2		X (PCL/CTE)
7253	Software Development Capstone	INFORMATION TECHNOLOGY	6		X (PCL/CTE)
7351	Topics in Computer Science	INFORMATION TECHNOLOGY	2		X (PCL/CTE)
7352	Computer Science	INFORMATION TECHNOLOGY	2		X (PCL/CTE)
7353	Computer Science Capstone	INFORMATION TECHNOLOGY	6		X (PCL/CTE)
	CTE: PUBLIC SAFETY				
7190	Introduction to Public Safety and First Responders	LAW AND PUBLIC SAFETY	2		
6154	Public Safety: Special Topics	LAW AND PUBLIC SAFETY	12		X
6136	Advanced Career & Technical Education, College Credit: Public Safety	LAW AND PUBLIC SAFETY	12		X (PCL/CTE)
7195	Principles of Fire and Rescue	LAW AND PUBLIC SAFETY	2		X (PCL/CTE)
7189	Fire Fighting Fundamentals	LAW AND PUBLIC SAFETY	2		X (PCL/CTE)
7186	Advanced Fire Fighting	LAW AND PUBLIC SAFETY	2		X (PCL/CTE)
7229	Fire and Rescue Capstone	LAW AND PUBLIC SAFETY	6		X (PCL/CTE)
7193	Principles of Criminal Justice	LAW AND PUBLIC SAFETY	2		X (PCL/CTE)
7191	Law Enforcement Fundamentals	LAW AND PUBLIC SAFETY	2		X (PCL/CTE)
7188	Corrections and Cultural Awareness	LAW AND PUBLIC SAFETY	2		X (PCL/CTE)
7231	Criminal Justice Capstone	LAW AND PUBLIC SAFETY	6		X (PCL/CTE)
7194	Principles of Paralegal Studies	LAW AND PUBLIC SAFETY	2		X (PCL/CTE)
7192	Paralegal Fundamentals	LAW AND PUBLIC SAFETY	2		X (PCL/CTE)
7187	Advanced Paralegal Studies	LAW AND PUBLIC SAFETY	2		X (PCL/CTE)
7227	Paralegal Studies Capstone	LAW AND PUBLIC SAFETY	6		X (PCL/CTE)
	CTE: STEM				
7199	Engineering Essentials	STEM	2		
6126	Advanced Career & Technical Education, College Credit: STEM	STEM	12		X (PCL/CTE)
5614	Introduction to the Energy Industry	STEM	2		X (PCL/CTE)
5252	Computer Science: Special Topics	STEM	12		X
4803	Introduction to Computer Science	STEM	2		
4800	Computers in Design & Production	STEM	2		
4794	Introduction to Design Processes	STEM	2		
4788	Engineering and Technology: Special Topics	STEM	12		X
4802	Introduction to Engineering Design	STEM	2		X (PCL/CTE)

Number	Area and Course Title	Subject Area	Max Credits	Applied Units	Dual Credit
5644	Principles of Engineering	STEM	2		X (PCL/CTE)
5518	Aerospace Engineering	STEM	2		X (PCL/CTE)
5650	Civil Engineering and Architecture	STEM	2		X (PCL/CTE)
5534	Computer Integrated Manufacturing	STEM	2		X (PCL/CTE)
5538	Digital Electronics	STEM	2		X (PCL/CTE)
4818	Environmental Sustainability	STEM	2		X (PCL/CTE)
5698	Engineering Design and Development	STEM	6		X (PCL/CTE)
7196	Mechanical and Architectural Design	STEM	2		X (PCL/CTE)
7202	Manufacturing Principles and Design	STEM	2		X (PCL/CTE)
7223	Mechanical Design Capstone	STEM	6		X (PCL/CTE)
7197	BIM Architecture	STEM	2		X (PCL/CTE)
7225	Architectural Design Capstone	STEM	6		X (PCL/CTE)
7340	Principles of Biotechnology	STEM	2		X (PCL/CTE)
7341	Biotech Manufacturing	STEM	2		X (PCL/CTE)
7342	Biotech Regulatory Affairs	STEM	2		X (PCL/CTE)
7343	Advanced Biotech Manufacturing	STEM	2		X (PCL/CTE)
7344	Biotechnology Capstone	STEM	2		X (PCL/CTE)
7361	Electronic Fundamentals	STEM	2		X (PCL/CTE)
7362	Electronics and Computer Technology Capstone	STEM	6		X (PCL/CTE)
7203	Principles of Energy Technology	STEM	2		X (PCL/CTE)
7200	Fundamentals of Electricity and Motors	STEM	2		X (PCL/CTE)
7198	Electrical Power Distribution	STEM	2		X (PCL/CTE)
7268	Electrical Line Capstone	STEM	6		X (PCL/CTE)
7269	Industrial Wind Capstone	STEM	6		X (PCL/CTE)
7266	Natural Gas Capstone	STEM	6		X (PCL/CTE)
7365	Renewable Energy Alternatives	STEM	6		X (PCL/CTE)
7381	Principles of Public Water Systems	STEM	2		X
7382	Water Systems Fundamentals	STEM	2		X
7383	Advanced Water Systems	STEM	2		X
7384	Water Systems Capstone	STEM	2		X
CTE: TRANSPORTATION					
Number	Area and Course Title	Subject Area	Max Credits	Applied Units	Dual Credit
6156	Transportation: Special Topics	TRANSPORTATION	12		X
4798	Introduction to Transportation	TRANSPORTATION	2		
6128	Advanced Career & Technical Education, College Credit: Transportation	TRANSPORTATION	12		X (PCL/CTE)
7213	Principles of Automotive Services	TRANSPORTATION	2		X (PCL/CTE)
7205	Brake Systems	TRANSPORTATION	2		X (PCL/CTE)
7212	Steering and Suspensions	TRANSPORTATION	2		X (PCL/CTE)
7375	Automotive Service Capstone	TRANSPORTATION	6		X (PCL/CTE)
7215	Principles of Collision Repair	TRANSPORTATION	2		X (PCL/CTE)
7204	Automotive Body Repair	TRANSPORTATION	2		X (PCL/CTE)
7206	Plastic Body Repair and Paint Fundamentals	TRANSPORTATION	2		X (PCL/CTE)
7380	Collision Repair Capstone	TRANSPORTATION	6		X (PCL/CTE)
7216	Principles of Diesel Technology	TRANSPORTATION	2		X (PCL/CTE)
7210	Diesel Steering and Brakes	TRANSPORTATION	2		X (PCL/CTE)
7211	Diesel Transmissions	TRANSPORTATION	2		X (PCL/CTE)
7221	Diesel Services Capstone	TRANSPORTATION	6		X (PCL/CTE)
7386	Principles of Transportation and Logistics	TRANSPORTATION	2		X (PCL/CTE)
7387	Commercial Drivers Opertions Fundamentals	TRANSPORTATION	2		X (PCL/CTE)
7388	Advanced Commercial Drivers Operations	TRANSPORTATION	2		X (PCL/CTE)
5622	Tractor/Trailer Operation	TRANSPORTATION	6		X (PCL/CTE)
7214	Principles of Aviation Management	TRANSPORTATION	2		X (PCL/CTE)

7217	Private Pilot Theory	TRANSPORTATION	2		X (PCL/CTE)
7207	Aviation Safety and Operations	TRANSPORTATION	2		X (PCL/CTE)
7385	Aviation Management Capstone	TRANSPORTATION	6		X (PCL/CTE)
PART II - PERKINS COURSES					
5608	Advanced Manufacturing I	ADVANCED MANUFACTURING	2		X (PCL/CTE)
5606	Advanced Manufacturing II	ADVANCED MANUFACTURING	2		X (PCL/CTE)
5610	Industrial Automation and Robotics I	ADVANCED MANUFACTURING	2		X (PCL/CTE)
5612	Industrial Automation and Robotics II	ADVANCED MANUFACTURING	2		X (PCL/CTE)
5686	Industrial Technical Maintenance I	ADVANCED MANUFACTURING	2		X (PCL/CTE)
5688	Industrial Technical Maintenance II	ADVANCED MANUFACTURING	2		X (PCL/CTE)
5782	Precision Machining I	ADVANCED MANUFACTURING	2		X (PCL/CTE)
5784	Precision Machining II	ADVANCED MANUFACTURING	2		X (PCL/CTE)
5776	Welding Technology I	ADVANCED MANUFACTURING	2		X (PCL/CTE)
5778	Welding Technology II	ADVANCED MANUFACTURING	2		X (PCL/CTE)
5002	Agribusiness Management	AGRICULTURE	2		X (PCL/CTE)
5136	Landscape Management I	AGRICULTURE	2		X (PCL/CTE)
5137	Landscape Management II	AGRICULTURE	2		X (PCL/CTE)
5211	Veterinary Careers I	AGRICULTURE	2		X
5212	Veterinary Careers II	AGRICULTURE	2		X
5593	Building and Facilities Maintenance I	ARCHITECTURE AND CONSTRUCTION	2		X
5594	Building and Facilities Maintenance II	ARCHITECTURE AND CONSTRUCTION	2		X
5592	Building and Facilities Management I	ARCHITECTURE AND CONSTRUCTION	2		X
5595	Building Facilities and Management II	ARCHITECTURE AND CONSTRUCTION	2		X
5580	Construction Trades I	ARCHITECTURE AND CONSTRUCTION	2		X (PCL/CTE)
5578	Construction Trades II	ARCHITECTURE AND CONSTRUCTION	2		X (PCL/CTE)
4830	Construction Trades: Electrical I	ARCHITECTURE AND CONSTRUCTION	2		X (PCL/CTE)
4832	Construction Trades: Electrical II	ARCHITECTURE AND CONSTRUCTION	2		X (PCL/CTE)
5497	Construction Trades: Heavy Equipment I	ARCHITECTURE AND CONSTRUCTION	2		X
5495	Construction Trades: Heavy Equipment II	ARCHITECTURE AND CONSTRUCTION	2		X
5496	Construction Trades: HVAC I	ARCHITECTURE AND CONSTRUCTION	2		X (PCL/CTE)
5498	Construction Trades: HVAC II	ARCHITECTURE AND CONSTRUCTION	2		X (PCL/CTE)
5352	Housing and Interior Design Careers I	ARCHITECTURE AND CONSTRUCTION	2		X (PCL/CTE)
5460	Housing and Interior Design Careers II	ARCHITECTURE AND CONSTRUCTION	2		X (PCL/CTE)
5530	3D Computer Animation and Visualization	ARTS, AV TECH AND COMM	2		X (PCL/CTE)
5232	Applied Interactive Media	ARTS, AV TECH AND COMM		12	
5570	Commercial Photography	ARTS, AV TECH AND COMM	2		X (PCL/CTE)
4516	Computer Illustration and Graphics	ARTS, AV TECH AND COMM	2		X (PCL/CTE)
5420	Fashion & Textiles Careers I	ARTS, AV TECH AND COMM	2		X (PCL/CTE)
5421	Fashion & Textiles Careers II	ARTS, AV TECH AND COMM	2		X (PCL/CTE)
5572	Graphic Imaging Technology	ARTS, AV TECH AND COMM	2		X (PCL/CTE)
5232	Interactive Media	ARTS, AV TECH AND COMM	2		X (PCL/CTE)
5986	Radio and Television I	ARTS, AV TECH AND COMM	2		X (PCL/CTE)
5992	Radio and Television II	ARTS, AV TECH AND COMM	2		X (PCL/CTE)
5268	Administrative and Office Management	BUSINESS MANAGEMENT, MARKETING AND FINANCE	2		X (PCL/CTE)
5258	Banking and Investment Capstone	BUSINESS MANAGEMENT, MARKETING AND FINANCE	2		X (PCL/CTE)
4560	Business Law and Ethics	BUSINESS MANAGEMENT, MARKETING AND FINANCE	2		X (PCL/CTE)
4558	Global Economics	BUSINESS MANAGEMENT, MARKETING AND FINANCE	1		X (PCL/CTE)
5982	Marketing in Hospitality and Tourism	BUSINESS MANAGEMENT, MARKETING AND FINANCE	2		X
5962	Merchandising	BUSINESS MANAGEMENT, MARKETING AND FINANCE	2		X
5984	Sports and Entertainment Marketing	BUSINESS MANAGEMENT, MARKETING AND FINANCE	2		X
5601	Supply Chain Management and Logistics	BUSINESS MANAGEMENT, MARKETING AND FINANCE	2		X (PCL/CTE)
5602	Warehouse Operations and Materials Handling	BUSINESS MANAGEMENT, MARKETING AND FINANCE	2		X (PCL/CTE)

5412	Early Childhood Education I	EDUCATION AND TRAINING	2		X (PCL/CTE)
5406	Early Childhood Education II	EDUCATION AND TRAINING	2		X (PCL/CTE)
5408	Education Professions I	EDUCATION AND TRAINING	2		X (PCL/CTE)
5404	Education Professions II	EDUCATION AND TRAINING	2		X (PCL/CTE)
5203	Dental Careers I	HEALTH SCIENCE	2		X
5204	Dental Careers II	HEALTH SCIENCE	2		X
5282	Health Science Education I	HEALTH SCIENCE	2		X (PCL/CTE)
5290	Health Science Education II: Athletic Training	HEALTH SCIENCE	2		X (PCL/CTE)
5288	Health Science Education II: Medical Forensics	HEALTH SCIENCE	2		X (PCL/CTE)
5284	Health Science Education II: Nursing	HEALTH SCIENCE	2		X (PCL/CTE)
5214	Health Science Education II: Pharmacy	HEALTH SCIENCE	2		X (PCL/CTE)
5215	Health Science Education II: Physical Therapy	HEALTH SCIENCE	2		X (PCL/CTE)
5344	Biochemistry of Foods	HOSPITALITY AND TOURISM	2		
5440	Culinary Arts and Hospitality I	HOSPITALITY AND TOURISM	2		X (PCL/CTE)
5346	Culinary Arts and Hospitality II: Culinary Arts	HOSPITALITY AND TOURISM	2		X (PCL/CTE)
5458	Culinary Arts and Hospitality II: Hospitality Management	HOSPITALITY AND TOURISM	2		X (PCL/CTE)
5456	Nutrition Science Careers I	HOSPITALITY AND TOURISM	2		X (PCL/CTE)
5457	Nutrition Science Careers II	HOSPITALITY AND TOURISM	2		X (PCL/CTE)
5802	Cosmetology I	HUMAN SERVICES	2		X (PCL/CTE)
5806	Cosmetology II	HUMAN SERVICES	2		X (PCL/CTE)
5336	Human and Social Services I	HUMAN SERVICES	2		X (PCL/CTE)
5462	Human and Social Services II	HUMAN SERVICES	2		X (PCL/CTE)
5230	Information Technology Support I	INFORMATION TECHNOLOGY	2		X (PCL/CTE)
5231	Information Technology Support II	INFORMATION TECHNOLOGY	2		X (PCL/CTE)
5234	Networking I	INFORMATION TECHNOLOGY	2		X (PCL/CTE)
5245	Networking II: Cybersecurity Capstone	INFORMATION TECHNOLOGY	2		X (PCL/CTE)
4588	Networking II: Infrastructure	INFORMATION TECHNOLOGY	2		X (PCL/CTE)
5257	Networking II: Servers	INFORMATION TECHNOLOGY	2		X (PCL/CTE)
4574	Web Design	INFORMATION TECHNOLOGY	2		X (PCL/CTE)
5822	Criminal Justice I	LAW AND PUBLIC SAFETY	2		X (PCL/CTE)
5824	Criminal Justice II	LAW AND PUBLIC SAFETY	2		X (PCL/CTE)
5210	Emergency Medical Services	LAW AND PUBLIC SAFETY	2		X (PCL/CTE)
5820	Fire and Rescue I	LAW AND PUBLIC SAFETY	2		X (PCL/CTE)
5826	Fire and Rescue II	LAW AND PUBLIC SAFETY	2		X (PCL/CTE)
5640	Architectural Drafting and Design I	STEM	2		X (PCL/CTE)
5652	Architectural Drafting and Design II	STEM	2		X (PCL/CTE)
4801	Computer Science I	STEM	2		X (PCL/CTE)
5236	Computer Science II	STEM	2		X (PCL/CTE)
5253	Computer Science III: Cybersecurity Capstone	STEM	2		X (PCL/CTE)
5250	Computer Science III: Databases	STEM	2		X (PCL/CTE)
5251	Computer Science III: Informatics	STEM	2		X (PCL/CTE)
5249	Computer Science III: Software Development Capstone	STEM	2		X (PCL/CTE)
5684	Electronics and Computer Technology I	STEM	2		X (PCL/CTE)
5694	Electronics and Computer Technology II	STEM	2		X (PCL/CTE)
5616	Energy Industry I	STEM	2		X (PCL/CTE)
5618	Energy Industry II	STEM	2		X (PCL/CTE)
4836	Mechanical Drafting and Design I	STEM	2		X (PCL/CTE)
4838	Mechanical Drafting and Design II	STEM	2		X (PCL/CTE)
5514	Automotive Collision Repair I	TRANSPORTATION	2		X (PCL/CTE)
5544	Automotive Collision Repair II	TRANSPORTATION	2		X (PCL/CTE)
5510	Automotive Services Technology I	TRANSPORTATION	2		X (PCL/CTE)
5546	Automotive Services Technology II	TRANSPORTATION	2		X (PCL/CTE)

5524	Aviation Flight	TRANSPORTATION	2		X (PCL/CTE)
5520	Aviation Maintenance I	TRANSPORTATION	2		X (PCL/CTE)
5522	Aviation Maintenance II	TRANSPORTATION	2		X (PCL/CTE)
5528	Aviation Operations	TRANSPORTATION	2		X (PCL/CTE)
7208	Aviation Sheet Metal I	TRANSPORTATION	2		X (PCL/CTE)
7209	Aviation Sheet Metal II	TRANSPORTATION	2		X (PCL/CTE)
5620	Diesel Service Technology I	TRANSPORTATION	2		X (PCL/CTE)
5624	Diesel Service Technology II	TRANSPORTATION	2		X (PCL/CTE)
5842	Recreational and Mobile Equipment I	TRANSPORTATION	2		X (PCL/CTE)
5844	Recreational and Mobile Equipment II	TRANSPORTATION	2		X (PCL/CTE)

*Dual Credit

*X: Any course marked with an X (including those described below) in the Dual Credit column has been approved to count for dual credit reporting for A-F Accountability. The student must be enrolled in a college course and earn transcripted college credits. For the Technical Honors Diploma, dual credits must come from a state-approved Career and Technical Education Pathway.

*X-PCL-LA: As used in this table, courses marked X (PCL/LA) in the Dual Credit column are in the subset of courses found in the Core Transfer Library (CTL) that have been approved by the Indiana Commission for Higher Education (ICHE) to be included on the Priority Course List/Liberal Arts , as of August 2013. If the high school has a formal agreement with a college to award dual credit for these courses, students may earn both high school credits and transcripted college credits as specified in the dual credit agreement. Per Indiana legislation, the college can charge high school students no more than $25 per college credit and the college receives funding as part of the ICHE's Dual Credit biennium budget recommendation.

*X-PCL-CTE: As used in this table, courses marked X (PCL/CTE) are those Career and Technical Education (CTE) courses on the state approved Priority Course List/Career and Technical Education and for which credit applies to undergraduate degree programs. If the high school has a formal agreement with a college to award dual credit for these courses, students may earn both high school credits and transcripted college credits as specified in the dual credit agreement. Per Indiana legislation, the college can charge high school students no more than $25 per college credit and the college receives funding as part of the ICHE's Dual Credit biennium budget recommendation.

Elementary and Middle School Course Titles and Descriptions

INDIANA
DEPARTMENT *of*
EDUCATION

Introduction

The Indiana Department of Education (IDOE) approved the 2023-2024 Elementary and Middle School Course Titles and Descriptions. These subject descriptions provide brief overviews of the content available for elementary and middle school subject areas. These descriptions are intended to assist schools in communicating, in a broad context, the content and Indiana Academic Standards for approved courses.

The codes associated with each subject/course must be used when reporting subjects on required IDOE documents. Instructional decisions related to curriculum selection and development, implementation, and assessment are the responsibility of local school corporations. Indiana schools may explore, develop, and implement activities and programs that go beyond these descriptions as they strive to prepare their students for college and career readiness. In such situations, the Indiana State Board of Education (SBOE), Public Law 221 School Improvement Plan, and IDOE provide protocols for the approval of well-planned, non-standard programs and subjects. The process for school corporations to apply for a non-standard course waiver may be accessed here. Information regarding teacher licensing requirements may be found here.

Please contact IDOE's Office of Teaching and Learning with any questions, suggestions, or comments regarding this resource.

Table of Contents

Elementary Curriculum Requirements

Elementary 511 IAC 6.1-5-2.6
Authority: IC 20-19-2-8; IC 20-31-4-17
Affected: IC 20-30-5-14; IC 20-31-3; IC 20-31-4-1
Sec. 2.6.
 (a) The elementary curriculum:
(1) utilizes the reading framework adopted by the state board of education in 2011;
(2) includes:
  (A) a balance of learning experiences in the academic areas in subsection (b);
  (B) in grades 1 through 5, career awareness models to introduce students to work values and basic employment concepts as required by IC 20-30-5-14;
  (C) in grade six, initial career information models that focus on career choices as they relate to student interest and skills as required by IC 20-30-5-14; and
  (D) exploratory activities; consistent with the academic standards developed under IC 20-31-3 and the general principles in section 0.6 of this rule;
(3) develops students' ability to apply subject matter skills to solve personal, school, and community problems;
(4) is appropriate to research-identified developmental characteristics of learners;
(5) prepares students to succeed in the Core 40 high school curriculum;
(6) integrates appropriate technology as described in Indiana's Academic Standards;
(7) includes practical experiences through which students:
  (A) begin to recognize technological systems and processes;
  (B) learn to use technology to solve problems related to home, school, community, and workplace; and
  (C) develop skills useful in performing individual and family responsibilities;
(8) is provided in a culture that fosters collaboration of teachers and other school personnel across subject areas, through techniques such as teaming or professional learning communities;
(9) is enriched through the integration of community service-learning activities that apply curriculum-based knowledge in experiential settings;
(10) integrates global educational experiences that provide for the study of other societies and world issues; and
(11) prepares students for success in middle school.
  (b) The elementary curriculum develops students' knowledge and skills based on the academic standards in the following:
(1) English language arts.
(2) Mathematics.
(3) Social studies and citizenship.
(4) Science.
(5) Visual arts and music.
(6) Health and wellness.
(7) Physical education, adapted as necessary.
  (c) Through elective enrichment, the elementary curriculum develops students' knowledge and skills based on the academic standards in the following:
(1) Theater and dance.
(2) World languages.
 (d) A school is not required to utilize the reading framework under subsection (a)(1) if:
  (1) the state board determines that the school falls within one (1) of the top two (2) performance categories under 511 IAC 6.2-6-5; and

(2) ninety percent (90%) of students pass the IREAD-3 assessment during the school year immediately preceding the utilization of the framework. This subdivision is not required for an exception under this subsection for the 2011-2012 school year.
511 Ind. Admin. Code 6.1-5-2.6
Indiana State Board of Education; 511 IAC 6.1-5-2.6; filed Dec 21, 2010, 10:13 a.m.: 20110119-IR-511090382FRA; filed Mar 25, 2011, 10:26 a.m.: 20110420-IR-511100635FRA; readopted filed Dec 2, 2013, 3:26 p.m.: 20140101-IR-511130419RFA

Middle School Curriculum Requirements

Middle Level 511 IAC 6.1-5-3.6
Authority: IC 20-19-2-8; IC 20-31-4-17
Affected: IC 20-30-5-14; IC 20-31-3; IC 20-31-4-1
Sec. 3.6.
 (a) In grades seven and eight, and grade six when it is included in the middle school, the middle level curriculum:
(1) includes:
    (A) a balance of learning experiences in the academic areas in subsection (b);
    (B) initial career information models initial career information models that focus on career choices as they relate to student interest and skills as required by IC 20-30-5-14; and
    (C) exploratory activities; consistent with the academic standards developed under IC 20- 31-3 and the general principles in section 0.5 of this rule;
  (2) develops students' ability to apply subject matter skills to solve personal, school, and community problems;
(3) is appropriate to research-identified developmental characteristics of young adolescents;
    (4) prepares students to succeed in the Core 40 high school curriculum;
(5) integrates appropriate technology as described in Indiana's Academic Standards;
  (6) provides students with opportunities with a licensed teacher, counselor, or administrator that build knowledge and skills for academic, career, and citizenship development;
  (7) is provided in a culture that fosters collaboration of teachers and other school personnel across subject areas, through techniques such as teaming or professional learning communities;
  (8) is enriched through the integration of community service-learning activities that apply curriculum-based knowledge in experiential settings;
  (9) integrates global educational experiences that provide for the study of other societies and world issues; and
  (10) prepares students for success in high school.
 (b) The middle level curriculum develops students' knowledge and skills based on the academic standards in the following:
(1) English language arts.
(2) Mathematics.
(3) Social studies and citizenship.
(4) Science.
(5) Visual arts and music.
(6) Career and technical education in a minimum of two (2) of the following curricular areas:
    (A) Agricultural science and agribusiness.
    (B) Business.

(C) Family and consumer sciences.
(D) Technology education.
(7) Health and wellness.
(8) Physical education.
 (c) Through elective enrichment, the middle level curriculum develops students' knowledge and skills based on the academic standards in the following:
(1) Theater and dance.
(2) World languages.
511 IAC 6.1-5-3.6
511 Ind. Admin. Code 6.1-5-3.6
Indiana State Board of Education; 511 IAC 6.1-5-3.6; filed Dec 21, 2010, 10:13 a.m.: 20110119-IR-511090382FRA; readopted filed Dec 2, 2013, 3:26 p.m.: 20140101-IR-511130419RFA

Please note these other important details:

1. Middle level (grades six through eight) subjects with grade specific subject descriptions are to be taught in the specified grade. Subjects that are defined by grade clusters can be taught in each grade or can be taught in one or more grades.

2. The Indiana State Board of Education (SBOE) does not restrict high school credit to courses completed in grades nine through 12. Schools may elect to award high school credit to students who complete high school courses before entering grade nine if the course is equivalent to its high school counterpart. Local policies and procedures should be developed to govern credit for high school courses taught before grade nine. Multiple credits may not be awarded for the same course unless the high school course description permits multiple credits to be awarded. Guidance for implementing credit-bearing courses in the middle levels may be found here.

3. IC 20-30-5-23 requires that, after June 30, 2021, all public schools include computer science in the curriculum for students in kindergarten through grade 12. This involves standards-based instruction for all students in kindergarten through grade 8. Contact Jake Koressel if you need assistance meeting this requirement.

4. **New courses** added to the course titles and descriptions include K-8 Religion and the Grade Six Civics course.

English/Language Arts

0420.0K Language Arts
Kindergarten

Language Arts kindergarten, based on Indiana Academic Standards for English/Language Arts, is integrated instruction emphasizing writing, speaking and listening in interest and age-appropriate content. Students experience using language to interact with others. Using art, music, movement, drama, oral language, beginning reading, and beginning writing, students respond to classic and contemporary literature. Students discuss ideas and tell stories for someone to write down, and they begin to write for other readers. Students begin to learn the rules of Standard English and more about communicating with others. Students listen to stories read aloud and draw or write independently for meaning.

0420.01 Language Arts
Grade One

Language Arts, grade one, based on Indiana Academic Standards for English/Language Arts, is integrated instruction emphasizing writing, speaking and listening in interest and age-appropriate content. Students become more independent language users and writers. Using oral language, reading, writing, art, music, movement, and drama, students respond to classic and contemporary literature. Students begin to make simple oral, multimedia presentations. Students begin to write compositions and other original works. Students begin to use Standard English in their oral and written communication. Students recite poems, rhymes, and songs, and they tell their own stories. Students listen to stories read aloud and write or draw independently for meaning.

0420.02 Language Arts
Grade Two

Language Arts, grade two, based on Indiana Academic Standards for English/Language Arts, is integrated instruction emphasizing writing, speaking and listening in interest and age-appropriate content. Students develop additional skills in language use and writing. Using discussion, art, music, movement, and drama, students respond to classic and contemporary literature. Students deliver brief oral, multimedia presentations. Students learn to use the conventions of Standard English and a writing process to write clear sentences and paragraphs that develop a central idea. Students tell stories and perform plays. Students listen to stories read aloud and write independently for meaning.

0420.03 Language Arts
Grade Three

Language Arts, grade three, based on Indiana Academic Standards for English/Language Arts, is integrated instruction emphasizing writing, speaking and listening in interest and age-appropriate content. Students build upon language skills and strategies they learned in earlier grades. Using discussion, reading, writing, art, music, movement, and drama, students respond to classic and contemporary literature. Students deliver brief oral, multimedia presentations, and they participate in classroom or group language arts experiences. The writing process is used during compositions to write clear sentences and paragraphs that demonstrate an awareness of audience and purpose. Students tell stories and perform plays. Students listen to stories read aloud and write independently for meaning.

0420.04 Language Arts
Grade Four

Language Arts, grade four, based on Indiana Academic Standards for English/Language Arts, is integrated instruction emphasizing writing, speaking and listening in interest and age-appropriate content. Students continue to build their vocabulary for reading and writing. Using discussion, reading, writing, art, music, movement, and drama, students respond to classic and contemporary literature. Students deliver oral summaries of articles and books that they have read. The writing process is used during composition development. Students write multiple-paragraph narrative, descriptive, and persuasive compositions that begin to use quotations or dialogue to capture their readers' attention. Students use the conventions of Standard English in their written communications. Students listen to stories read aloud and write independently for meaning.

0420.05 Language Arts
Grade Five

Language Arts, grade five, based on Indiana Academic Standards for English/Language Arts, is integrated instruction emphasizing writing, speaking and listening in interest and age-appropriate content. Students increase their vocabularies, including those that convey ideas and images, for reading and writing. Using discussion, reading, writing, art, music, movement, and drama, students respond to classic and contemporary literature. Students deliver oral responses to literature that demonstrate an understanding of ideas or images communicated by what they have read. The writing process is used during composition development. Students write multiple-paragraph compositions for different purposes and audiences, revising their writing as appropriate. Students use transitions to connect ideas when they write, and they use the conventions of Standard English in their written communications. Students listen to stories read aloud and write independently for meaning.

0420.06 Language Arts
Grade Six

Language Arts, grade six, 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. Students apply skills they learned in earlier grades to make sense of longer, more challenging text. Students interpret figurative language and words with multiple meanings. Students examine an author's choice of words and logic of statements in nonfiction works. Students critique the believability of characters and plots in fiction works. Students begin to read autobiographies. Students read and respond to fiction selections, such as classic and contemporary literature, historical fiction, fantasy or science fiction, mystery or adventure, folklore or mythology, poetry, short stories, and dramas, and nonfiction selections, such as subject area books, biographies, magazines and newspapers, various reference or technical materials, and online information. Students self-select books of interest and read independently for enjoyment. Students apply language skills and strategies they learned in earlier grades. Using oral discussion, reading, writing, art, music, movement, and drama, students respond to fiction, nonfiction, and informational selections or reality-based experiences, multimedia presentations, and classroom or group experiences. Students apply their research skills by writing or delivering reports that demonstrate the distinction between their own ideas and the ideas of others. Students use simple, compound, and complex sentences to express their thoughts. Students deliver oral presentations on problems and solutions and show evidence to support their views. Students also listen to literature read aloud and write independently for enjoyment.

0420.07 Language Arts
Grade Seven

Language Arts, grade seven, based on Indiana's Academic Standards for English/Language Art, is integrated instruction emphasizing reading, writing, speaking, listening, and media interest and age-appropriate content. Students develop advanced skills and strategies in reading. Students understand comparisons, such as analogies and metaphors, and they begin to use their knowledge of roots and word parts to understand science, social studies, and mathematics vocabulary. Students begin to read reviews, as well as critiques of both informational and literary writing. Students read and respond to fiction selections, such as classic and contemporary literature, historical fiction, fantasy or science fiction, mystery or adventure, folklore or mythology, poetry, short stories, and dramas, and nonfiction selections, such as subject area books, biographies or autobiographies, magazines and newspapers, various reference or technical materials, and online information. Students self-select books of interest and read independently for enjoyment. Students develop advanced skills and strategies in language. Using oral discussion, reading, writing, art, music, movement, and drama, students respond to fiction, nonfiction, and informational selections or reality-based experiences, multimedia presentations, and classroom or group experiences. Students write or deliver longer research reports that take a position on a topic, and they support their positions by citing a variety of sources. Students use a variety of sentence structures and modifiers to express their thoughts. Students deliver argumentative presentations that state a clear position in support of an argument or proposal. Students also listen to literature read aloud and write independently for enjoyment.

0420.08 Language Arts
Grade Eight

Language Arts, grade eight, 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. Students begin to study the history and development of English vocabulary. Students begin to compare different types of writing as well as different perspectives on similar topics or themes. Students evaluate the logic of informational texts and analyze how literature reflects the backgrounds, attitudes, and beliefs of the authors. Students read and respond to fiction selections, such as classic and contemporary literature, historical fiction, fantasy or science fiction, mystery or adventure, folklore or mythology, poetry, short stories, and dramas, and nonfiction selections, such as subject area books, biographies or autobiographies, magazines and newspapers, various reference or technical materials, and online information. Students self-select books of interest and read independently for enjoyment. Students get ready for the language challenges of high school materials. Using oral discussion, reading, writing, art, music, movement, and drama, students respond to fiction, nonfiction, and informational selections or reality- based experiences, multimedia presentations, and classroom or group experiences. Students not only write or deliver research reports but also conduct their own research. Students use subordination, coordination, noun phrases and other devices of English language conventions to indicate clearly the relationship between ideas. Students deliver a variety of types of presentations and effectively respond to questions and concerns from the audience. Students also listen to literature read aloud and write independently for enjoyment.

0428.68 Language Arts Lab
Grades Six-Eight

Language Arts Lab is supplemental to language arts to provide students with individualized or small group instruction designed to support success in completing language arts studies aligned with Indiana's Academic Standards for English/Language Arts in grades six through eight

- Recommended Grade Level: grades six through eight
- For students who need additional support in all the language arts areas (reading, writing, speaking, and listening)
- Note: This may also be used for students who need Tier 2 and 3 interventions in English/language arts.

0480.0K Reading and Literature
Kindergarten

Reading and Literature, kindergarten, based Indiana Academic Standards for English/Language Arts, is integrated instruction emphasizing reading in interest and age-appropriate content. Students develop reading competencies as they receive instruction founded on scientifically-based reading research with a focus on phonemic awareness, phonics, and developmentally appropriate strategies for fluency, vocabulary, and comprehension. Students show an interest in books and experience the enjoyment of reading through stories read aloud. Students retell familiar stories and talk about stories that someone read to them. Students learn about the alphabet, sounds, words, and how to apply what they have learned by matching words to beginning and ending sounds, blending sounds into words, rhyming words, and reading simple sentences. Students listen and respond to picture books and general fiction, nursery rhymes or songs, folktales, plays, alphabet books, nonfiction picture books (science, social studies, mathematics, and other subjects), beginner's dictionaries, and online information.

0480.01 Reading and Literature
Grade One

Reading and Literature, grade one, based on Indiana Academic Standards for English/Language Arts, is integrated instruction emphasizing reading interest and age-appropriate content. Students develop reading competencies as they receive instruction founded on scientifically-based reading research with a focus on phonemic awareness, phonics, fluency, vocabulary, and comprehension. Students become more independent readers. Students recognize letter sounds (phonemic awareness), see letter patterns, and identify the basic features of words and the use of phonics. Students sound out more complex vocabulary and comprehend the meaning of those words. Students begin to read fluently, orally, and silently. Students read or listen to and then respond to classic and contemporary picture books or general fiction, folktales, poetry or songs, plays, nonfiction books (science, social studies, mathematics, and other subjects), children's magazines or periodicals, beginner's dictionaries, and online information. Students discuss what they have read, talking about main ideas, characters, plot, and setting. Students listen to books read aloud and show an interest in or read books independently for enjoyment.

0480.02 Reading and Literature
Grade Two

Reading and Literature, grade two, based on Indiana Academic Standards for English/Language Arts, is integrated instruction emphasizing reading in interest and age-appropriate content. Students develop reading competencies as they receive instruction founded on scientifically-based

reading research with a focus on phonemic awareness, phonics, fluency, vocabulary, and comprehension. Students gain more skills in reading. Students apply knowledge of sounds that are made by different letters, and they utilize decoding strategies while they learn new concepts, such as prefixes and suffixes, that help them understand the meaning of new vocabulary. Students read fluently. Students identify and discuss main ideas, characters, plot, setting, and theme. Students ask and respond to questions, make predictions and compare information in order to comprehend what they read. Students read or listen to and then respond to classic and contemporary fiction, poetry or songs, folktales, plays, nonfiction books (science, social studies, mathematics, and other subjects), children's magazines or periodicals, reference (dictionary, thesaurus, atlas) or technical materials, and online information. Students read books independently for enjoyment.

0480.03 Reading and Literature
Grade Three

Reading and Literature, grade three, based on Indiana Academic Standards for English/Language Arts, is integrated instruction emphasizing reading in interesting and age-appropriate content. Students develop reading competencies as they receive instruction founded on scientifically-based reading research with a focus on phonics, fluency, vocabulary, and comprehension. Students move from decoding words to learning more about what words mean. Students learn longer and more difficult words that express abstract ideas. Students also start thinking more about what they read. Students identify and discuss main ideas, characters, plot, setting, theme, and problem solution wording. Students begin to recognize the structural features used in textbooks. Students read fluently with expression and without stopping to figure out what each word means. Students read or listen to and then respond to fiction selections, such as classic and contemporary literature, historical fiction, fantasy or science fiction, folklore or mythology, poetry or songs, and plays, and nonfiction selections, such as subject-area books, biographies, children's magazines or periodicals, various reference (dictionary, thesaurus, atlas, encyclopedia) and technical materials, and online information. Students self-select books and read independently for enjoyment.

0480.04 Reading and Literature
Grade Four

Reading and Literature, grade four, based on Indiana Academic Standards for English/Language Arts, is integrated instruction emphasizing reading in interesting and age-appropriate content. Students develop reading competencies as they receive instruction founded on scientifically-based reading research with a focus on fluency, vocabulary, and comprehension. Students continue to build their vocabularies, adding prefixes and suffixes to create new words. Students learn variations on word meanings (synonyms, antonyms, idioms, and words with more than one meaning). Students continue to build their reading comprehension strategies. Students recognize key features of textbooks and begin to use a thesaurus to find related words and ideas. Students read or listen to and then respond to fiction selections, such as classic and contemporary literature, historical fiction, fantasy or science fiction, folklore or mythology, poetry, and plays, and nonfiction selections, such as subject-area books, biographies, children's magazines or periodicals, various reference and technical materials, and online information. Students self-select books and read independently for enjoyment.

0480.05 Reading and Literature
Grade Five

Reading and Literature, grade five, based Indiana Academic Standards for English/Language Arts, is integrated instruction emphasizing interesting and age-appropriate content. Students develop reading competencies as they receive instruction founded on scientifically-based reading research with a focus on fluency, vocabulary, and comprehension. Students increase their vocabulary and their ability to understand and explain words, including those that convey ideas and images. Students use word origins to determine the meaning of unknown words or phrases. Students increase their use of complex reading comprehension strategies. Students begin to do literary criticism by evaluating what they read and locating evidence to support what they say. Students read and respond to fiction selections, such as classic and contemporary literature, historical fiction, fantasy or science fiction, folklore or mythology, poetry, and plays, and nonfiction selections, such as subject-area books, biographies or autobiographies, children's magazines or periodicals, various reference and technical materials, and online information. Students self-select books and read independently for enjoyment.

0480.06 Reading and Literature
Grade Six

Reading and Literature, grade six, based on Indiana's Academic Standards for English/Language Arts, is integrated instruction emphasizing reading in content that is interesting and age-appropriate. Students apply skills they learned in earlier grades to make sense of longer, more challenging text. Students interpret figurative language and words with multiple meanings. Students examine an author's choice of words and reasonableness of statements in nonfiction works. Students critique the believability of characters and plots in fiction works. Students begin to read autobiographies. Students read and respond to fiction selections, such as classic and contemporary literature, historical fiction, fantasy or science fiction, mystery or adventure, folklore or mythology, poetry, short stories, and dramas, and nonfiction selections, such as subject area books, biographies, magazines and newspapers, various reference or technical materials, and online information. Students self-select books of interest and read independently for enjoyment.

0480.07 Reading and Literature
Grade Seven

Reading and Literature, grade seven, based on Indiana's Academic Standards for English/Language Arts, is integrated instruction emphasizing reading, in content that is interesting and age-appropriate. Students develop advanced skills and strategies in reading. Students understand comparisons, such as analogies and metaphors, and they begin to use their knowledge of roots and word parts to understand science, social studies, and mathematics vocabulary. Students begin to read reviews, as well as critiques of both informational and literary writing. Students read and respond to fiction selections, such as classic and contemporary literature, historical fiction, fantasy or science fiction, mystery or adventure, folklore or mythology, poetry, short stories, and dramas, and nonfiction selections, such as subject area books, biographies or autobiographies, magazines and newspapers, various reference or technical materials, and online information. Students self-select books of interest and read independently for enjoyment.

0480.08 Reading and Literature
Grade Eight

Reading and Literature, grade eight, based on Indiana's Academic Standards for English/Language Arts, is integrated instruction emphasizing reading, in content that is interesting and age-appropriate. Students begin to study the history and development of English vocabulary. Students begin to compare different types of writing as well as different perspectives on similar topics or themes. Students evaluate the logic of informational texts and analyze how literature reflects the backgrounds, attitudes, and beliefs of the authors. Students read and respond to fiction selections, such as classic and contemporary literature, historical fiction, fantasy or science fiction, mystery or adventure, folklore or mythology, poetry, short stories, and dramas, and nonfiction selections, such as subject area books, biographies or autobiographies, magazines and newspapers, various reference or technical materials, and online information. Students self-select books of interest and read independently for enjoyment.

0491.68 English as a New Language
Grades Six-Eight

English as a New Language, Middle Level, based on Indiana's English Language Proficiency (ELP) Standards, is the study of language, literature, composition, and oral communication for English Learners so that they 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.

Visual Performing Arts

0410.0K Visual Arts
Kindergarten

Visual Arts for kindergarten through grade three is based on the Indiana Academic Standards for Visual Arts. Students first encounter visual art at the kindergarten level as an integral part of a variety of creative and developmentally appropriate experiences in music, dramatics, movement, arts, and crafts. As they progress through grades one through three, students receive sequential learning experiences in the early childhood art education program that encompass art history, art criticism, aesthetics, and production. Through self-reflection,which includes 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 art vocabulary and a variety of technological resources. As part of this process, students make connections between art and other disciplines, and they explore the various roles the arts play in their communities.

0410.01 Visual Arts
Grade One

Visual Arts for kindergarten through grade three is based on the Indiana Academic Standards for Visual Arts. Students first encounter visual art at the kindergarten level as an integral part of a variety of creative and developmentally appropriate experiences in music, dramatics, movement, arts, and crafts. As they progress through grades one through three, students receive sequential learning experiences in the early childhood art education program that encompass art history, art criticism, aesthetics, and production. Through self-reflection,which includes 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 art vocabulary and a variety of technological resources. As part of this process, students make connections between art and other disciplines, and they explore the various roles the arts play in their communities.

0410.02 Visual Arts
Grade Two

Visual Arts for kindergarten through grade three is based on the Indiana Academic Standards for Visual Arts. Students first encounter visual art at the kindergarten level as an integral part of a variety of creative and developmentally appropriate experiences in music, dramatics, movement, arts, and crafts. As they progress through grades one through three, students receive sequential learning experiences in the early childhood art education program that encompass art history, art criticism, aesthetics, and production. Through self-reflection, which includes dialogue, reading, and writing, students analyze each component of their arts education as well as their own personal growth. Throughout the program, students engaged in various forms of communication, utilizing a rich art vocabulary and a variety of technological resources. As part of this process, students make connections between art and other disciplines, and they explore the various roles the arts play in their communities.

0410.03 Visual Arts
Grade Three

Visual Arts for kindergarten through grade three is based on the Indiana Academic Standards for Visual Arts. Students first encounter visual art at the kindergarten level as an integral part of a variety of creative and developmentally appropriate experiences in music, dramatics, movement, arts, and crafts. As they progress through grades one through three, students receive sequential learning experiences in the early childhood art education program that encompass art history, art criticism, aesthetics, and production. Through self-reflection,which includes 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 art vocabulary and a variety of technological resources. As part of this process, students make connections between art and other disciplines, and they explore the various roles the arts play in their communities.

0410.04 Visual Arts
Grade Four

Visual Arts in grades four through six is based on the Indiana Academic Standards for Visual Arts. Students in the elementary art education program build on the sequential learning experiences of the early childhood program that encompass art history, criticism, aesthetics,and production. Through self-reflection, which includes 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 make connections between art and other disciplines. Students also utilize art community resources, explore career opportunities in art, and identify opportunities for involvement in the arts community. Beginning in grade six, 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.

0410.05 Visual Arts
Grade Five

Visual Arts in grades four through six is based on the Indiana Academic Standards for Visual Arts. Students in the elementary art education program build on the sequential learning experiences of the early childhood program that encompass art history, criticism, aesthetics, and production. Through self-reflection, which includes 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 make connections between art and other disciplines. Students also utilize art community resources, explore career opportunities in art, and identify opportunities for involvement in the arts community. Beginning in grade six, 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.

0410.06 Visual Arts
Grade Six

Visual Arts in grades four through six is based on the Indiana Academic Standards for Visual Arts. Students in the elementary art education program build on the sequential learning experiences of the early childhood program that encompass art history, criticism, aesthetics,and production. Through self-reflection, which includes 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 make connections between art and other disciplines. Students also utilize art community resources, explore career opportunities in art, and identify opportunities for involvement in the arts community. Beginning in grade six, 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.

0410.07 Visual Arts
Grade Seven

Visual Arts Middle Level is based on the Indiana Academic Standards for Visual Arts. Students in the middle level program build on the sequential learning experiences of the elementary program that encompass art history, criticism, aesthetics, and production. 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. Additionally, students identify how to utilize resources of the arts community as well as how they can support the arts community. Along with the current academic standards, the Science/Technical Studies Content Area Literacy Standards are incorporated in the teaching of this subject with the expectation of a continuum of reading and writing skills development.

0410.08 Visual Arts
Grade Eight

Visual Arts Middle Level is based on the Indiana Academic Standards for Visual Arts. Students in the middle level program build on the sequential learning experiences of the elementary program that encompass art history, criticism, aesthetics, and production. 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. Additionally, students identify how to utilize resources of the arts community as well as how they can support the arts community. Along with the current academic standards, the Science/Technical Studies Content Area Literacy Standards are incorporated in the teaching of this subject with the expectation of a continuum of reading and writing skills development.

0412.K2 Creative Dramatics Kindergarten- Grade Two

Creative Dramatics for kindergarten through grade three is based on the Indiana Academic Standards for theater. Instruction in creative dramatics can be integrated across the curriculum, particularly within the language arts curriculum, to provide students with opportunities to express themselves and expand their imaginations through dramatic play and storytelling. Students become aware of the uses of movement, language, behavior patterns, and voice control to express emotion and characterization. Students also learn to improvise dialogue and to formalize the improvisations by recording or writing them. Activities and experiences provide opportunities for students to interact with others in dramatic activities. Students experience historical and cultural aspects of theater by viewing and discussing the work of performing artists and theatrical presentations, also identifying opportunities to experience live theater in their own communities.

0412.35 Creative Dramatics Grades Three- Five

Creative Dramatics for grades four through six is based on the Indiana Academic Standards for Theater. Instruction in creative dramatics can be integrated across the curriculum, particularly within the language arts curriculum, to provide students with opportunities to express themselves and expand their imaginations through dramatic play and storytelling. Students become aware of the uses of movement, language, behavior patterns, and voice control to express emotion and characterization. Students also learn to improvise dialogue and to formalize the improvisations by recording or writing them. Activities and experiences provide opportunities for students to interact with others in dramatic activities. Students experience historical and cultural aspects of theater by viewing and discussing the work of performing artists and theatrical presentations, also identifying opportunities to experience live theater in their own communities. Beginning in grade six, 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.

0412.68 Creative Dramatics Grades Six-Eight

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

learn to develop criteria for the evaluation of recorded and live performances. 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.

0414.0K Dance
Kindergarten

Dance for kindergarten through grade three is based on the Indiana Academic Standards for Dance, and instruction can be integrated across the curriculum. Dance education in the early grades begins with awareness of bodily movement and its potential for creative and expressive activities. Students learn basic movement within musical contexts and begin to think of ways of creating and performing dance movements. Students also begin thinking critically about dance by learning attentive audience behavior for their peers, as well as describing movement elements and expressive movement choices. Dance and creative movement activities are used to enhance students' physical and verbal communication skills. Students are introduced to dance movements of their own and to various cultures through the use of folk dances.

0414.01 Dance
Grade One

Dance for kindergarten through grade three is based on the Indiana Academic Standards for Dance, and instruction can be integrated across the curriculum. Dance education in the early grades begins with awareness of bodily movement and its potential for creative and expressive activities. Students learn basic movement within musical contexts and begin to think of ways of creating and performing dance movements. Students also begin thinking critically about dance by learning attentive audience behavior for their peers, as well as describing movement elements and expressive movement choices. Dance and creative movement activities are used to enhance students' physical and verbal communication skills. Students are introduced to dance movements of their own and to various cultures through the use of folk dances.

0414.02 Dance
Grade Two

Dance for kindergarten through grade three is based on the Indiana Academic Standards for Dance, and instruction can be integrated across the curriculum. Dance education in the early grades begins with awareness of bodily movement and its potential for creative and expressive activities. Students learn basic movement within musical contexts and begin to think of ways of creating and performing dance movements. Students also begin thinking critically about dance by learning attentive audience behavior for their peers, as well as describing movement elements and expressive movement choices. Dance and creative movement activities are used to enhance students' physical and verbal communication skills. Students are introduced to dance movements of their own and to various cultures through the use of folk dances.

0414.03 Dance
Grade Three

Dance for kindergarten through grade three is based on the Indiana Academic Standards for Dance, and instruction can be integrated across the curriculum. Dance education in the early grades begins with awareness of bodily movement and its potential for creative and expressive activities. Students learn basic movement within musical contexts and begin to think of ways of creating and performing dance movements. Students also begin thinking critically about dance by

learning attentive audience behavior for their peers, as well as describing movement elements and expressive movement choices. Dance and creative movement activities are used to enhance students' physical and verbal communication skills. Students are introduced to dance movements of their own and to various cultures through the use of folk dances.

0414.04 Dance
Grade Four

Dance for grades four through six is based on the Indiana Academic Standards for Dance, and integrated instruction across the curriculum is strongly encouraged. Students in the upper elementary grades continue to develop their skills in dance movement and begin to acquire knowledge that enhances development of self-image and social interactions. Collaborative dance projects are increasingly emphasized as well as the physical and healthful aspects of this form of exercise. Beginning in grade six, 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.

0414.05 Dance
Grade Five

Dance for grades four through six is based on the Indiana Academic Standards for Dance, and integrated instruction across the curriculum is strongly encouraged. Students in the upper elementary grades continue to develop their skills in dance movement and begin to acquire knowledge that enhances development of self-image and social interactions. Collaborative dance projects are increasingly emphasized as well as the physical and healthful aspects of this form of exercise. Beginning in grade six, 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.

0414.06 Dance
Grade Six

Dance for grades four through six is based on the Indiana Academic Standards for Dance, and integrated instruction across the curriculum is strongly encouraged. Students in the upper elementary grades continue to develop their skills in dance movement and begin to acquire knowledge that enhances development of self-image and social interactions. Collaborative dance projects are increasingly emphasized as well as the physical and healthful aspects of this form of exercise. Beginning in grade six, 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.

0414.07 Dance
Grade Seven

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

and perform folk, social, or theatrical dances from modern America as well as various cultures. 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.

0414.08 Dance
Grade Eight

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

0440.K2 Exploring Music
Kindergarten-Grade Two

Exploring Music in kindergarten through grade three is based on the Indiana Academic Standards for Music. Students are provided a balanced, comprehensive music curriculum that is developmentally appropriate in the psychomotor, cognitive, and affective domains. 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.

0440.35 Exploring Music
Grades Three-Five

Exploring Music in grades four through six is based on the Indiana Academic Standards for Music. Students are provided a balanced, comprehensive music curriculum that is developmentally appropriate in the psychomotor, cognitive, and affective domains. 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. Beginning in grade six, 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.

0440.68 Exploring Music
Grades Six-Eight

Exploring Music, Middle Level is based on the Indiana Academic Standards for 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. 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.

0442.35 Instrumental Music Grades Three-Five

Instrumental Music for grades four through six is based on the Indiana Academic Standards for Music and provides students with the opportunity to apply knowledge learned in kindergarten through grade six instrumental music curriculum by learning to play an instrument. The instrumental classes provide beginning instruction in any of the following areas: strings ,woodwinds, brass, percussion, guitar, recorder, and keyboard instruments, including electronic instruments. Ensemble and solo activities are designed for students to develop elements of musicianship including tone production, technical skills, intonation, and music reading skills. Experiences include improvising and playing by ear. Students also participate in performance opportunities outside of the school day that support and extend the learning in the classroom. Beginning in grade six, 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.

0442.68 Instrumental Music Grades Six-Eight

Instrumental Music, Middle Level is based on the Indiana Academic Standards for Music and provides students the opportunity to apply knowledge and skills learned in the elementary music curriculum by beginning or continuing to play an instrument. The instrumental classes provide instruction in any of the following areas: strings, woodwinds, brass, percussion, guitar, and keyboard instruments, including electronic instruments. Ensemble and solo activities are designed for students to develop basic elements of musicianship including tone production, technical skills, and intonation. Activities include improvising; composing; reading, notating, and sight-reading music; listening; analyzing; evaluating; and experiencing historically significant styles of literature. Students are given opportunities to participate in performances outside of the school day that support and extend the learning in the classroom. 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.

0444.35 Vocal Music Grades Three-Five

Vocal Music in grades four through six is based on the Indiana Academic Standards for Music and provides students with the opportunity to apply knowledge learned in kindergarten through grade six. Ensemble classes provide group and solo activities that are designed to develop students' musicianship including vocal production, intonation, and music reading skills. Activities and experiences include listening to, analyzing, and evaluating music, as well as performing a wide variety of vocal literature, of many styles, from selected historical periods and cultures. Experiences in improvisation and sight-singing are also included. Students are given opportunities to participate in performances outside of the school day that support and extend learning in the classroom. Beginning in grade six, 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.

0444.68 Vocal Music
Grades Six-Eight

Vocal Music Middle Level is based on the Indiana Academic Standards for Music and provides students the opportunity to apply knowledge and skills learned in the elementary music curriculum by participating in choral ensemble classes. Ensemble classes provide group and solo activities and are designed to develop students' musicianship including vocal production, technical skills, and intonation. Activities and experiences include improvising and composing music; listening to, analyzing, and evaluating music; and performing vocal literature of various styles, historical periods, and world cultures. Students also participate in performance opportunities outside of the school day that support and extend the learning in the classroom. 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.

Physical Education

0450.0K Physical Education
Kindergarten

Physical Education in kindergarten is based on the Indiana Academic Standards for Physical Education. Students in the kindergarten physical education program build on the sequential learning experiences of the early childhood program with an emphasis on how students move in the environment. Students learn fundamental locomotor (walking, running, hopping, skipping, jumping, sliding, galloping), non locomotor (bending, twisting, turning, rocking, swaying, rolling, balancing, stretching, pushing, and pulling), and manipulative (rolling, throwing, catching/collecting, bouncing, kicking, dribbling, volleying ,and striking) skills through a wide variety of activities. These experiences include initial exposure to fitness concepts and fitness development exercises. Activities encourage socialization, feelings of personal success, expressing ideas through movement, and the integration and reinforcement of a variety of educational concepts. Ongoing assessment is conducted throughout the curriculum.

0450.01 Physical Education
Grade One

Physical Education in grade one is based on the Indiana Academic Standards for Physical Education. Students in grade one physical education participate in a wide variety of movement experiences with an emphasis on moving through space and time. As they perform a variety of fundamental locomotor and nonlocomotor skills students learn to move in different spaces, at varying speeds, with different amounts of force, and using different levels, directions, and pathways. Students learn how to purposely manipulate objects. Skills are developed through application in games, rhythmic activities and developmental exercises. Students learn playground rules and safety practices for self and others. The subject fosters fitness and interdisciplinary connections. Ongoing assessment is conducted throughout the curriculum.

0450.02 Physical Education
Grade Two

Physical Education in grade two is based on the Indiana Academic Standards for Physical Education. Students in grade two physical education participate in a wide variety of activities and games where they learn to move with one another in space and to work cooperatively with a partner. Activities integrate and reinforce educational concepts. Students learn to combine fundamental locomotor and nonlocomotor skills and to apply basic strategy in active games. Students learn to manipulate objects with a partner (throwing, catching, striking, kicking, bouncing, and rolling). Students learn how to use fitness and sport equipment safely and to identify opportunities for involvement in family and community recreation and sport. Students learn fitness concepts (cardio-respiratory endurance, body composition, flexibility, muscular strength, and endurance) and participate in fitness activities with more intensity. Ongoing assessment is conducted throughout the curriculum.

0450.03 Physical Education
Grade Three

Physical Education in grade three is based on the Indiana Academic Standards for Physical Education. Students in grade three physical education participate in experiences designed to refine fundamental movement patterns and combinations of movements. The emphasis is on how students react and respond to others as they apply strategies in situations such as games, gymnastics, and rhythmic activities. Students learn to analyze their performance in order to learn or improve a movement skill. Students learn rules related to the use of equipment, safety, and games. Students continue to learn fitness concepts, set personal fitness goals, and apply fitness to daily living. Ongoing assessment is conducted throughout the curriculum.

0450.04 Physical Education
Grade Four

Physical Education in grade four is based on the Indiana Academic Standards for Physical Education. Students in grade four physical education participate in experiences designed to refine movement patterns and combinations while placing emphasis on manipulating objects. Students develop more mature techniques for throwing, catching, striking, kicking, trapping, and dribbling, and applying combinations of specialized skills through activities like gymnastics, dance, adventure, and individual, dual, and team sports games and activities. Students learn to analyze their performance in order to improve their skill level. Students continue to learn fitness concepts, take self-assessments, and set goals to improve personal fitness levels. Students strengthen cooperation skills, learn to work as part of a group, appreciate personal differences, and value the rights of others. Ongoing assessment is conducted throughout the curriculum.

0450.0 Physical Education
Grade Five

Physical Education in grade five is based on the Indiana Academic Standards for Physical Education. Students in grade five physical education further develop their understanding of movement concepts (body awareness, spatial awareness, qualities of movement, relationships) and mature (proficient) movement forms in order to analyze their performance and improve their skill level. Students continue to refine and develop complex movement patterns and skills through games, rhythmic activities, and sports. The emphasis is on manipulating objects with accuracy and speed. Students continue to learn fitness concepts, participate in fitness activities at school and home, assess their fitness level by comparing their scores to a health related standard, and set

goals for improvement. Students learn to work independently and together and accept varying abilities and interests. Ongoing assessment is conducted throughout the curriculum.

0450.06 Physical Education
Grade Six

Physical Education in grade six is based on the Indiana Academic Standards for Physical Education. 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. The focus is on the development of complex movement skill combinations and knowledge. The focus is on the development of complex movement skill combinations and knowledge. Students develop an understanding of physiological changes, which occur as a result of physical activity. Students expand their knowledge of fitness concepts, principles, and strategies as well as how other concepts like self-responsibility, positive social interaction, and group dynamics affect learning and performance. Students learn to work cooperatively toward a common goal. Ongoing assessment is conducted throughout the curriculum. 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.

0450.07 Physical Education
Grade Seven

Physical Education in grade seven is based on the Indiana Academic Standards for Physical Education. Students in grade seven physical education continue to refine complex combinations of movement in selected sports and activities. Students apply more advanced strategies in physical activities and try new sports and lifetime physical activities. The focus is on meeting challenges and making decisions in the context of expanded personal responsibility. Students learn about different cultures and how they relate to the physical activities and dances from those countries. Students continue to expand their knowledge of rules and strategies, sportsmanship, and cooperative skills as well as fitness concepts and the benefits of health-related fitness. Ongoing assessment includes both written and performance-based skill evaluations. 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.

0450.08 Physical Education
Grade Eight

Physical Education in grade eight based on the Indiana Academic Standards for Physical Education. Students in grade eight physical education further refine complex motor skills and competencies in selected individual and dual lifetime physical activities, teamsports, aquatics, adventure, and rhythmic activities. Students work toward achieving competence in increasingly complex physical activity contexts. Students learn to apply interdisciplinary knowledge (e.g., anatomy, physics) to activity settings and focus on working as a team to solve problems. Students develop plans to enhance their own health-related physical fitness and participate in vigorous activities linked to their skills and levels of fitness. Physical activity is used as a venue for self-expression and for developing positive relationships. Ongoing assessment includes both written and performance-based skill evaluations. 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.

Health and Wellness

0452.K2 Health and Wellness
Kindergarten-Grade Two

Health and Wellness, kindergarten, grade one, and grade two provides the foundation for a lifelong journey of developing knowledge, concepts, skills, behaviors, and attitudes related to student health and well-being and is 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.

In kindergarten, students begin to identify the role health plays in their life, with a focus on what students can do to promote good health and well-being, making clear connections to their immediate environment and health information, concepts, skills, and behaviors.

In grade one, students continue to identify the role health plays in their lives and begin to practice, recognize, and explain the importance of health promoting behaviors such as identifying safe behaviors to prevent common accidents, explaining why it's important to care for their bodies, practicing working together, and following rules. Students learn to promote good health and well-being, making clear connections to their immediate environment, health information, concepts, skills, and behaviors.

In grade two, students continue to explore and understand the dimensions of health as being physical, mental, and social, and begin to acknowledge personal responsibility for health promotion and/or risk reduction. Students identify and compare the diverse internal and external factors that influence health practices and behaviors, identify health goals and decisions, and name health behaviors to prevent injuries, diseases, and disorders, with a focus on what students can do to promote good health and well-being, making clear connections to their immediate environment and health information, concepts, skills, and behaviors.

0452.35 Health and Wellness
Grades Three-Five

Health and Wellness, grade three, grade four, and grade five focuses on how students can assume more responsibility for their health, develop positive health behaviors, and prevent negative, unhealthy behaviors. Acceptance of differences in individual growth and development as well as strategies to prevent the use of alcohol, tobacco, and other drugs are included 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. Health education at this level includes the development of a wider range of skills, enhanced knowledge, and an increased emphasis on attitudes conducive to a healthy lifestyle. Opportunities to apply knowledge and skills are provided through interactive instructional strategies and activities.

In grade three, students continue to recognize and examine the interrelationships of emotional, physical, and social health and the impact of their surroundings on their personal health, decisions, and practices. The identification and practice of refusal and conflict-resolution skills contributes to the continued learning of health-enhancing skills, behaviors, and practices.

In grade four, students will identify skills, sources, and strategies for health promotion and demonstrate their understanding and ability to apply them to a personal health plan. The use of the

decision-making process, situation analysis, and determining healthy alternatives are central themes at this grade level.

In grade five, students will continue to analyze, develop, model, and refine coping, decision making, and interpersonal skills as they relate to adolescent growth and development, disease prevention, stress management, and other health-related areas.

0452.68 Health and Wellness
Grades Six-Eight

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 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.

In grade six, students focus on continued skill development and skill applications that assist in building competencies for health literacy. These may include decision-making skills, stress management skills, communication skills, social skills, and assertiveness skills.

In grade seven, students focus on continued skill development and more opportunities for analyzing, modeling, and applying skills that will assist in building competencies for health literacy. These may include decision-making skills, stress management skills, communication skills, social skills, and assertiveness skills.

In grade eight, students focus on continued skill development and more opportunities for analyzing, modeling, and applying skills that will assist in building competencies for health literacy. Students apply health education concepts and health literacy skills, e.g., practicing interpersonal communications that promote health; analyzing positive and negative, internal and external influences on health decisions; and demonstrating self-care practices in managing personal daily activities.

Mathematics

0430.0K Mathematics
Kindergarten

Mathematics, kindergarten standards are made up of five strands: Number Sense; Computation and Algebraic Thinking; Geometry; Measurement; and Data Analysis. The skills listed in each strand indicate what students in kindergarten should know and be able to do in mathematics. Kindergarten students represent and compare whole numbers, initially with sets of objects. Students also describe their physical world by working with 2 and 3 dimensional shapes and spatial reasoning. Students will also solve real-world problems involving addition and subtraction with numbers up to 10. Using the Process Standards for Mathematics in a planned and deliberate method to present the mathematics content standards will prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of mathematics.

0430.01 Mathematics
Grade One

Mathematics, grade one standards are made up of five strands: Number Sense; Computation and Algebraic Thinking; Geometry; Measurement; and Data Analysis. The skills listed in each strand indicate what students in grade one should know and be able to do in Mathematics. grade one students develop an understanding of addition, subtraction, and strategies for addition and subtraction within 20. Students develop an understanding of whole number relationships and place value, including grouping in tens and ones. Students develop an understanding of linear measurement. Students reason about composing and decomposing geometric shapes and their attributes. 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.

0430.02 Mathematics
Grade Two

Mathematics, grade two standards are made up of five strands: Number Sense; Computation and Algebraic Thinking; Geometry; Measurement; and Data Analysis. The skills listed in each strand indicate what students in grade two should know and be able to do in Mathematics. grade two students understand place value (for numbers up to 1,000), add and subtract numbers within 1000, describe the attributes of common geometric shapes and objects, and understand and use units of linear measurement. 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.

0430.03 Mathematics
Grade Three

Mathematics, grade three standards are made up of six strands: Number Sense; Computation ; Algebraic Thinking; Geometry; Measurement; and Data Analysis. The skills listed in each strand indicate what students in grade three should know and be able to do in Mathematics. grade three students understand place value for whole numbers up to 10,000, interpret and model fractions,

use strategies and standard algorithms for addition and subtraction of whole numbers within 1,000, and understand the meaning of multiplication and division of whole numbers within 100. Students identify and draw points and lines, measure the length and weight of objects, tell time on an analog clock, find the value of different combinations of money and calculate the area of rectangles. Students draw basic graphs and frequency table to represent data. Using the Process Standards for Mathematics in a planned and deliberate method to present the mathematics content standards will prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of mathematics.

0430.04 Mathematics
Grade Four

Mathematics, grade four standards are made up of six strands: Number Sense; Computation; Algebraic Thinking; Geometry; Measurement; and Data Analysis. The skills listed in each strand indicate what students in grade four should know and be able to do in mathematics. grade four students understand place value for whole numbers, interpret and model decimals, demonstrate fluency with multiplication facts and related division facts, and model addition and subtraction of simple fractions. Students solve real-world problems using foundational computation standards found in grade four. Identify and draw various angles, lines and rays, draw lines of symmetry in two-dimensional figures, and find the perimeter and area of complex shapes composed of rectangles. Students draw circle graphs to represent and interpret data from graphs. 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.

0430.05 Mathematics
Grade Five

Mathematics, grade five standards are made up of six strands: Number Sense; Computation; Algebraic Thinking; Geometry; Measurement; and Data Analysis. The skills listed in each strand indicate what students in grade five should know and be able to do in Mathematics. grade five students multiply and divide multi-digit whole numbers; compare fractions, decimals and common percent's; and students add and subtract uncommon fractions and operate on decimals to the hundredths with all four operations. Students classify polygons and find the perimeter and area of triangles, parallelograms, and trapezoids. Students evaluate simple algebraic expressions and use coordinate grids to represent points in the first quadrant that fit linear equations. Students apply formulas to find the volume of right rectangular prisms. Students understand and use measures of central tendencies for data. Using the Process Standards for Mathematics in a planned and deliberate method to present the Mathematics content standards will prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of the mathematics.

0430.06 Mathematics
Grade Six

Mathematics, grade six standards are made up of five strands: Number Sense; Computation ; Algebra and Functions; Geometry and Measurement; and Data Analysis and Statistics. The skills listed in each strand indicate what students in grade six should know and be able to do in 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. 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.

0430.07 Mathematics
Grade Seven

Mathematics, grade seven standards 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 grade seven should know and be able to do in 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. 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.

0430.08 Mathematics
Grade Eight

Mathematics, grade eight standards 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 grade eight should know and be able to do in 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. 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.

0432.68 Mathematics Lab
Grades Six-Eight

Mathematics Lab provides students with individualized instruction designed to support success in completing mathematics content aligned with Indiana's Academic Standards for Mathematics. Mathematics lab is to be taken in conjunction with the study of mathematics, and the content of Mathematics lab should be tightly aligned to the corresponding content being studied. Mathematics lab should relate and reinforce mathematics skills students have learned previously, fill in gaps and misconceptions of previous content, and present the current content in concrete and hands-on methods.

- Recommended grade level: grades six through eight
- For students who need additional support in mathematics.
- Note: This may also be used for students who need Tier 2 and 3 interventions in mathematics.

Non-Subject Specific (Multidisciplinary)

0500.0K Basic Skills Development
Kindergarten

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.

0500.01 Basic Skills Development
Grade One

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.

0500.02 Basic Skills Development
Grade Two

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.

0500.03 Basic Skills Development
Grade Three

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.

0500.04 Basic Skills Development
Grade Four

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.

0500.05 Basic Skills Development
Grade Five

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.

0500.06 Basic Skills Development
Grade Six

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.

0500.07 Basic Skills Development
Grade Seven

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.

0500.08 Basic Skills Development
Grade Eight

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.

0500.K8 Basic Skills Development
Kindergarten-Grade Eight

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.

0500.58 Basic Skills Development
Grades Five-Eight

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.

0498.68 Middle Level Advisor/Advisee
Grades Six-Eight

An advisory is a regularly scheduled period of time, typically during the school day, when teachers meet with small groups of students for the purpose of advising them on academic, social, or future-planning issues.

0436.PK Elementary/Pre-kindergarten only
Pre-Kindergarten

Research details the significance of development during a child's early years. The core for future success is built through formal and informal interactions with others and the environment. Indiana's Early Learning Foundations are aligned to the 2014 Indiana Academic Standards. This framework provides core elements that children should achieve from birth to age five in order to be ready for future success. The 2015 revision was based on research, feedback from practitioners, and work from professionals with expertise in each specialized area. The Foundations and corresponding guidance can be found [here](#).

0740.K2 Religion
Kindergarten through Grade 2

Course content is to be determined locally to meet local needs.

0740.35 Religion
Grades Three-Five

Course content is to be determined locally to meet local needs.

0740.68 Religion
Grades six-eight

Course content is to be determined locally to meet local needs.

Science

0460.0K Science
Kindergarten

Incorporating the crosscutting concepts, disciplinary core ideas, and science and engineering practices, students in kindergarten will plan and conduct an investigation to study the motion of objects, make observations to determine the effect of sunlight on the Earth's surface, use observations to describe patterns of what plants and animals need to survive, and construct an argument supported by evidence for how plants and animals change the environment to meet their needs. Students will ask questions about the purpose of weather forecasting to prepare and respond to severe weather, as well as communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.

0460.01 Science
Grade One

Incorporating the crosscutting concepts, disciplinary core ideas, and science and engineering practices, students in grade one will plan and conduct investigations to study properties of sound and light, design solutions to human problems by mimicking plant and animal survival, and identify patterns in behavior of parents and offspring that help offspring survive. Students will use observations of the sun, moon, and star system to describe predictable patterns.

0460.02 Science
Grade Two

Incorporating the crosscutting concepts, disciplinary core ideas, and science and engineering practices, students in grade two will plan and conduct investigations to classify materials by their properties and construct an evidence-based account of how an object made of small pieces can be disassembled and made into a new object. Students will plan and conduct an investigation to determine if plants need sunlight to grow, and study the diversity of plants and animals in different habitats. Students will compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land as they study types of land and bodies of water in the area.

0460.03 Science
Grade Three

Incorporating the crosscutting concepts, disciplinary core ideas, and science and engineering practices, students in grade three investigate balanced and unbalanced forces on the motion of an

object while collecting evidence that a pattern can be used to predict future motion. Students will ask questions to determine the cause and effect relationships of electric or magnetic interactions and define problems that can be solved by applying scientific ideas about magnets. Students will construct arguments regarding animal survival and environmental influence on traits. Students will analyze and interpret data from fossils to provide evidence of the organisms and environments in which they lived. Students will represent data in tables and graphical displays to describe weather as well as model how water moves through the water cycle.

0460.04 Science
Grade Four

Incorporating the crosscutting concepts, disciplinary core ideas, and science and engineering practices, students in grade four will use evidence, ask questions, predict outcomes, and apply scientific ideas about the relationship between speed, energy, and the outcomes when objects collide. Students will develop models of waves to describe patterns in wave properties and generate and compare multiple solutions that use patterns to transfer information that is received by animals and processed in the brain. Students will identify the types of simple machines and investigate how they work together to perform everyday tasks. Students will analyze and interpret data from maps to describe patterns of Earth's features and how they are affected by erosion and vegetation. Students will synthesize information to describe that energy and fuels are derived from natural resources and that natural Earth processes impact humans.

0460.05 Science
Grade Five

Incorporating the crosscutting concepts, disciplinary core ideas, and science and engineering practices, students in grade five develop models of particles, provide evidence of changes of states of matter, identify materials based on their properties, investigate gravity on Earth, and describe that energy on Earth comes from the sun. Students will argue that plants get their energy from water and air, and they will describe movement of matter in the environment. They will investigate the brightness of the sun and stars due to their distance from Earth, how the parts of the atmosphere interact, and they will describe how communities use science to protect the Earth.

0460.06 Science
Grade Six

Incorporating the crosscutting concepts, disciplinary core ideas, and science and engineering practices, students in grade six investigate simple models of waves and how they are reflected, absorbed, and transmitted. They will observe how analog and digital transmission are different. Students will describe biodiversity, photosynthesis, resource availability, cycling of matter, and organismal interactions in ecosystems. Students will investigate lunar cycles, scale in the solar system and gravity in the universe.

0460.07 Science
Grade Seven

Incorporating the crosscutting concepts, disciplinary core ideas, and science and engineering practices, 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. Students investigate how arrangement of objects changes the amount of potential energy in the system and what relationships affect kinetic energy in a system. Students will understand that all living things are

made of cells and be able to describe the structure, function, and overall interactions of cells. Students will 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 learn how previous natural catastrophes inform the development of technologies to mitigate their effects.

0460.08 Science
Grade Eight

Incorporating the crosscutting concepts, disciplinary core ideas, and science and engineering practices, 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. They will also learn that synthetic materials come from natural resources and how substances react when thermal energy is provided to a system. Students will learn about reproduction in plants, genetic factors that influence the growth of organisms, and basic statistics of genetic variation. They will analyze the fossil record for organisms that have gone extinct that resemble organisms present today and investigate how humans can manipulate genetic traits. Students will also investigate the interactions of the Earth's systems, its climate, and its weather and how humans impact Earth's systems.

Computer Science

0488.K2 Computer Science
Kindergarten-Grade Two

K-2 Computer Science provides a foundation upon which students will build their content knowledge in upper elementary, middle, and high school. The standards focus on Indiana's Six Core Computer Science Concepts: Data and Information, Computing Devices and Systems, Programs and Algorithms, Networking and the Internet, Impact and Culture, and Digital Literacy. Focusing on these domains, students engage in core practices to develop computational thinking skills as they experience and apply a variety of computer science concepts in order to build a solid foundation for more advanced and specialized studies.

0488.35 Computer Science
Grades Three-Five

3-5 Computer Science builds upon the standards in K-2 Computer Science. The standards highlight Indiana's Six Core Computer Science Concepts: Data and Information, Computing Devices and Systems, Programs and Algorithms, Networking and the Internet, Impact and Culture, and Digital Literacy. Focusing on these domains, students engage in core practices to develop computational thinking skills as they experience and apply a variety of computer science concepts in order to build a solid foundation for more advanced and specialized studies.

0488.68 Computer Science
Grades Six-Eight

6-8 computer science builds upon the computer science standards for grade bands K-2 and 3-5, and helps to provide a seamless transition to introductory high school coursework. The standards focus on Indiana's Six Core Computer Science Concepts: Data and Information, Computing Devices and Systems, Programs and Algorithms, Networking and the Internet, Impact and

Culture, and Digital Literacy. Focusing on these domains, students engage in core practices to develop computational thinking skills as they experience and apply a variety of computer science concepts in order to build a solid foundation for more advanced and specialized studies.

Social Studies

0470.0K Social Studies
Kindergarten

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. Children begin to acquire these skills at the kindergarten level through learning experiences that allow them to explore their relationships with the immediate environment. This is the time when children begin to develop an understanding of time and space relationships. Kindergarten students are introduced to examples of differences and changes in their surroundings. Students will learn to describe a sequence of events in a day. Students also become familiar with geographic relationships, such as location (here, there, over, under) direction (up, down) size (big, little) and shape. Children are given opportunities to discover how people are similar and different and how people live and work together in families around the world. Kindergarten students should begin to accept responsibility for their behavior in school and to explain why rules are needed in families and at school. Children in kindergarten have the opportunity to use a variety of resources, including technology, and print media, as a means of gathering, organizing, analyzing information, and answering questions. Students should have the opportunity to learn through independent learning, peer interaction, and group instruction.

0470.01 Social Studies
Grade One

Students in grade one develop thinking and decision-making skills through active participation as members of their school and neighborhood. Students learn to identify events and changes taking place in the school and local community and classify events as taking place"today," "yesterday," and "long ago." Students explore geographic relationships in their immediate environment, make models and maps to show locations of familiar surroundings, and recognize maps and globes as representations of the Earth. grade one students discuss ways in which people are alike and different and how people around the world work and use resources to meet their needs. Students in grade one learn to explain why rules are needed in groups and learn how to apply rules to different group situations. Students practice citizenship skills through participation in a variety of group activities.

0470.02 Social Studies
Grade Two

Through active learning experiences, students in grade two are able to apply thinking and decision-making skills within the context of their school and neighborhood. Students examine events and changes that might take place in the future. Students identify local landforms and bodies of water. Students explore geographic relationships by making simple maps of the school and neighborhood. Students demonstrate that neighborhoods around the world are made up of people of diverse ages and backgrounds and explain how family and community members depend upon each other to provide for emotional needs and for goods and services.

Students also identify the rights and responsibilities of members of the school and neighborhood and explain why communities have rules and laws. Students should have opportunities to engage in problem solving and participate in the development of classroom rules. Students should have the opportunity to use a variety of means for gathering and organizing information.

0470.03 Social Studies
Grade Three

Students in grade three gain knowledge and process and synthesize information about their local community from a variety of resources. Students identify important historical events, places, and persons from the past and make connections with their present community. Students in grade three explore their own community, including its: (1) geographic location, (2) human and material resources, (3) major work and services, and (4) basic beliefs and values. Students begin to understand other communities in the state and the world through simple comparative studies. For third graders, the study of history emphasizes continuity and change. Concepts of time and space should be taught through direct experiences such as historic role playing, interviews, and the construction of simple maps and charts. Through group work and projects, students should increase communications and decision-making skills and build civic values relating to responsible community citizenship. Skills to receive special emphasis include: (1) using cardinal and intermediate directions and common map symbols; (2) locating their community, major land and water forms, and reference points on maps and globes; (3) making simple generalizations about change, both past and future, and the influence of geographic relationships; (4) giving examples of the diversity of goods and services; (5) exploring the heritage of their own and selected communities; and (6) demonstrating responsible decision-making and citizenship skills.

0470.04 Social Studies
Grade Four

Students in grade four apply their academic skills and knowledge to an exploration of Indiana and its relationships with regional, national, and world communities. Students are beginning to develop a more refined concept of time and can begin to deal with cause-and-effect relationships and decision-making processes, such as identifying problems and considering alternative solutions and their subsequent consequences. These skills and concepts must be related to students' lives and should be presented in a wide variety of resources and hands-on-activities, which include: (1) collecting and examining primary documents and artifacts, making models and maps, (3) talking with community resource persons, and (4) visiting historic sites and buildings. Students identify key people, places and events that have shaped their state and region. Students learn to explain how changes have affected people and communities. Students identify major landforms, water features and resources, and explain how they have influenced state and regional development. Students learn to describe the basic structure of state government and explain its purpose. Students have opportunities to actively explore and appreciate the diverse cultures which have contributed to Indiana's heritage. Students have opportunities to actively explore and appreciate the diverse cultures that have contributed to Indiana's heritage. Students also learn to develop proficiency in working cooperatively in groups to: (1) collect data from a variety of resources, including electronic and print media; (2) draw simple conclusions; and (3) organize data using a variety of texts (written, graphs, charts, maps, timelines, etc).

0470.05 Social Studies
Grade Five

Students in grade five study the United States, focusing on the influence of physical and cultural characteristics on national origins, growth, and development up to 1800 through a formal exploration of United States history, geography, economics, government, current events, and cultural heritage. Emphasis should be placed upon study of Native American Indian cultures, European exploration, colonization, settlement, revolution against British rule, the founding of the Republic, and the beginnings of the United States. Students also learn to describe the major components of our national government and to demonstrate responsible citizenship in the classroom and school setting. Through active learning experiences at the fifth grade level, students' increasing interest in the ability to gather and organize data enables them to explore the physical and cultural characteristics of the United States and its neighbors. Students benefit from working and sharing in flexible groups so that they can become actively involved in "how-to" demonstrations. Their natural interest in science, geography, and travel set the stage for experience involving maps, memorabilia, collections, simulations, educational games, group-planned projects, first-person presentations, and school and community experiences.

0470.06 Social Studies
Grade Six

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. Instructional programs for grade six students include experiences that foster the passage from concrete examples to abstract reasoning, concepts, ideas, and generalizations. Opportunities to develop skills include the use of a variety of resources and activities. grade six students should acquire positive attitudes regarding active participation, cooperation, responsibility, open-mindedness, and respect for others. Along with the current academic standards for this subject, the History/Social Studies Content Area Literacy Standards are incorporated with the expectation of a continuum of reading and writing skills development. This o**ne-semester** course should be taught to students during the first semester of their sixth grade year.

0471.06 Civics
Grade Six

Students 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 course is taught during the **second semester** of the sixth grade six year.

0470.07 Social Studies
Grade Seven

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. Learning experiences for students in grade seven should help them to make the transition from concrete information to abstract ideas, concepts, and generalizations. In-depth studies provide greater understanding of environmental influences on economic, cultural, and political institutions. Opportunities to develop thinking and research skills include reading and interpreting maps, graphs, and charts. Decision-making and problem-solving activities should include the following: (1) identifying problems, issues and questions; (2) information gathering; (3) hypothesizing; and (4) evaluating alternative solutions and actions. Along with the current academic standards for this subject, the History/Social Studies

Content Area Literacy Standards are incorporated with the expectation of a continuum of reading and writing skills development.

0470.08 Social Studies
Grade Eight

Students in grade eight focus on United States history. This study begins 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. Along with the current academic standards for this subject, the History/Social Studies Content Area Literacy Standards are incorporated with the expectation of a continuum of reading and writing skills development.

World Languages

2182.K2 Exploring World Languages
Kindergarten-Grade Two

Exploring World Languages may be offered to students in kindergarten through grade eight to provide a sampling of world languages and cultures for students who have not had a prior opportunity for world language learning. Typical objectives include development of basic linguistic and cultural awareness, learning basic words and phrases in world languages, development of listening skills, and development of an interest in world languages for future study. Exploring World Languages is not a sequential program and does not lead to the development of communicative proficiency in a world language. Beginning in grade six, 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.

2182.35 Exploring World Languages
Grades Three-Five

Exploring World Languages may be offered to students in kindergarten through grade eight to provide a sampling of world languages and cultures for students who have not had a prior opportunity for world language learning. Typical objectives include development of basic linguistic and cultural awareness, learning basic words and phrases in world languages, development of listening skills, and development of an interest in world languages for future study. Exploring World Languages is not a sequential program and does not lead to the development of communicative proficiency in a world language. Beginning in grade six, 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.

2182.68 Exploring World Languages
Grades Six-Eight

Exploring World Languages may be offered to students in kindergarten through grade eight to provide a sampling of world languages and cultures for students who have not had a prior opportunity for world language learning. Typical objectives include development of basic linguistic and cultural awareness, learning basic words and phrases in world languages, development of listening skills, and development of an interest in world languages for future study. Exploring World Languages is not a sequential program and does not lead to the development of communicative proficiency in a world language. Beginning in grade six, 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.

0402.K2 World Languages
Kindergarten-Grade Two

World Languages – kindergarten-grade three, based on Indiana's Academic Standards for World Languages, focuses on the student's self, emphasizing developmentally-appropriate vocabulary centered around the student and the immediate, familiar environment. The principal objectives for these grades are developing listening comprehension skills and fostering confident interpersonal communication. While print and written materials can be present in the classroom setting to enable peripheral learning and to generate student interest, interpretive skills related to reading are not explicitly taught in the introductory grades. Emphasis is also given to developing student awareness of relationships between the target language and cultures, as well as reinforcing concepts from other content areas. The Indiana Academic World Languages Standards in grades K-3 are supported by the instructional techniques of the Foreign Language Elementary School model (FLES). FLES builds communicative proficiency.

0402.35 World Languages
Grades Three-Five

World Languages – grades 4-6, based on Indiana's Academic Standards for World Languages, focuses on the student and his or her family, taking into account the expanding awareness of students at this grade level. The principal objectives for these grades are continued development of interpersonal communication skills, as well as development of interpretive skills involving word recognition and reading. Emphasis is also given to developing student awareness of relationships between the target language and cultures, as well as reinforcing concepts from other content areas. The Indiana Academic World Languages Standards in grades 4-6 are supported by the instructional techniques of FLES, the Foreign Language Elementary School model (FLES) . FLES builds communicative proficiency. Beginning in grade six, 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.

0402.68 World Languages
Grades Six-Eight

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

and introductory language skills of the previous grade level to allow for personalization of and a strong foundation in the language. Middle Level World Languages is sequential and builds to communicative proficiency in a world language. 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.

0422.K2 Dual Languages Immersion
Kindergarten-Grade Two

Dual Languages Immersion – In kindergarten through grade three is a world language program in which at least fifty percent of instructional time is spent learning subject matter taught in the world language. Students address specific grade-level academic standards for selected subjects; the focus of the world language program is delivery of the content, and teachers should follow the content area academic standards at the appropriate grade level. Thus, world language learning is incorporated as necessary throughout the curriculum; language, content, and culture are interwoven throughout instruction, and are based upon the three pillars of dual languages: a) bilingualism/biliteracy, b) high academic achievement in both program languages, and c) sociocultural competence. Program models generally fit into one of three categories: total immersion, partial immersion, or two-way (dual) immersion. Students in these programs typically reach higher levels of functional proficiency in the language than through Foreign Language in the Elementary School programs (FLES).

0422.35 Dual Languages Immersion
Grades Three-Five

Dual Languages Immersion in grades four through six (when grade six is in an elementary setting) is the continuation of a world language program that began in grades kindergarten through third, in which at least fifty percent of instructional time is spent learning subject-matter taught in the world language. Students address specific grade-level academic standards for selected subjects; the focus of the world language program is delivery of the content, and teachers should follow the content area academic standards at the appropriate grade level. Thus, world language learning is incorporated as necessary throughout the curriculum; language, content, and culture are interwoven throughout instruction. Program models generally fit into one of three categories: totalimmersion, partial immersion, or two-way (dual) immersion. Students in these programs typically reach higher levels of functional proficiency in the language than through Foreign Language in the Elementary School (FLES) programs. Beginning in grade six, 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.

0422.68 Dual Languages Immersion
Grades Six-Eight

Dual Languages Immersion, Middle Level is the continuation of a world language program that began at the elementary level, in which at least 50 percent of instructional time is spent learning subject matter taught in the world language. Students address specific grade-level academic standards for selected subjects; the focus of the world language program is delivery of the content, and teachers should follow the content area academic standards at the appropriate grade level. Thus, world language learning is incorporated as necessary throughout the curriculum; language, content, and culture are interwoven throughout instruction. Program models generally fit into one of three categories: total immersion, partial immersion, or two-way (dual) immersion. Students in these programs typically reach higher levels of functional proficiency in

the language than through middle level world language or exploratory world language programs. 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.

Career and Technical Education: Non-Subject Specific

0493.68 Exploring College and Careers
Grades Six-Eight

Exploring College and Careers provides students opportunities to explore their personal goals, interests, and aptitudes as they relate to career concepts, including the 16 national career clusters and Indiana's College and Career Pathways, and determine what they want and expect for their future. Students learn about various traditional and nontraditional careers and gain an awareness of the level of education and type of training needed for a variety of careers and occupations. Students build good study habits, expand their technology skills, develop or update their graduation plans, and complete a college and career readiness exam. Virtual and real life opportunities are provided for students to observe and explore various careers. 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.

Career and Technical Education: Business and Marketing

0494.68 Business and Information Technology
Grades Six-Eight

Business and Information Technology, Middle Level provides concepts and applications that facilitate the development of competencies required for success in all academic areas and in real-world contexts. The curriculum relates closely to 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. 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.

0495.68 Digital Citizenship
Grades Six-Eight

Digital Citizenship prepares students to use computer technology in an effective and appropriate manner. Students develop knowledge of word processing, spreadsheets, presentation and communications software. Students establish what it means to be a good digital citizen and how to use technology appropriately. 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.

Career and Technical Education: Engineering and Technology

0490.68 Engineering and Technology
Grades Six-Eight

Engineering and Technology Education, Middle Level provides students with hands-on, problem-based learning opportunities to develop, produce, use, and assess products related to engineering and technology. Students additionally develop individual and teamwork skills to participate in society and the workplace. 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) used 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.

Career and Technical Education: Miscellaneous

0492.68 Family and Consumer Sciences
Grades Six-Eight

Middle level FACS prepares students to begin their journey toward becoming independent, productive citizens. The middle school curriculum includes standards for five units of study that are essential for ALL students: Life and Careers, Financial Literacy, Nutrition and Wellness, Human Development, and Relationships. Family and Consumer Sciences (FACS), Middle Level prepares students to acquire personal skills and plan ways to transfer those skills to the workplace; investigate and assume appropriate individual and family roles; understand and apply concepts of balancing work and family; and acquire skills and attitudes that lead them to contribute to the good of the community and society. FACS curriculum includes acquisition of problem-solving, decision-making, higher-order thinking, communication, literacy, and numerical skills in applied community, work, and family contexts. 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.

Career and Technical Education: Agriculture, Food, and Natural Resources

0496.68 Middle Level Exploring Agriculture Science and Business
Grades Five-Eight

The Middle Level Exploring Agriculture Science and Business has flexibility in content due to the variety of local offerings. 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. 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.