MEMORANDUM

To: Indiana State Board of Education

From: Robin LeClaire, Chief Academic Officer

                   J. Matthew Walsh, Curriculum Specialist

Date: March 13, 2020

Subject: 2020-2021 Elementary and Middle Level Subject Descriptions Revisions

The Indiana Department of Education (IDOE) is seeking approval for the 2020-2021 Elementary and Middle Level Subject Descriptions document.

2020-2021 updates include:

- Course Numbers - IDOE updated the course coding for Elementary/Middle School Subjects and Courses with grade specific identifiers. Using the new course coding scheme, many courses may be differentiated by grade level, allowing both local schools and IDOE to access better, more accurate data.

  For example, in the past, mathematics was denoted with the number 0430 for all mathematics courses in kindergarten through grade 8. Under the new codes, mathematics for kindergarten would be 0430.0K, mathematics for first grade would be 0430.01, etc. All course codes now have the format XXXX.XX, where the first four digits denote the subject area, and the last two digits denote the grade level for single courses or grade *levels* if the courses are banded.

  In light of this, IDOE is communicating these changes to the student information systems (SIS) providers. SIS providers will receive the new codes with that communication. These codes will be used with the Certified Personnel (CP) report in December 2020.

- The following courses were added as new courses:

  CTE: Business and Information Technology – Computer Science, Kindergarten - Grade 2 (0488.K2) subject description was added as follows: 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 Five Core Computer Science Concepts: Data and Information, Computing Devices and Systems, Programs and Algorithms, Networking and Communication, and Impact and Culture. Focusing on these domains offers students the opportunity to experience and apply a variety of computer science concepts in order to build a solid foundation for more advanced and specialized studies.

CTE: Business and Information Technology - Computer Science, Grade 3 - Grade 5 (0488.35) subject description was added as follows: 3-5 Computer Science builds upon the standards in K-2 Computer Science. The standards focus on Indiana's Five Core Computer Science Concepts: Data and Information, Computing Devices and Systems, Programs and Algorithms, Networking and Communication, and Impact and Culture. Focusing on these domains offers students the opportunity to experience and apply a variety of computer science concepts in order to build a solid foundation for more advanced and specialized studies.

- The following subjects were provided descriptions:

  Middle Level Advisor/Advisee (0498.68) was added as follows: 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.

  Elementary/Pre-kindergarten (0436.PK) was added as follows: 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. The Foundations are Indiana's early learning development framework and 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].

- Health and Wellness subjects for all grade levels were banded together to reflect the banded nature of the Indiana Academic Standards for Health and Wellness (2017). To account for the differences in content from the previous grade level subject descriptions, the 2020-2021 Elementary and Middle Level Subject Descriptions does contain language for grade level differences.

- Multidisciplinary subjects – Basic Skills Development (0500) now contains a code for each grade level.

- All other changes were cosmetic in nature.

Respectfully submitted,

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Elementary and Middle Level
Subjects and Descriptions

2020-2021

Indiana Department of Education

TABLE OF CONTENTS

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General Introduction

Subject descriptions provide brief statements of the content of elementary and middle level subjects. Subject descriptions communicate content that is based upon the Indiana Academic Standards. Code numbers listed for each subject should be used when reporting subjects on Indiana Department of Education (IDOE) documents.

Instructional decisions related to curriculum selection and development, implementation, and assessment are left to local school corporations. In fact, 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 careers. 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. School corporations may apply for a NonstandardCourse Waiver if a subject or program is not listed in this document. This process may be accessed here.

IDOE welcomes your suggestions and comments. Please contact Matt Walsh, Curriculum Specialist (jwalsh1@doe.in.gov) or Dr. Jennifer Jensen, Director of Curriculum and Instruction (jjensen@doe.in.gov) with any questions or comments.

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, which does not include any later amendments or additions, and copies of which are available from the Department of Education, 200 W. Washington St., Indianapolis, IN 46204, or available at http://www.doe.in.gov;
    (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 6, 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 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 7 and 8, and grade 6 when it is included in the middle school, the middle level curriculum:

    (1) includes:

(A) a balance of learning experiences in the academic areas in subsection (b);
(B) initial career information models initial career information models that focus on career choices as they relate to student interest and skills as required by IC 20-30-5-14; and
(C) exploratory activities;

consistent with the academic standards developed under IC 20-31-3 and the general principles in section 0.5 of this rule;
(2) develops students' ability to apply subject matter skills to solve personal, school, and community problems;
(3) is appropriate to research-identified developmental characteristics of young adolescents;
(4) prepares students to succeed in the Core 40 high school curriculum;
(5) integrates appropriate technology as described in Indiana's Academic Standards;
(6) provides students with opportunities with a licensed teacher, counselor, or administrator that build knowledge and skills for academic, career, and citizenship development;
(7) is provided in a culture that fosters collaboration of teachers and other school personnel across subject areas, through techniques such as teaming or professional learning communities;
(8) is enriched through the integration of community service-learning activities that apply curriculum-based knowledge in experiential settings;
(9) integrates global educational experiences that provide for the study of other societies and world issues; and
(10) prepares students for success in high school.
(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 6-8) subjects with grade specific subject descriptions are to be taught in the specified grade. Subjects that are defined by grade clusters can be taught in each grade or can be taught in one or more grades.

2. The Indiana State Board of Education (SBOE) does not restrict high school credit to courses completed in grades 9 through 12. Schools may elect to award high school credit to students who complete high school courses before entering Grade 9 if the course is equivalent to its high school counterpart. Local policies and procedures should be developed to govern credit for high school courses taught below grade nine. Multiple credits may not be awarded for the same course unless the high school course description permits multiple credits to be awarded. Guidance for implementing credit-bearing courses in the middle levels may be found [here.](#)

Career and Technical Education (CTE)

0493.68 Exploring College and Careers

Grade(s) 6-8

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.

CTE: Business and Information Technology

0488.K2 Computer Science

Grade(s) Kindergarten-2

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 Five Core Computer Science Concepts: Data and Information, Computing Devices and Systems, Programs and Algorithms, Networking and Communication, and Impact and Culture. Focusing on these domains offers students the opportunity to experience and apply a variety of computer science concepts in order to build a solid foundation for more advanced and specialized studies.

0488.35 Computer Science

Grade(s) 3-5

3-5 Computer Science builds upon the standards in K-2 Computer Science. The standards focus on Indiana's Five Core Computer Science Concepts: Data and Information, Computing Devices and Systems, Programs and Algorithms, Networking and Communication, and Impact and Culture. Focusing on these domains offers students the opportunity to experience and apply a variety of computer science concepts in order to build a solid foundation for more advanced and specialized studies.

0488.68 Computer Science

Grade(s) 6-8

Middle level Computer Science builds upon the computer science standards for grade bands K-2 and 3-5, incorporates the computer science standards for grade band 6-8, and helps to provide a seamless

transition to introductory high school coursework. The standards focus on Indiana's Five Core Computer Science Concepts: Data and Information, Computing Devices and Systems, Programs and Algorithms, Networking and Communication, and Impact and Culture. Focusing on these domains offers students the opportunity to experience and apply a variety of computer science concepts in order to build a solid foundation for more advanced and specialized studies. Recommended for grades 6 through 8. No prerequisites.

0494.68 Business and Information Technology

Grade(s) 6-8

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

Grade(s) 6-8

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.

CTE: Engineering and Technology

0490.68 Engineering and Technology

Grade(s) 6-8

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

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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.

CTE: Family and Consumer Sciences (FACS)

0492.68 Family and Consumer Sciences

Grade(s) 6-8

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.

CTE: Agriculture

0496.68 Middle Level Exploring Agriculture Science and Business

Grade(s) 6-8

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.

English/Language Arts

0420.0K Language Arts

Grade(s) 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 to them and draw or write independently for meaning.

0420.01 Language Arts

Grade(s) 1

Language Arts, grade 1, 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 to them and write or draw independently for meaning.

0420.02 Language Arts

Grade(s) 2

Language Arts, grade 2, based on Indiana Academic Standards for English/Language Arts, is integrated instruction emphasizing writing, speaking and listening in interest and age-appropriate content. Students gain more 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 to them and write independently for meaning.

0420.03 Language Arts

Grade(s) 3

Language Arts, grade 3, 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 to them and write independently for meaning.

0420.04 Language Arts

Grade(s) 4

Language Arts, grade 4, 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 to them and write independently for meaning.

0420.05 Language Arts

Grade(s) 5

Language Arts, grade 5, 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 to them and write independently for meaning.

0420.06 Language Arts

Grade(s) 6

Language Arts, grade 6, 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 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. 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 to them and write independently for enjoyment.

0420.07 Language Arts

Grade(s) 7

Language Arts, grade 7, 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 to them and write independently for enjoyment.

0420.08 Language Arts

Grade(s) 8

Language Arts, grade 8, 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 to them and write independently for enjoyment.

0428.68 Language Arts Lab

Grade(s) 6-8

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 6-8

- Recommended Grade Levels: grades 6-8
- For students who need additional support in all the language arts areas (reading, writing, speaking and listening)
- NOTE: May also be used for students who need Tier 2 and 3 interventions in English/Language Arts

0480.0K Reading and Literature

Grade(s) Kindergarten

Reading and Literature, kindergarten, 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, 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(s) 1

Reading and Literature, grade 1, 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 to them and show an interest in or read books independently for enjoyment.

0480.02 Reading and Literature

Grade(s) 2

Reading and Literature, grade 2, 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(s) 3

Reading and Literature, grade 3, 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 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. 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,

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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(s) 4

Reading and Literature, grade 4, 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 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(s) 5

Reading and Literature, grade 5, based Indiana Academic Standards for English/Language Arts, is integrated instruction emphasizing in interest 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(s) 6

Reading and Literature, grade 6, 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(s) 7

Reading and Literature, grade 7, based on Indiana's Academic Standards for English/Language Arts, is integrated instruction emphasizing reading (Guiding Principles for 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(s) 8

Reading and Literature, grade 8, based on Indiana's Academic Standards for English/Language Arts, is integrated instruction emphasizing reading (Guiding Principles for 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

Grade(s) 6-8

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.

Fine Arts

0410.0K Visual Arts

Grade(s) Kindergarten

Visual Arts for kindergarten through grade 3 is based on the Indiana Academic Standards 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.

0410.01 Visual Arts

Grade(s) 1

Visual Arts for kindergarten through grade 3 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(s) 2

Visual Art for kindergarten through grade 3 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(s) 3

Visual Art for kindergarten through grade 3 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(s) 4

Visual Art in grades 4 through 6 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 6, 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(s) 5

Visual Art in grades 4 through 6 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 6, 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(s) 6

Visual Art in grades 4 through 6 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 6, 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(s) 7

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(s) 8

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.K3 Creative Dramatics

Grade(s) Kindergarten-3

Creative Dramatics for kindergarten through grade 3 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.

0412.46 Creative Dramatics

Grade(s) 4-6

Creative Dramatics for grades 4 through 6 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 6, along with the current academics 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

Grade(s) 6-8

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

Grade(s) Kindergarten

Dance for kindergarten through grade 3 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(s) 1

Dance for kindergarten through grade 3 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(s) 2

Dance for kindergarten through grade 3 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(s) 3

Dance for kindergarten through grade 3 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(s) 4

Dance for grades 4 through 6 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 6, 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(s) 5

Dance for grades 4 through 6 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 6, 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(s) 6

Dance for grades 4 through 6 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 6, 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(s) 7

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(s) 8

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.K3 Exploring Music

Grade(s) Kindergarten-3

Exploring Music in kindergarten through grade 3 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.

0440.46 Exploring Music

Grade(s) 4-6

Exploring Music in grades 4 through 6 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 6, 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

Grade(s) 6-8

Exploring Music, Middle Level is based on the Indiana Academic Standards for Music. Students are provided with activities that build on kindergarten through grade 6 musical knowledge and skills. Instruction is designed to enable students to perform and create music, respond to music, and integrate music study into other subject areas. Activities and experiences in music are designed to develop students' appreciation of music as an art form, to build the foundation for music literacy, and to understand music as it relates to history, culture, and the community. 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.

0442.46 Instrumental Music

Grade(s) 4-6

Instrumental Music for grades 4 through 6 is based on the Indiana Academic Standards for Music and provides students with the opportunity to apply knowledge learned in kindergarten through grade 6 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 6, 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

Grade(s) 6-8

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.

0444.46 Vocal Music

Grade(s) 4-6

Vocal Music in grades 4 through 6 is based on the Indiana Academic Standards for Music and provides students with the opportunity to apply knowledge learned in kindergarten through grade 6. 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 6, 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

Grade(s) 6-8

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.

Health and Wellness

0452.K2 Health and Wellness

Grade(s) Kindergarten-2

Health and Wellness, kindergarten, grade 1, and grade 2 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 1, 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 2, 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

Grade(s) 3-5

Health and Wellness, grade 3, grade 4, and grade 5, 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 3, 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 4, 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 5, 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

Grade(s) 6-8

Health and Wellness, grade 6, grade 7, and grade 8, provides for the continued development of attitudes and behaviors related to becoming a health-literate individual as part of a planned, sequential, comprehensive health education curriculum that uses the Indiana Academic Standards for Health and Wellness to support student development of essential health skills within the ten health content areas. 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 6, students focus on continued skill development and skill applications that assist in building competencies for health literacy. These may have included decision-making skills, stress management skills, communication skills, social skills, and assertiveness skills.

In grade 7, students focus on continued skill development and more opportunities for analyzing, modeling, and applying skills that will assist in building competencies for health literacy. These may include decision-making skills, stress management skills, communication skills, social skills, and assertiveness skills.

In grade 8, 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.

International Baccalaureate (IB)

The IB Primary Years Programme (PYP) is designed to meet the educational requirements for students aged 3 to 12 (generally grades K-6). The PYP includes six units of inquiry studied simultaneously – Language and Literature, Social Studies, Sciences, Mathematics,Arts, and Personal, Social, and Physical Education. The PYP philosophy is a commitment to structured, purposeful inquiry as the leading vehicle for learning.

The IB PYP has six transdisciplinary themes of global significance through which all subjects are taught. These themes include: who we are, where we are in place and time, how we express ourselves, how the world works, how we organize ourselves, and sharing the planet. One theme is studied each year of the PYP.

The PYP must address the five essential elements – concepts, knowledge, skills, attitudes,action – within the framework of instruction. It must include study of host or home country and the culture of individual students and the culture of others, including their belief systems. The PYP also requires study of a language in addition to the language of instruction.

A personal project, called the "exhibition" is required of students in their final year of the PYP. This project is an extended collaborative inquiry product developed over a period of time with teacher guidance.

The IB Middle Years Programme (MYP) is a challenging framework that encourages students to make practical connections between their studies and the real world. The MYP is designed to meet the educational requirements for students aged 11-16 (generally grades 6-10).

The MYP is a five-year programme, which can be implemented in a partnership between schools or in several abbreviated (two, three or four year) formats. Students who complete the MYP are well-prepared to undertake the IB Diploma Programme (DP) or Career-related Programme (CP). The MYP curriculum framework comprises eight subject groups, providing a broad and balanced education for early adolescents.

The MYP requires at least 50 hours of teaching time for each subject group in each year of the programme. In the final two years of the programme, carefully-defined subject group flexibility allows students to meet local requirements and personal learning goals. Only IB authorized schools may offer programs or subjects identified as "IB."

To learn more about becoming an IB Programme School visit www.IBO.org.

Mathematics

0430.0K Mathematics

Grade(s) 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. 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(s) 1

Mathematics, grade 1 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 1 should know and be able to do in Mathematics. Grade 1 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(s) 2

Mathematics, grade 2 standards are made up of 5 strands: Number Sense; Computation and Algebraic Thinking; Geometry; Measurement; and Data Analysis. The skills listed in each strand indicate what students in grade 2 should know and be able to do in Mathematics. Grade 2 students understand place value (for numbers up to 1,000), add and subtract numbers within 100, 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(s) 3

Mathematics, grade 3 standards are made up of five strands: Number Sense; Computation ; Algebraic Thinking; Geometry; Measurement; and Data Analysis. The skills listed in each strand indicate what students in grade 3 should know and be able to do in Mathematics. Grade 3 students understand place value for whole numbers up to 10,000, interpret and model fractions, use 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(s) 4

Mathematics, grade 4 standards are made up of five strands: Number Sense; Computation; Algebraic Thinking; Geometry; Measurement; and Data Analysis. The skills listed in each strand indicate what students in grade 4 should know and be able to do in mathematics. Grade 4 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 equations that include variables to describe a relationship, 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(s) 5

Mathematics, grade 5 standards are made up of six strands: Number Sense; Computation; Algebraic Thinking; Geometry; Measurement; and Data Analysis and Statistics. The skills listed in each strand indicate what students in grade 5 should know and be able to do in Mathematics. Grade 5 students multiply and divide whole numbers; compare fractions, decimals and common percents; and add and subtract fractions and decimals. Students identify 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 develop formulas to find the perimeter and area of basic two-dimensional geometric shapes. 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(s) 6

Mathematics, grade 6 standards are made up of five strands: Number Sense; Computation ; Algebra and Functions; Geometry and Measurement; and Data Analysis and Statistics. The skills listed in each strand indicate what students in grade 6 should know and be able to do in Mathematics. Grade 6 begins the transition from the heavy emphasis on number and operations at the elementary school level towards a more formalized understanding of mathematics that occurs at the high school level. Students connect previous knowledge of multiplication, division, and fractions to ratios and proportional relationships; extend previous understanding of the number system and operations to fractions and negative numbers; apply and extend previous understandings of the number line to plot coordinate pairs on a Cartesian (coordinate) plane; formalize algebraic thinking into algebraic expressions, equations, and inequalities; apply their previous knowledge of geometry in real world and mathematics situations; and begin to develop understanding of statistical variability and distributions. Using the Process Standards for Mathematics in a planned and deliberate method to present the Mathematics content standards will prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of the mathematics. 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(s) 7

Mathematics, grade 7 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 7 should know and be able to do in mathematics. Grade 7 continues the trajectory towards a more formalized understanding of mathematics that occurs at the high school level that began in Grade 6. Students extend ratio reasoning to analyze proportional relationships and solve real-world and mathematical problems; extend previous understanding of the number system and operations to perform operations using all rational numbers; apply properties of operations in the context of algebraic expressions and equations; draw, construct, describe, and analyze 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(s) 8

Mathematics, grade 8 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 8 should know and be able to do in Mathematics. Grade 8 continues the trajectory towards a more formalized understanding of mathematics that occurs at the high school level 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

Grade(s) 6-8

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 6-8
- For students who need additional support in mathematics
- NOTE: May also be used for students who need Tier 2 and 3 interventions in mathematics

Multidisciplinary

0500.0K Basic Skills Development

Grade(s) 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(s) 1

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(s) 2

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(s) 3

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(s) 4

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(s) 5

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(s) 6

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(s) 7

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(s) 8

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

Grade(s) 6-8

An advisory is a regularly scheduled period of time 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.

Physical Education

0450.0K Physical Education

Grade(s) Kindergarten

Physical Education in kindergarten is based on the Indiana Academic Standards for Physical Education. Students in the kindergarten physical education program builds 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(s) 1

Physical Education in grade 1 is based on the Indiana Academic Standards for Physical Education. Students in grade 1 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 within 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(s) 2

Physical Education in grade 2 is based on the Indiana Academic Standards for Physical Education. Students in grade 2 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 inactive 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(s) 3

Physical Education in grade 3 is based on the Indiana Academic Standards for Physical Education. Students in grade 3 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(s) 4

Physical Education in grade 4 is based on the Indiana Academic Standards for Physical Education. Students in grade 4 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.

0450.05 Physical Education

Grade(s) 5

Physical Education in grade 5 is based on the Indiana Academic Standards for Physical Education. Students in grade 5 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(s) 6

Physical Education in grade 6 is based on the Indiana Academic Standards for Physical Education. Students in grade 6 physical education continue to develop psychomotor skills through participation in a variety of developmentally appropriate sports (individual, dual, and team), rhythmic activities, lifetime recreational activities, and fitness activities. The focus is on the development of complex movement skill combinations and knowledge. 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(s) 7

Physical Education in grade 7 is based on the Indiana Academic Standards for Physical Education. Students in grade 7 physical education continue to refine complex combinations of movement in selected sports and activities. Students apply more advanced strategies in physical activities and try new sports and lifetime physical activities. The focus is on meeting challenges and making decisions in the context of expanded personal responsibility. Students learn about different cultures and how they relate to the physical activities and dances from those countries. Students continue to expand their knowledge of rules and strategies, sportsmanship, and cooperative skills as well as fitness concepts and the benefits of health-related fitness. Ongoing assessment includes both written and performance-based skill evaluations. Along with the current academic standards, the Science/Technical Studies ContentArea 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(s) 8

Physical Education in grade 8 based on the Indiana Academic Standards for Physical Education. Students in grade 8 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

Elementary/Pre-kindergarten

0436.PK Elementary/Pre-kindergarten only

Grade(s) 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. The Foundations are Indiana's early learning development framework and 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.

Science

0460.0K Science

Grade(s) Kindergarten

Students in kindergarten study the physical properties of objects, observe the patterns present in night and day and the seasons, and examine characteristics of plants and animals. Within this study, students employ the science process standards.

0460.01 Science

Grade(s) 1

Students in grade 1 study the composition of objects, the nature of solids and liquids, the properties of soil, and the relationship of living things to one another and to their environment. Students learn about naturally occurring and human made materials and design and construct a habitat for an animal.

0460.02 Science

Grade(s) 2

Students in grade 2 study changes in physical properties of materials and the effect of force on the motion of an object. Students investigate patterns in the weather, in the position of the sun and the moon in the sky during the day, and in the shape of the moon over the course of about a month. Students study the life cycles of plants and animals and compare the different body plans. Students investigate simple tools and how they can be used to meet human needs.

0460.03 Science

Grade(s) 3

Students in grade 3 study sound and light and recognize them as forms of energy. Students investigate rocks and minerals and develop an understanding of how natural materials can meet the needs of plants and animals. Students study plant growth and development. Students investigate the uses and types of simple machines and study ways to solve real world problems.

0460.04 Science

Grade(s) 4

Students in grade 4 study heat and electricity as forms of energy and they construct simple electric circuits. Students study how the shape of the land changes over time and how natural resources are in limited supply. Students study how the physical characteristics of organisms affect survival and reproduction. Students investigate transportation systems, design a moving system and measure its motion.

0460.05 Science

Grade(s) 5

Students in grade 5 study the relationship between weight and volume and the differences between weight and mass. Students study the solar system and patterns in the sun-moon-earth system. Students study the roles and relationships of producers and consumers in an ecosystem. Students investigate the human musculoskeletal system. Students will also learn how to design and build prototypes.

0460.06 Science

Grade(s) 6

Students in grade 6 understand the relationships between time and position when describing motion. Students understand the transfer of potential and kinetic energy. Students investigate properties of waves, including light, sound, and other energies. Students understand the relationships between celestial bodies and the force that keeps them in regular and predictable motion. Students describe the complex relationships that exist between organisms in all ecosystems and they understand that the major source of energy for all ecosystems is the sun. The science and engineering processes and engineering opportunities are integrated with content throughout the course. Along with the current academic standards, the Science/Technical Studies Content Area Literacy Standards are incorporated in the teaching of this subject with the expectation of a continuum of reading and writing skills development.

0460.07 Science

Grade(s) 7

Students in grade 7 understand that energy cannot be created or destroyed, but only changed from one form into another or transferred from place to place. Students understand energy in relationship to solids, liquids, gases and heat transfer. Students describe how earth processes have shaped the topography of the earth and have made it possible to measure geological time. Students understand the natural processes of the earth and understand how the earth is constantly changing. Students understand the cellular structure of living organisms, from single-celled to multicellular. The science and engineering processes as well as engineering opportunities are integrated with content throughout the course. 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.

0460.08 Science

Grade(s) 8

Students in grade 8 understand how atomic structure determines chemical properties and how atoms and molecules interact. Students explain how the water cycle and air movement are caused by differential heating of air, land, and water and how these affect weather and climate. Students understand that natural and human events change the environmental conditions on the earth. Students

understand the predictability of characteristics being passed from parent to offspring. Students will understand how a particular environment selects for traits that increase survival and reproduction by individuals bearing those traits. Students evaluate the evidence of evolution and relationships/categorization among organisms. The science and engineering processes as well as engineering opportunities are integrated with content throughout the course. 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.

Social Studies

0470.0K Social Studies

Grade(s) 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(s) 1

Students in grade 1 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 1 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(s) 2

Through active learning experiences, students in grade 2 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

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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(s) 3

Students in grade 3 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 3 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(s) 4

Students in grade 4 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(s) 5

Students in grade 5 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(s) 6

Students in grade 6 compare the history, geography, government, economic systems, current issues, and cultures of the Western World with an emphasis on: (1) Europe, (2) North America, (3) South America, (4) Central America, (5) and the Caribbean region. Instructional programs for grade 6 students include experiences that foster the passage from concrete examples to abstract reasoning, concepts, ideas, and generalizations. Opportunities to develop skills include the use of a variety of resources and activities. Grade 6 students should acquire positive attitudes regarding active participation, cooperation, responsibility, open-mindedness, and respect for others. Along with the current academic standards for this subject, the History/Social Studies Content Area Literacy Standards are incorporated with the expectation of a continuum of reading and writing skills development.

0470.07 Social Studies

Grade(s) 7

Students in grade 7 explore the history, geography, government, economic systems, current issues, and cultures of the Eastern World with an emphasis on: (1) Asia, (2) Africa, (3) the Middle East, (4) the Pacific Islands, (5) Australia, and (6) New Zealand. Learning experiences for students in grade 7 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(s) 8

Students in grade 8 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.K3 Exploring World Languages

Grade(s) Kindergarten-3

Exploring World Languages may be offered to students in kindergarten through grade 8 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 6, 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.

2182.46 Exploring World Languages

Grade(s) 4-6

Exploring World Languages may be offered to students in kindergarten through grade 8 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 6, 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

Grade(s) 6-8

Exploring World Languages may be offered to students in kindergarten through grade 8 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 6, 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.K3 World Languages

Grade(s) Kindergarten-3

World Languages – kindergarten-grade 3, 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.

0402.46 World Languages

Grade(s) 4-6

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 6, 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

Grade(s) 6-8

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.K3 World Languages Immersion

Grade(s) Kindergarten - 3

World Languages Immersion – In kindergarten through grade 3 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).

0422.46 World Languages Immersion

Grade(s) 4-6

World Languages Immersion in grades 4 through 6 (when grade 6 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 6, 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 World Languages Immersion

Grade(s) 6-8

World 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.