

Madison Consolidated Junior High School

Course Curriculum Guide 2017-2018

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General Information

The information contained in this pamphlet was compiled by the Madison Consolidated Junior High School in cooperation with the administration and all departments within the school. This information is made available to all students during second semester of each school year to assist them with academic planning. Students and parents should note the course recommendations. The recommendations inform the student of the requirements that should be completed before registering for the course. Students and parents should also note the prerequisites that exist for high school credit classes that are taken at MJHS. The selection and request of courses is the responsibility of the student and their parent/guardian. School counselors are available to guide students with their course selections. Course fees are not set until the start of the school year and fees are subject to change due to course selections.

Important Terms

“High school diploma” means a certificate of graduation issued by the governing body of a school corporation certifying that the student has satisfied the minimum requirements for graduation from a high school of the school corporation. **Specifically labeled 7th and 8th Grade classes fulfill MCHS Core 40 graduation requirements.**

“Credit” will mean the satisfactory completion of a course(s) that an Indiana Department of Education approved course, follows Indiana academic standards, and meets the specified instructional minutes per class per day. Credit is awarded when a passing grade is achieved in the 18 weeks or 36 weeks course. Madison Consolidated High School requires a total of 40 earned credits for the Core 40 Diploma, and 47 earned credits for the Core 40 Diploma with Academic Honors and Core 40 Diploma with Technical Honors. **Specifically labeled 7th and 8th Grade classes are available for High School Credit.**

The following conditions shall apply to all courses taken for high school credit at Madison Junior High School

- The courses taken at the junior high will be the equivalent to the existing high school courses, covering the same academic standards and be taught by a highly qualified teacher.
- Grades and credits for the course must be included on the student’s transcript and factored into the high school cumulative GPA.
- NCAA eligibility rules provide that high school courses taken in Grade 8 must appear on the high school transcript with a grade and a credit to satisfy core curriculum requirements for college eligibility.

“Semester” (18 weeks) means one-half (1/2) of a regular school year.

“Elective courses” are courses of study that students may select in order to develop skill in their areas of interest.

“Prerequisites” are conditions that should be met before the class can be taken.

“Strong Recommendations” are conditions that are suggested to be met before the class can be taken.

“Pre-AP Classes” (Advanced Placement) are designed for high-achieving students to participate in a highly challenging course of study. These courses may require additional reading and writing projects as well as follow an accelerated pace of study. Interested students need to discuss this option with their counselor.

Athletic Eligibility

Please consult the MJHS Student Handbook for the complete list of eligibility requirements.

Diploma Requirements

The completion of the Indiana Core 40 Diploma is the minimum Indiana graduation requirement. The following pages describe the requirements for Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors. Indiana’s Core 40 curriculum provides the academic foundation all students need to succeed in college and the workforce. If the decision is made to opt-out of Core 40, the student is required to complete the course and credit requirements for a General Diploma and the career/academic sequence the student will pursue is determined.

NOTE: According to SSACI (State Student Assistance Commission of Indiana), only students who receive a Core 40 with Academic Honors or a Core 40 with Technical Honors Diploma will receive 100 percent of the financial aid in which they are eligible. Students with a Core 40 or General Diploma will only receive 80 percent of the financial aid for which they are eligible.

Indiana Core 40 & Madison Consolidated High School Course and Credit Requirements	
English/ Language Arts	8 credits Including a balance of literature, composition and speech
Mathematics	6 credits (in grades 9-12) 2 credits: Algebra I 2 credits: Geometry 2 credits: Algebra II <small>Students must take a math or quantitative reasoning course each year in high school.</small>
Science	6 credits 2 credits: Biology I 2 credits: Chemistry I or Physics I or Integrated Chemistry-Physics 2 credits: any Core 40 science course
Social Studies	6 credits 2 credits: U.S. History 1 credit: U.S. Government 1 credit: Economics 2 credits: World History/Civilization or Geography/History of the World
Directed Electives	5 credits World Languages Fine Arts: (Art, Band, Choir, Theatre) Career/Technical Area of Choice
Physical Education	2 credits
Health and Wellness	1 credit
Preparing for College & Careers	1 credit
Electives*	Choose any courses from which the prerequisites have been met. <small>(Career and Career Pathway courses recommended)</small>
40 Total MCHS Credits Required	

CORE40 with Academic Honors
(MCHS = 40 credits)

For the *Core 40 with Academic Honors* diploma, students must:

- Complete all requirements for Core 40. (See above)
- Earn 2 additional Core 40 math credits. (8 credits total)
- Earn 6-8 Core 40 world language credits.
(6 credits in one language or 4 credits each in two languages)
- Earn 2 Core 40 fine arts credits. (Art, Band, Choir, or Theatre)
- Earn a grade of a "C" or better in courses that will count toward the diploma.
- Have a grade point average of a "B" or better.
- Complete one of the following:
 - Complete AP courses (4 credits) and corresponding AP exams
 - Earn a combined score of 1750 or higher on the SAT critical reading, mathematics, and writing sections and a minimum of 530 on each
 - Score a 26 or higher composite on the ACT and complete the writing portion
 - Earn 6 verifiable transcripted college credits in dual credit courses from priority course list.
 - Complete a combination of AP course (2 credits) and corresponding AP exams and dual high school/college
 - Credit course(s) from the priority course list (3 verifiable transcripted college credits)

CORE40 with Technical Honors
(MCHS = 40 Credits)

For the *Core 40 with Technical Honors* diploma, students must:

- Complete all requirements for Core 40. (See above)
- Earn 6 credits in the college and career preparation courses in a state-approved College & Career Pathway and one of the following:
 - Pathway designated industry-based certification or credential, or
 - Pathway dual credits from the lists of priority courses resulting in 6 transcripted college credits
- Earn a grade of "C" or better in courses that will count toward the diploma.
- Have a grade point average of a "B" or better.
- Complete one of the following:
 - B. Any one of the options (A-E) of the Core 40 w/ Academic Honors
 - C. Score at or above the following levels on WorkKeys: Reading for Information - Level 6; Applied Mathematics - Level 6; Locating Information - Level 5
 - D. Earn the following minimum score(s) on Accuplacer: Writing 80, Reading 90, Math 75.
 - E. Earn the following minimum score(s) on the Compass; Algebra 66, Writing 70, Reading 80.

The following pages outline the course offerings by department. The student should pay close attention to course prerequisites, strong recommendations, and credits offered. The courses offered may be changed due to the balancing of class sizes or insufficient student enrollment or faculty changes. The administration will attempt to keep changes to student schedules at a minimum due to these factors.

Language Arts

LANGUAGE ARTS- GRADE 6

Language Arts, Grade 6, a course based on the Indiana Common Core Standards for English/Language Arts, is integrated instruction emphasizing reading, writing, speaking and listening in interest- and age-appropriate content. Students apply skills learned in earlier grades to make sense of longer, more challenging text. They interpret figurative language and words with multiple meanings. They examine an author's choice of words and reasonableness of statements in nonfiction works. They critique the believability of characters and plots in fiction works. They begin to read autobiographies. They read and respond to fiction selections and nonfiction selections. 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. They apply their research skills by writing or delivering reports that demonstrate the distinction between their own ideas and the ideas of others. They use simple, compound, and complex sentences to express their thoughts. They 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.

Pre-AP LANGUAGE ARTS – GRADE 6

Same course description as Language Arts, Grade 6 with additional requirements of reading longer, complex texts that are above grade level. This includes a full range of genres, including biographies, hybrid genres, fiction with elaborate plots and complex characters, informational texts, etc. Students will interpret perspectives different from their own. They write longer research reports that take a position on a topic, and they support their positions by citing a variety of sources. Students will use a variety of sentence structures and modifiers to express their thoughts. They deliver persuasive presentations that state a clear position in support of an argument or proposal. There will be summer reading required before the school year. **This class is academically rigorous and moves at a faster pace. Students must have above average motivational skills to do well in this class. Summer work will be required.**

Strongly Recommend:

- A passing grade of B or higher in 5th Grade Language Arts

LANGUAGE ARTS- GRADE 7

Language Arts, Grade 7, a course based on Indiana's College and Career Readiness Standards, is integrated instruction emphasizing reading, writing, speaking and listening in interest- and age-appropriate content. Students develop advanced skills and strategies in reading. They understand comparisons, such as analogies and metaphors, and they begin to use their knowledge of roots and word parts to understand science, social studies, and mathematics vocabulary. They begin to read reviews, as well as critiques of both informational and literary writing. They read and respond to fiction selections, such as classic and contemporary literature, historical fiction, fantasy or science fiction, mystery or adventure, folklore or mythology, poetry, short stories, and dramas, and nonfiction selections, such as subject area books, biographies or autobiographies, magazines and newspapers, various reference or technical materials, and online information. Students respond to fiction, nonfiction, and informational selections or reality-based experiences, multimedia presentations, and classroom or group experiences. They write or deliver longer research reports that take a position on a topic, and they support their positions by citing a variety of sources.

Pre-AP LANGUAGE ARTS- GRADE 7

Pre-AP English is a course designed for high-achieving 7th grade students demonstrating advanced English language arts skills, who will receive instruction leading to subsequent Pre-AP and AP English Language Arts courses. The class will cover all 7th essential knowledge. Emphasis is placed on developing critical and creative thinking and analysis of the style of selected authors and works through required reading, discussions, essays, and exams. **This class is academically rigorous and moves at a faster pace. Students must have above average motivational skills to do well in this class. Summer work will be required.**

Strongly Recommend:

- Maintain grades of A or B in Grade 6 Language Arts

LANGUAGE ARTS- GRADE 8

Language Arts, Grade 8, a course based on Indiana's College and Career Readiness Standards is integrated instruction emphasizing reading, writing, speaking and listening in interest- and age-appropriate content. Students evaluate the logic of informational texts and analyze how literature reflects the backgrounds, attitudes, and beliefs of the authors. They read and respond to fiction selections, such as classic and contemporary literature, historical fiction, fantasy or science fiction, mystery or adventure, folklore or mythology, poetry, short stories, and dramas, and nonfiction selections, such as subject area books, biographies or autobiographies, magazines and newspapers, various reference or technical materials, and online information. Students get ready for the language challenges of high school materials. Using oral discussion, reading, writing, art, music, movement, and drama, students respond to fiction, nonfiction, and informational selections or reality-based experiences, multimedia presentations, and classroom or group experiences. They not only write or deliver research reports but also conduct their own research. They use subordination, coordination, noun phrases and other devices of English language conventions to indicate clearly the relationship between ideas. They deliver a variety of types of presentations and effectively respond to questions and concerns from the audience. Students also listen to literature read aloud to them and write independently for enjoyment.

Pre-AP LANGUAGE ARTS- GRADE 8

Pre-AP English is a course designed for high-achieving 8th grade students demonstrating advanced English language arts skills, who will receive instruction leading to subsequent Pre-AP and AP English Language Arts courses. The class will cover all 8th essential knowledge. Emphasis is placed on developing critical and creative thinking and analysis of the style of selected authors and works through required reading, discussions, essays, and exams. **This class is academically rigorous and moves at a faster pace. Students must have above average motivational skills to do well in this class. Summer work will be required.**

Strongly Recommend:

- Maintain grades of A or B in Grade 7 Language Arts

LANGUAGE ARTS: WORLD LANGUAGES

SPANISH- GRADE 6

Exploring World Languages is a course that may be offered to students in Kindergarten through Grade 7 that provides a sampling of world languages and cultures for students who have not had a prior opportunity for world language learning. Typical objectives of this course 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 a non-sequential course, and does not lead to the development of communicative proficiency in a world language.

SPANISH EXPLORATORY- GRADE 7

Seventh Grade Spanish provides a sampling of world languages and cultures for students who have not had a prior opportunity for world language learning. Typical objectives of this course 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. More emphasis is placed upon language rather than cultural exploration.

SPANISH I- GRADE 8 (High School Credit)

Spanish I enables students to discuss the reasons for learning Spanish and to develop an understanding of Spanish-speaking people and their culture. This course introduces the Spanish language and Hispanic culture to students and enables students to apply effective strategies for learning Spanish. Emphasis is placed on developing the skills of listening, speaking, reading, and writing within a cultural context. Students will be able to respond to and give oral directions and commands, make and answer requests, and ask and answer simple questions. They will be able to understand words and phrases in situational contexts, read short texts on simple topics, and write appropriate responses within situational contexts. As a result of this course, students will have basic vocabulary and structures for minimal communication. They will also have a beginning Hispanic cultural literacy, including etiquette and non-verbal communication, celebrations, current events, history, art, literature, and music.

(2 credit, 2 semester course) Grades and credits for this course will be included on the student's high school transcript and will be factored into their cumulative GPA.

Prerequisite:

- A or B in 7th grade English
- Summer work will be required

EXPLORING CHINESE- GRADES 7 & 8

This course introduces students to effective strategies for beginning Chinese language learning, and to various aspects of Chinese-speaking culture. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to basic requests and questions, understand and use appropriate greetings and forms of address, participate in brief guided conversations on familiar topics, and write simple sentences using characters. This course also emphasizes the development of reading and listening comprehension skills, such as recognizing letters and sounds of familiar words and comprehending brief oral directions.

MATHEMATICS

MATH- GRADE 6

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 plane; formalize algebraic thinking into algebraic expressions and equations; apply their previous knowledge of geometry in real-world mathematics situations; and begin to develop understanding of statistical variability and distributions. As in all mathematics courses, the Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Pre-AP MATH- GRADE 6

Same course description as Math-Grade 6 with a greater emphasis upon Algebra and includes the critical areas of: Problem Solving; Relationships between Quantities and Reasoning with Equations; Linear and Exponential Relationships; Expressions and Equations; and Quadratic Functions and Modeling. This class is intended to prepare students for **Pre-Algebra** or **Algebra I**. Students are expected to be fluent in knowledge of addition, subtraction, multiplication, and division. **This class is academically rigorous and moves at a faster pace. Students must have above average motivational skills to do well in this class. Summer work will be required.**

Strongly Recommend:

- A passing grade of B or higher in 5th Grade Mathematics.

MATH- GRADE 7

Mathematics in grade 7 continues the trajectory towards a more formalized understanding of mathematics that occurs at the high school level that began in Grade 6. Students extend ratio reasoning to analyze proportional relationships and solve real-world and mathematical problems; extend previous understanding of the number system and operations to perform operations using all rational numbers; apply properties of operations in the context of algebraic expressions and equations; draw, construct, describe, and analyze geometrical figures and the relationships between them; apply understandings of statistical variability and distributions by using random sampling, making inferences, and investigating chance processes and probability models. As in all mathematics courses, the Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Pre-AP MATH- GRADE 7

Pre Algebra continues the trajectory towards a more formalized understanding of mathematics that occurs at the high school level that was begun in Grade 6. 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. As in all mathematics courses, the Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. **This class is academically rigorous and moves at a faster pace. Students must have above average motivational skills to do well in this class. Summer work will be required.**

Successful completion of the class prepares the student for Algebra 1 in Grade 8.

Strongly Recommend:

- Grade of a B or higher in 6th Grade Mathematics

MATH- GRADE 8

Mathematics – Grade 8 continues the trajectory towards a more formalized understanding of mathematics that occurs at the high school level that was begun 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. As in all mathematics courses, the Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

ALGEBRA 1- GRADES 7 & 8 (High School Credit)

Algebra I formalizes and extends the mathematics students learned in the middle grades. Five critical areas comprise Algebra I: Relations and Functions; Linear Equations and Inequalities; Quadratic and Nonlinear Equations; Systems of Equations and Inequalities; and Polynomial Expressions. The critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. **(Two credit, two semester course) Grades and credits for this course will be included on the student's high school transcript and will be factored into their cumulative GPA.**

- Fulfills the Algebra I/Integrated Mathematics I requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Students pursuing Core 40, Core 40 with Academic Honors, or Core 40 with Technical Honors diploma should receive credit for Algebra I by the end of Grade 9
- Qualifies as a Quantitative Reasoning course for the General, Core 40, AHD, and THD diplomas

Prerequisite for 7th grade Algebra:

- **Grade of A or B in 6th Grade Mathematics**
- **Math teacher recommendation**
- **Summer work will be required**

Prerequisite for 8th grade Algebra:

- **Grade of A or B in 7th grade math**
- **Math teacher recommendation**
- **Summer work will be required**

GEOMETRY HONORS- GRADE 8 (High School Credit)

Although the content of this course will typically be that of a Geometry course, emphasis will be placed on the rigorous preparation for advanced mathematics. Exercises more challenging than those typically found in Geometry will be emphasized, including formal and indirect proofs. Term projects and/or class presentations by students will be expected. Meets Academic Honors Diploma and Core 40 requirements. Prerequisite: B- or better in Algebra I or teacher recommendation. **(Two credit, two semester course) Grades and credits for this course will be included on the student's high school transcript and will be factored into their cumulative GPA. Meets Academic Honors and Core 40 Diploma requirements.**

Prerequisite:

- **Must have taken Algebra 1 in 7th grade**
- **Summer will be work required**

SCIENCE

SCIENCE- GRADE 6

Students in sixth grade understand that matter is composed of different states with different properties and that energy has different forms with unique characteristics. They understand the relationships between celestial bodies and the force that keeps them in regular and predictable motion. They 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.

PRE-AP SCIENCE- GRADE 6

Students in sixth grade understand that matter is composed of different states with different properties and that energy has different forms with unique characteristics. They understand the relationships between celestial bodies and the force that keeps them in regular and predictable motion. They 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. Additional emphasis placed upon decision-making and problem-solving activities that include identifying problems, issues and questions; information gathering; hypothesizing; connecting content to real-world applications; and evaluating alternative solutions and actions.

This class is academically rigorous and moves at a faster pace. Students must have above average motivational skills to do well in this class. Summer work will be required.

Strongly Recommend:

- A grade of A or B in 5th Grade Science

SCIENCE- GRADE 7

Students in seventh grade understand that energy cannot be created or destroyed, but only changed from one form into another or transferred from place to place. They understand forces as they apply to nature and machines. They describe how earth processes have shaped the topography of the earth and have made it possible to measure geological time. They understand the cellular structure of living organisms, from one celled to multicellular.

PRE-AP SCIENCE- GRADE 7

Students in seventh grade Pre-AP Science *will be challenged with understanding multiple curriculum in order to be prepared for Biology the next year. As part of the 7th grade material, students will understand that energy cannot be created or destroyed, but only changed from one form into another or transferred from place to place. They understand forces as they apply to nature and machines. They describe how earth processes have shaped the topography of the earth and have made it possible to measure geological time. They understand the cellular structure of living organisms, from one celled to multicellular. As part of the 8th grade material students will understand how atomic structure determines chemical properties and how atoms and molecules interact. They will also understand the predictability of characteristics being passed from parent to offspring while studying the basics of genetics.* Additional emphasis placed upon decision-making and problem-solving activities that include the following: identifying problems, issues and questions; information gathering; hypothesizing, connecting content to real-world applications; and evaluating alternative solutions and actions. This class is academically rigorous and moves at a faster pace. Students must have above average motivational skills to do well in this class.

Summer work will be required.

Strongly Recommend:

- An A or B in 6th Grade Science

SCIENCE- GRADE 8

Students in eighth grade understand how atomic structure determines chemical properties and how atoms and molecules interaction. They explain how the water cycle and air movement are caused by differential heating of air, land, and water and how these affect weather and climate. They understand that natural and human events change the environmental conditions on the earth. They understand the predictability of characteristics being passed from parent to offspring and how a particular environment selects for traits that increase survival and reproduction by individuals bearing those traits.

BIOLOGY- GRADE 8 (High School Credit)

This course based on laboratory investigations that include a study of the structures and functions of living organisms and their interactions with the environment. At a minimum, students enrolled in Biology I explore the structure and function of cells, cellular processes, and the interdependencies of organisms within populations, communities, ecosystems, and the biosphere. Biology is a course based on the following core topics: cellular chemistry, structure and reproduction; matter cycles and energy transfer; interdependence of organisms; molecular basis of heredity; genetics and evolution. Students work with concepts, principles, and theories of the living environment. In addition, students enrolled in this course are expected to:

- gain an understanding of the history and development of biological knowledge
- explore the uses of biology in various careers,
- investigate biological questions and problems related to personal needs and societal issues.

Grades and credits for this course will be included on the student's high school transcript and will be factored into their cumulative GPA. (2 credit, 2 semester course)

Prerequisite:

- Recommended Grade A or B in 7th Science
- Summer work will be required
- Fulfills the life science requirement for the General diploma, Fulfills Biology credit for Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

SOCIAL SCIENCES**SOCIAL SCIENCES- GRADE 6**

Students in sixth grade 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 sixth grade students include experiences which 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. Students should acquire positive attitudes regarding active participation, cooperation, responsibility, open-mindedness, and respect for others.

PRE-AP SOCIAL SCIENCES- GRADE 6

Students in sixth grade 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 sixth grade students include experiences which 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. Students should acquire positive attitudes regarding active participation, cooperation, responsibility, open-mindedness, and respect for others. Additional emphasis placed upon decision-making and problem-solving activities that include the following: identifying problems, issues and questions; information gathering; hypothesizing; connecting content to real-world applications; and evaluating alternative solutions and actions. **Self-motivation and attention to detail are critical for this class. Summer work will be required.**

Strongly Recommend:

- A grade of A or B in 5th Grade Social Studies

SOCIAL SCIENCES- GRADE 7

Students in seventh grade explore the history, geography, government, economic systems, current issues, and cultures of the Eastern World with an emphasis on: (1) Asia, (2) Africa, (3) the Middle East, (4) the Pacific Islands, (5) Australia, and (6) New Zealand. Learning experiences for seventh grade students should help them to make the transition from concrete information to abstract ideas, concepts, and generalizations. In-depth studies provide 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.

Pre-AP SOCIAL SCIENCES- GRADE 7

Students in seventh grade Pre-AP Social Studies explore the history, geography, government, economic systems, current issues, and cultures of the Eastern World with an emphasis on: (1) Asia, (2) Africa, (3) the Middle East, (4) the Pacific Islands, (5) Australia, and (6) New Zealand. Learning experiences for seventh grade students should help them to make the transition from concrete information to abstract ideas, concepts, and generalizations. In-depth studies provide 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. Students in Pre-AP Social Studies will spend more time working with primary sources. Pre-AP Social Studies students should also expect higher expectations in the quality and depth of their work and writing. **This class is academically**

rigorous and moves at a faster pace. Students must have above average motivational skills to do well in this class.

Summer work will be required.

Strongly Recommend:

- Grades of A or B in 6th Grade Social Studies

SOCIAL SCIENCES- GRADE 8

Eighth grade United States History emphasizes the interaction of historical events and geographic, social, and economic influences on national development prior to the twentieth century. Special attention is given to (1) Native American cultures and the pre-Columbian period; (2) colonial, revolutionary, and constitutional issues; (3) early national formation; (4) sectional divisions leading to the Civil War; (5) Reconstruction; (6) industrialization; (7) urbanization; and (8) immigration. In this course, students examine major themes, issues, events, movements, and figures in United States history prior to 1900 and explore relationship to modern issues and current events, for example: (1) antiwar movements in different periods in United States history, (2) the influence of inventions and economic innovations, and (3) Indiana's concurrent growth and development. Eighth grade students need to experience a variety of teaching and learning strategies. Students are provided practice in thinking and research skills by learning to use the media center, primary documents, and community resources to identify, evaluate and use appropriate data and reference information. This course also helps student to develop an appreciation of historical preservation. Finally, students should demonstrate, through their studies, a commitment to the rights and responsibilities of citizenship in a democratic society.

Pre- AP SOCIAL SCIENCES- GRADE 8

Eighth grade United States History emphasizes the interaction of historical events and geographic, social, and economic influences on national development prior to the twentieth century. Special attention is given to (1) Native American cultures and the pre-Columbian period; (2) colonial, revolutionary, and constitutional issues; (3) early national formation; (4) sectional divisions leading to the Civil War; (5) Reconstruction; (6) industrialization; (7) urbanization; and (8) immigration. In this course, students examine major themes, issues, events, movements, and figures in United States history prior to 1900 and explore relationship to modern issues and current events, for example: (1) antiwar movements in different periods in United States history, (2) the influence of inventions and economic innovations, and (3) Indiana's concurrent growth and development. Eighth grade students need to experience a variety of teaching and learning strategies. Students are provided practice in thinking and research skills by learning to use the media center, primary documents, and community resources to identify, evaluate and use appropriate data and reference information. This course also helps student to develop an appreciation of historical preservation. Finally, students should demonstrate, through their studies, a commitment to the rights and responsibilities of citizenship in a democratic society.

Students in Pre-AP Social Studies will spend more time working with primary sources. Pre-AP Social Studies students should also expect higher expectations in the quality and depth of their work and writing. **This class is academically rigorous and moves at a faster pace. Students must have above average motivational skills to do well in this class.**

Summer work will be required.

Strongly Recommend:

- Grades of A or B in Grade 7 Social Studies

FINE ARTS

ART- GRADE 6

Middle Level Visual Art is based on the Indiana Standards for Visual Art. 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 each career, and use arts community resources, identifying ways to utilize and support the arts community.

ART- GRADE 7

Middle Level Visual Art is based on the Indiana Standards for Visual Art. 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 each career, and use arts community resources, identifying ways to utilize and support the arts community.

INTRODUCTION TO 2D ART - GRADE 8 (High School Credit)

Introduction to Two-Dimensional Art is a course based on the Indiana Academic Standards for Visual Art. Students taking this course engage in sequential learning experiences that encompass art history, art criticism, aesthetics, production, and integrated studies and lead to the creation of portfolio quality works. Students explore historical and cultural background and connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; create two-dimensional works of art, reflect upon the outcomes, and revise their work; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. They identify ways to utilize and support art museums, galleries, studios, and community resources. **(1 semester, 1 credit course) Grades and credits for this course will be included on the student's high school transcript and will be factored into their cumulative GPA.**

Prerequisite:

- Completion of Art 7 with a grade of B or better
- A or B in 7th grade Language Arts
- Teacher Recommendation
 - Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
 - Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

INTRODUCTION TO 3D ART - GRADE 8 (High School Credit)

Introduction to Three-Dimensional Art is a course based on the Indiana Academic Standards for Visual Art. Students taking this course engage in sequential learning experiences that encompass art history, art criticism, aesthetics, production, and integrated studies and lead to the creation of portfolio quality works. Students explore historical and cultural background and connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; create three-dimensional works of art, reflect upon the outcomes, and revise their work; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. They identify ways to utilize and support art museums, galleries, studios, and community resources. **(1 semester, 1 credit course) Grades and credits for this course will be included on the student's high school transcript and will be factored into their cumulative GPA.**

Prerequisite: Introduction to 2D Art

- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

BEGINNING BAND- GRADES 6, 7, & 8

Beginning Band is based on the Indiana Academic Standards for Instrumental Music and provides beginning instruction in any of the following areas: woodwinds, brass, and percussion. 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. This class is intended for students who plan on playing an instrument for their first year. Open to all grades. Students are required to participate in live performances, outside the school day, that support and extend learning in the classroom.

CONCERT BAND- GRADES 7 & 8

Intermediate Band is based on the Indiana Academic Standards for Instrumental Music and provides students the opportunity to apply knowledge and skills learned in Beginning Band by continuing to play an instrument. This class provides instruction in any of the following areas: woodwinds, brass, and percussion. 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. The prerequisite for this class is Beginning Band. Students are required to participate in live performances, outside the school day, that support and extend learning in the classroom.

FESTIVAL BAND- GRADES 7 & 8

Advanced Band is based on the Indiana Academic Standards for Instrumental Music and provides students the opportunity to apply knowledge and skills learned in Beginning/Intermediate Band by continuing to play an instrument. This class provides instruction in any of the following areas: woodwinds, brass, and percussion. 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. The prerequisite for this class is Intermediate Band or by recommendation. Students are required to participate in live performances, outside the school day, that support and extend learning in the classroom.

CHOIR- GRADES 6, 7, & 8

Vocal Music is based on the Indiana Academic Standards for Choral 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. Students are required to participate in live performances, outside the school day, that support and extend learning in the classroom.

CREATIVE DRAMATICS- GRADE 6

This course 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 theatre arts and learn to develop criteria for the evaluation of recorded and live performances.

Students are asked to participate in a dress rehearsal(s) and a live performance(s), outside of the school day, that support and extend the learning in the classroom.

PHYSICAL EDUCATION and HEALTH

HEALTH- GRADE 8 (High School Credit)

Health & Wellness, a course based on Indiana's Academic Standards for Health & Wellness, provides the basis to help students adopt and maintain healthy behaviors. Health education should contribute directly to a student's ability to successfully practice behaviors that protect and promote health and avoid or reduce health risks. Through a variety of instructional strategies, students practice the development of functional health information (essential concepts); determine personal values that support health behaviors; develop group norms that value a healthy lifestyle; develop the essential skills necessary to adopt, practice, and maintain health-enhancing behaviors. Priority areas include: promoting personal health and wellness, physical activity, healthy eating, promoting safety and preventing unintentional injury and violence, promoting mental and emotional health, a tobacco-free lifestyle and an alcohol- and other drug-free lifestyle and promoting human development and family health. This course provides students with the knowledge and skills of health and wellness core concepts, analyzing influences, accessing information, interpersonal communication, decision-making and goal setting skills, health-enhancing behaviors, and health and wellness advocacy skills. This course is designed to assist students in obtaining accurate information, developing lifelong positive attitudes and behaviors, and making wise decisions related to their personal health. Study will include personal and community health; mental, emotional, and social health; injury prevention, safety and CPR; nutritional needs and physical activity; alcohol, tobacco, and other drugs; growth, development, and sexual health. The central themes are the acceptance of personal responsibility for lifelong health, respect for and promotion of the health of others. This course is a High School level course and is based on the Indiana Health Education standards. **(1 credit, 1 semester course)** Grades and credits for this course will be included on the student's high school transcript and will be factored into their cumulative GPA.

- **Fulfills the Health & Wellness requirement for the General, Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors diplomas**

PHYSICAL EDUCATION- GRADE 6

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. Students develop an understanding of physiological changes which occur as a result of physical activity. They 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.

PHYSICAL EDUCATION- GRADE 7 (High School Credit)

Physical Education I focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum which provide students with opportunities to actively participate in at least four of the following: team sports; dual sport activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance, all which are within the framework of lifetime physical activities and fitness. Ongoing assessment includes both written and performance-based skill evaluation. **(two credit, two semester course)** Grades and credits for this course will be included on the student's high school transcript and will be factored into their cumulative GPA.

- **Fulfills the Physical Education requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas**

TECHNICAL AND CAREER EDUCATION

PREPARING FOR COLLEGE AND CAREERS- GRADE 8 (High School Credit)

This course addresses the essential knowledge, skills, and behaviors all students need to live successfully in today's world. Topics include building communication and interpersonal skills; planning and building employability skills; transferring skills to life and work; career exploration and planning. The opportunity for ninth graders to develop FOUR YEAR CAREER PLANS will be included, based on local curriculum needs. **(1 semester 1 credit) Grades and credits for this course will be included on the student's high school transcript and will be factored into their cumulative GPA.Required of all 8th Grade students.**

INFORMATION TECHNOLOGY- GRADE 6

This middle school course is an introductory course to keyboarding/computer technology. The first part of the course will focus on keyboarding followed by the basic word processing skills. In addition digital citizenship will be introduced as well. This course will prepare the student to take Digital Citizenship in 7th grade. This approach is in keeping with the ISTE (International Society for Technology in Education) Standards which places heavy emphasis on integrating technology into the curriculum.

DIGITAL CITIZENSHIP- GRADE 7

This course is an extension of the Information Technology rotation in 6th grade. It will focus on the value of digital citizenship in our society. It will include applications in word processing, presentation, spreadsheets, and digital audio and video. This course will also integrate communication and collaboration activities through projects and activities. This course also focuses on the ISTE Standards which places heavy emphasis on integrating technology in the curriculum.

CODING/WEB DESIGN- GRADE 8

This course provides instruction in the principles of web design and development using HTML (Hyper Text Markup Language) and CSS (Cascading Style Sheet) and current/emerging software programs. The online experiences are composed of self-guided and self-paced tutorials which use scaffolded sets of programming instructions to explore and practice algorithmic thinking. Instructional strategies include teacher led, peer teaching, collaborative instruction, project-based learning activities.

FINANCIAL LITERACY- GRADE 8

This course focuses on the management of individual and family finances by applying reliable information and systematic decision making. Students will cover topics on the benefits and costs of financial responsibility, planning and money management, managing credit and debit, as well as savings and investing. Students will get a preview introduction of entrepreneurship.

COMPUTER TECHNOLOGY SUPPORT- BEAR REPAIR- GRADES 7 & 8

Assist the Technology Department with Computer Technical Support. This course is a graded course, and students will be asked to create projects as well as participate in activities outside the regular school day.

Must be accepted into the program through an application process.

PROJECT LEAD THE WAY- SCIENCE OF TECHNOLOGY (GTT) Grade 6 rotation

Science impacts the technology of yesterday, today, and the future. Students apply the concepts of physics, chemistry, and nanotechnology to STEM activities and projects, including making ice cream, cleaning up an oil spill, and discovering the properties of nano-material.

PROJECT LEAD THE WAY- MEDICAL DETECTIVES GRADE 7 or GRADE 8

Students play the role of real-life medical detectives as they analyze genetic testing results to diagnose disease and study DNA evidence found at a “crime scene.” They solve medical mysteries through hands-on projects and labs, investigate how to measure and interpret vital signs, and learn how the systems of the human body work together to maintain health.

PROJECT LEAD THE WAY- ENERGY & the ENVIRONMENT GRADE 7 or GRADE 8

Students are challenged to think big and toward the future as they explore sustainable solutions to our energy needs and investigate the impact of energy on our lives and the world. They design and model alternative energy sources and evaluate options for reducing energy consumption.

PROJECT LEAD THE WAY- DESIGN AND MODELING- GRADE 7 or GRADE 8

Students apply the design process to solve problems and understand the influence of creativity and innovation in their lives. They work in teams to design a playground and furniture, capturing research and ideas in their engineering notebooks. Using Autodesk® design software, students create a virtual image of their designs and produce a portfolio to showcase their innovative solutions.

PROJECT LEAD THE WAY- AUTOMATION AND ROBOTICS- GRADE 7 or GRADE 8

Students trace the history, development, and influence of automation and robotics as they learn about mechanical systems, energy transfer, machine automation, and computer control systems. Students use the VEX Robotics® platform to design, build, and program real-world objects such as traffic lights, toll booths, and robotic arms.

PROJECT LEAD THE WAY- INTRODUCTION TO COMPUTER SCIENCE- GRADE 7 or GRADE 8

Studies show that by 2018, 1.4 million job openings will be available for computer specialists. In this unit, students discover the principles of this fast-growing field by focusing on creativity and an iterative design process as they create their own basic apps using MIT App Inventor.

INTRODUCTION TO CONSTRUCTION- GRADE 8

Construction Systems is a course that specializes in how people use modern construction systems and the management of resources to efficiently produce a structure on a site. Students will explore the application of tools, materials, and energy in designing, producing, using, and assessing the construction of structures. Classroom activities introduce students to the techniques used in applying construction technology to the production of residential, commercial, and industrial buildings in addition to civil structures. Students learn how architectural ideas are converted into projects and how projects are managed during a construction project in this course.

AVID (ADVANCEMENT VIA INDIVIDUAL DETERMINATION)- GRADE 6

Students will be introduced to research proven methods in writing, inquiry, collaboration, organization, and reading aimed at building student success. Emphasis is placed on organization, the Cornell Way study system and the critical reading process.

AVID (ADVANCEMENT VIA INDIVIDUAL DETERMINATION)- GRADES 7, & 8

Through tutorials and a national award-winning prescribed curriculum, this class prepares students for college. Cornell note-taking, time management, inquiry skills, writing-to-learn strategies and other learning strategies

comprise the components of AVID which are practiced in the other courses which the students take. Students maintain a binder and commit to doing required homework in order to achieve success in all courses. Students must have average to high test scores and grades. Prerequisite: Meet test and grade standards, receive recommendation from teachers and counselors, and participate in an interview. Students and parents sign a contract. **Students need to be aware that AVID will require a one year commitment.**

Career Pathways

In 2014, the State of Indiana produced a report stating that high school graduates were not prepared to meet the skills needs of Hoosier employers. In order to address the skills gap, schools and students must find a way to align student interest and school curriculum to help graduates achieve certifications and degrees sought by employers. Madison Consolidated has created career pathways to help prepare students for further education and ultimately a career.

Career Pathways are used as a guide to help students set their course of study with a career goal in mind. Careers in these pathways range from those requiring little or no training beyond a high school diploma, to those requiring a college degree and post-graduate education.

Madison Consolidated Schools has identified four career pathways using data from student interest and regional job demand estimates. Entry into any of the pathways should reflect student interest, aptitudes, educational goals and, of course, career interests. The four pathways are: Medical/Health Sciences, Advanced Manufacturing, Entrepreneurship, Engineering

In Junior High, as students begin to think about careers after high school graduation, they should start planning their course of study leading into high school. Included in the table below are some of the suggested courses relating to each career pathway. Some courses are included in multiple pathways as they help develop basic skills that are applicable to a wide variety of careers. Other courses provide specific knowledge and skills needed for more specialized careers.

Pursuing one of the pathways does not limit a student's ability to pursue elective courses of interest, nor does it mean students cannot change to a different pathway at some point in the future. Students and parents should continually evaluate the student's goals and interests and monitor progress toward graduation. We do recommend that students begin the process of planning toward graduation and choose coursework that reflects a career goal.

Medical/Health Sciences

Recommended Pathway Courses

Grade 6	Grade 7	Grade 8
Math/Pre AP Math	Math/Pre-AP Math/Algebra I	Math/Pre-AP Math-Algebra I
Science/Pre-AP Science	Science/Pre-AP Science	Science/Pre-AP Science/Biology
PLTW-Science of Technology	PLTW-Medical Detectives	College and Career Readiness

Sample Careers

High School Diploma	Community/Technical College (Certificates, Associate Degree)	College Degree (Undergraduate, Graduate, Post-Graduate programs and degrees)
Nursing Assistant	Veterinary Assistant	Registered Nurse
Personal Care Aides	Dental Hygienist	Veterinarian
Dental Assistant	Medical Assistant	Teacher
Physical Therapy Aide	Massage Therapist	Pharmacist
	Medical Transcriptionist	Doctor
	Pharmacy Technician	Speech Pathologist
		Nurse Practitioner

Sample High School Pathway Courses

AP Chemistry	Advanced Math and Trig	Anatomy and Physiology I
Biology II	AP Calculus AB	Anatomy and Physiology II
PLTW-Human Body Systems	AP Calculus BC	Professional Career Internship
PLTW-Principles of Biomedical Sciences		

**Advanced Manufacturing
Recommended Pathway Courses**

Grade 6	Grade 7	Grade 8
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Math/Pre-AP Math	Math/Pre-AP Math/Algebra I	Math/Pre-AP Math/Algebra I
Information Technology	Spanish	College and Career Readiness
Spanish		PLTW-Design/Modeling and Automation/Robotics
		Intro Construction

Sample Careers

High School Diploma	Community/Technical College (Certificates, Associate Degree)	College Degree (Undergraduate, Graduate, Post-Graduate programs and degrees)
Machine Tool Setter	Hydraulic Assembly	Mechanical Engineer
Welder	Plumber	Robotics Technology/Engineering
Brick Layer	Electrician	Industrial Design
Machinist	Aviation Maintenance Tech	Automotive Engineer
Carpenter	Computer-Aided Designer	Computer Analyst
	Industrial Electronics Technician	

Sample High School Courses

Construction/Technology Systems	Computers in Design and Production	Advanced Manufacturing I	Cub Manufacturing
PLTW-Digital Electronics	Construction	PLTW-Engineering Design & Development	PLTW-Computer Integrated Manufacturing
Automotive/Transportation		Welding I & II	Diesel Technology

Engineering

Recommended Pathway Courses

Grade 6	Grade 7	Grade 8
Math/Pre-AP Math	Math/Pre-AP Math/Algebra I	Math/Pre-AP Math/Algebra I
Information Technology	Spanish	College and Career Readiness
Spanish		PLTW-Design/Modeling and Automation/Robotics
		Geometry

Sample Careers

High School Diploma	Community/Technical College (Certificates, Associate Degree)	College Degree (Undergraduate, Graduate, Post-Graduate programs and degrees)
	Computer-Aided Designer	Mechanical Engineer
	Industrial Maintenance Technician	Robotics Technology/Engineering
	Industrial Electronics Technician	Civil Engineer
	Process Technician	Automotive Engineer
		Computer Analyst
		Electrical Engineer

Sample High School Courses

PLTW-Computer Integrated Manufacturing	Intro to Adv. Manufacturing and Logistics	Advanced Manufacturing I	Calculus AB/BC
PLTW-Digital Electronics	Physics	PLTW-Engineering Design & Development	PLTW-Principles of Engineering
Advanced Math & Trig	Cub Engineering	Computers in Design and Production	

Entrepreneurism

Recommended Pathway Courses

Grade 6	Grade 7	Grade 8
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Math/Pre-AP Math	Math/Pre-AP Math/Algebra I	Math/Pre-AP Math/Algebra I
Information Technology	Spanish	College and Career Readiness
Spanish	Art	PLTW-Energy and the Environment
Art		2-D/3-D Art

Sample Careers

High School Diploma	Community/Technical College (Certificates, Associate Degree)	College Degree (Undergraduate, Graduate, Post-Graduate programs and degrees)
Musician	Salesperson	Software designer
Designer	Chef	Marketing Manager
Shop owner	Franchise business owner	Attorney
Farmer		

Sample High School Courses

Business Law & Ethics	Entrepreneurship	Principles of Marketing	Calculus AB/BC
Fine Arts/Theater/Music	Statistics	Food Science	PLTW-Computer Science
Agribusiness			

