



MIDDLE SCHOOL COURSE DESCRIPTION GUIDE



2024-2025

COURSE DESCRIPTION GUIDE

EGGERS MIDDLE SCHOOL

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Hammond, IN 46320
219-933-2449

SCOTT MIDDLE SCHOOL

3635 173rd Street
Hammond, IN 46323
219-989-7340

MEMBERS

BOARD OF SCHOOL TRUSTEES

Manuel Candelaria Jr
Carlotta Blake-King
Lisa Miller
Cindy Murphy
Kelly Spencer

CORE BELIEFS

School City of Hammond believes in:

- Equity for all.
- Mutual respect for all.
- Open communication that builds trust.
- Being fully engaged in opportunities for academic advancement and whole-child growth.
- Measurable objectives that are clear, consistent, equitable and fair for all students and stakeholders.
- Promoting mental health, wellness, and safety within our school-communities.
- Students and all stakeholders giving their best effort while setting high standards for lifelong success.

Mission Statement

Building on our rich history and proud legacy of success, we empower our diverse group of scholars by advocating for and providing equitable educational outcomes

Vision Statement

Through strengthened relationships, we create positive and inclusive learning environments that build on the ability of all scholars to be healthy, confident, socially responsible, critical thinkers and problem solvers.

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Board Policy 5461 - CREDIT FOR COURSES COMPLETED BEFORE STUDENTS ENTER GRADE 9

In order to recognize its responsibility to provide students the opportunity to receive a maximum amount of credit for completion of course work leading to high school credit, the School Board establishes the following policy and criteria regarding the application of credits earned for high school credit prior to the students entering grade 9.

For credit or course-work to be accepted for courses taken prior to entering grade 9 compliance with minimum requirements established by the State must be met.

Credits earned at the middle school are supplemental to those required by Core 40.

Course content must meet the competencies and proficiencies of the corresponding high school course. Corresponding grades are to be recorded on the student's transcripts and included in grade point averages.

Administrators will consider carefully the circumstances under which credit will be awarded for courses taken before students enter grade 9. The physical, intellectual, social, and emotional maturity of students as well as course content should be considered. In addition, the administrator will remind parents and students that there is a direct correlation between SAT and ACT scores and the number of academic courses taken in high school.

Grading policies and practices will be consistent at both the high school and pre-high school levels.

High school credit will be given only for courses which satisfy State proficiencies and Core 40 competencies, where applicable. All instructors shall meet the requirements established by State law for teaching a course for which graduation credit is awarded.

The requirements for the Academic Honors Diploma may be satisfied with high school credits awarded before students enter grade 9 provided:

1. students earn a grade of "C" or higher for each course;
2. courses are included on high school transcripts;
3. grades are included in high school GPA's.

Mathematics credits earned prior to entering grade 9 may meet specific course requirements but not the credit requirements for graduation. Such credits are considered elective mathematics credits. The purpose of taking mathematics courses before entering grade 9 is to give the student the opportunity to take an additional mathematics course in high school or take a challenging mathematics course in high school over an extended period of time. If the student completes any of the required mathematics courses before entering high school, the student must complete additional mathematics courses in high school. At a minimum, four (4) mathematics credits must be earned after the student enters high school. With respect to a Core 40 diploma, Core 40 diploma with academic honors, and Core 40 diploma with technical honors, mathematics credits earned prior to entering grade 9 may meet specific course requirements and may count towards the credit requirements for a diploma, but six (6) mathematics credits must be earned while in high school.

Course descriptions from the Indiana Department of Education:

https://www.in.gov/doe/files/2024_2025-Elementary_Middle-CTD.pdf

English/Language Arts

0420.07/0420.07Honors

Language Arts Grade Seven

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

0420.08/0420.08Honors

Language Arts Grade Eight

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

0428.68

Language Arts Lab Grades Six-Eight

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

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

1002 English 9

(High School Course)

English 9, an integrated English course based on the Indiana Academic Standards for English/Language Arts in Grades 9-10, is a study of language, literature, composition, and oral communication, focusing on literature within an appropriate level of complexity for this grade band. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance in classic and contemporary literature balanced with nonfiction. Students write responses to literature, expository (informative), narrative, and argumentative/persuasive compositions, and sustained research assignments. Students deliver grade-appropriate oral presentations with attention to audience and purpose and access, analyze, and evaluate online information.

- Recommended Grade: 9
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 2 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for all diplomas

0491.68

English as a New Language Grades Six-Eight

English as a New Language, Middle Level, based on Indiana's English Language Proficiency (ELP) Standards, is the study of language, literature, composition, and oral communication for English Learners so that they improve their proficiency in listening, speaking, reading, writing, and comprehension of Standard English. Students study English vocabulary used in fictional and content-area texts, speak and write English so that they can be successful within the regular school setting and an English speaking society, and deliver oral presentations appropriate to their respective levels of English proficiency.

MATHEMATICS

0430.07/0430.07Honors

Mathematics Grade Seven

Mathematics grade seven standards are made up of five strands: Number Sense; Computation; Algebra and Functions; Geometry and Measurement; and Data Analysis, Statistics, and Probability. The skills listed in each strand indicate what students in grade seven should know and be able to do in mathematics. Grade seven continues the trajectory towards a more formalized understanding of mathematics that occurs at the high school level that began in grade six. Students extend ratio reasoning to analyze proportional relationships and solve real-world and mathematical problems; extend previous understanding of the number system and operations to perform operations using all rational numbers; apply properties of operations in the context of algebraic expressions and equations; create, describe, and analyze geometric figures and the relationships between them; apply understandings of statistical variability and distributions by using random sampling, making inferences, and investigating chance processes and probability models. Using the Process Standards for mathematics in a planned and deliberate method to present the mathematics content standards will prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of the mathematics. Along with the current academic standards, the Science/Technical Studies Content Area Literacy Standards are incorporated in the teaching of this subject with the expectation of a continuum of reading and writing skills development.

0430.08/0430.08Honors

Mathematics Grade Eight

Mathematics grade eight standards are made up of five strands: Number Sense; Computation; Algebra and Functions; Geometry and Measurement; and Data Analysis, Statistics, and Probability. The skills listed in each strand indicate what students in grade eight should know and be able to do in Mathematics. grade eight continues the trajectory towards a more formalized understanding of mathematics that occurs at the high school level that was started in grades 6 and 7. Students extend their understanding of rational numbers to develop an understanding of irrational numbers; connect ratio and proportional reasoning to lines and linear functions; define, evaluate, compare, and model with functions; build understanding of congruence and similarity; understand and apply the Pythagorean Theorem; and extend their understanding of statistics and probability by investigating patterns of association in bivariate data. Using the Process Standards for Mathematics in a planned and deliberate method to present the mathematics content standards will prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of the mathematics. Along with the current academic standards, the Science/Technical Studies Content Area Literacy Standards are 27 Indiana Department of incorporated in the teaching of this subject with the expectation of a continuum of reading and writing skills development.

0432.68

Mathematics Lab Grades Six-Eight

Mathematics Lab provides students with individualized instruction designed to support success in completing mathematics content aligned with Indiana's Academic Standards for Mathematics. Mathematics lab is to be taken in conjunction with the study of mathematics, and the content of Mathematics lab should be tightly aligned to the corresponding content being studied.

Mathematics lab should relate and reinforce mathematics skills students have learned previously, fill in gaps and misconceptions of previous content, and present the current content in concrete and hands-on methods.

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

2520

Algebra I

(High School Course)

Algebra I formalizes and extends the mathematics students learned in the middle grades.

Algebra I is made up of six strands: Real Numbers and Expressions; Functions; Linear Equations, Inequalities, and Functions; Systems of Equations and Inequalities; Quadratic and Exponential Equations and Functions; and Data Analysis and Statistics. These critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend. Students will also engage in methods for analyzing, solving, and using quadratic functions. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of 118 Indiana Department of Education High School Course Titles and Descriptions: 2023-2024 problem situations.

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- 2 semester course, 1 credit per semester
- Fulfills a Mathematics course requirement for all diplomas
- Fulfills the Algebra I/Integrated Mathematics I requirement for all diplomas
- Students pursuing Core 40, Core 40 with Academics Honors, or Core 40 with Technical Honors diploma should receive credit for Algebra I by the end of Grade 9

SCIENCE

0460.07/0460.07Honors

Science Grade Seven

Incorporating the crosscutting concepts, disciplinary core ideas, and science and engineering practices, students in grade seven apply Newton's third law, investigate what determines a change in an object's motion, determine the factors that affect the strength of electric and magnetic forces, investigate gravitational interactions and other forces. Students investigate how arrangement of objects changes the amount of potential energy in the system and what relationships affect kinetic energy in a system. Students will understand that all living things are made of cells and be able to describe the structure, function, and overall interactions of cells. Students will investigate how rock strata tell the age of the planet, how geoscience processes have changed the Earth's surface, and how Earth's materials drive cycling and flow of energy. Students will learn how previous natural catastrophes inform the development of technologies to mitigate their effects.

0460.08/0460.08Honors

Science Grade Eight

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

3024

Biology I

(High School Course)

Biology I incorporates high school Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts to help students gain a three dimensional understanding of Biology topics. Disciplinary Core Ideas for this course include From Molecules to Organisms, Ecosystems, Heredity and Biological Evolution. Instruction focuses on the observation of phenomena to develop an understanding of how scientific knowledge is acquired.

- Recommended Grade: 10
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 2 semester course, 1 credit per semester
- Fulfills the Biology requirement for all diplomas

SOCIAL STUDIES

0470.07

Social Studies Grade Seven

Students in grade seven explore the history, geography, government, economic systems, current issues, and cultures of the Eastern World with an emphasis on: (1) Asia, (2) Africa, (3) the Middle East, (4) the Pacific Islands, (5) Australia, and (6) New Zealand. Learning experiences for students in grade seven should help them to make the transition from concrete information to abstract ideas, concepts, and generalizations. In-depth studies provide greater understanding of environmental influences on economic, cultural, and political institutions. Opportunities to develop thinking and research skills include reading and interpreting maps, graphs, and charts. Decision-making and problem-solving activities should include the following: (1) identifying problems, issues and questions; (2) information gathering; (3) hypothesizing; and (4) evaluating alternative solutions and actions. Along with the current academic standards for this subject, the History/Social Studies Content Area Literacy Standards are incorporated with the expectation of a continuum of reading and writing skills development.

0470.08

Social Studies Grade Eight

Students in grade eight focus on United States history. This study begins with a brief review of early history, including the Revolution and Founding Era, and the principles of the United States and Indiana constitutions, as well as other founding documents and their applications to subsequent periods of national history and to civic and political life. Students then study national development, westward expansion, social reform movements, the Civil War, and the Reconstruction Period. Students examine major themes, issues, events, movements, and figures in United States history through the Reconstruction Period (1877) and explore relationships to modern issues and current events. Along with the current academic standards for this subject, the History/Social Studies Content Area Literacy Standards are incorporated with the expectation of a continuum of reading and writing skills development.

HEALTH AND WELLNESS

0452.68

Health and Wellness Grades Six-Eight

Health and Wellness, grade six, grade seven, and grade eight, provides for the continued development of attitudes and behaviors related to becoming a health-literate individual as part of a planned, sequential, comprehensive health education curriculum that uses the Indiana Academic Standards for Health and Wellness to support student development of essential health skills within the ten health content areas. Developmentally appropriate concepts of personal and community health; safety and injury prevention; nutrition and physical activity, mental health; alcohol, tobacco and other drug use; and family life and human sexuality are areas used for skill development. The adolescent student has instructional opportunities to investigate how health behaviors impact health, well-being, and disease prevention and to accept personal responsibility for health-related decisions. Along with the current academic standards for this subject, the Science/Technical Studies Content Area Literacy Standards are incorporated with the expectation of a continuum of reading and writing skills development.

Grade 7

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

Grade 8

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

PHYSICAL EDUCATION

0450.07

Physical Education Grade Seven

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

0450.08

Physical Education Grade Eight

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

WORLD LANGUAGE

0402.68

World Languages Grades Six-Eight

Middle Level, World Languages, based on Indiana's Academic Standards for World Languages, follows one of two sequences of standards: those for a program beginning at the middle level, or those for a middle level program that is a continuation of an elementary program and focuses on friends and all things social, taking into account adolescents' interest in friendship and social activities. Students will continue to improve both productive and receptive language skills, and their educational background and cognitive development allows them to expand their understanding of structural differences between languages as well as gain a more in-depth cultural awareness. Students beginning study at this grade level should be directed to vocabulary and introductory language skills of the previous grade level to allow for personalization of and a strong foundation in the language. Middle Level World Languages is sequential and builds to communicative proficiency in a world language. Along with the current academic standards for this subject, the Science/Technical Studies Content Area Literacy Standards are incorporated with the expectation of a continuum of reading and writing skills development.

2120

Spanish I

(High School Course)

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

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 2 semester course, 1 credit per semester
- Counts as a directed elective or elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors Diploma

VOCAL MUSIC

0444.68

Vocal Music Grades Six-Eight

Vocal Music Middle Level is based on the Indiana Academic Standards for Music and provides students the opportunity to apply knowledge and skills learned in the elementary music curriculum by participating in choral ensemble classes. Ensemble classes provide group and solo activities and are designed to develop students' musicianship including vocal production, technical skills, and intonation. Activities and experiences include improvising and composing music; listening to, analyzing, and evaluating music; and performing vocal literature of various styles, historical periods, and world cultures. Students also participate in performance opportunities outside of the school day that support and extend the learning in the classroom. Along with the current academic standards, the Science/Technical Studies Content Area Literacy Standards are incorporated in the teaching of this subject with the expectation of a continuum of reading and writing skills development.

INSTRUMENTAL MUSIC

0442.68

Instrumental Music Grades Six-Eight

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

VISUAL ARTS

0410.07

Visual Arts Grade Seven

Visual Arts Middle Level is based on the Indiana Academic Standards for Visual Arts. Students in the middle level program build on the sequential learning experiences of the elementary program that encompass art history, criticism, aesthetics, and production. Through self-reflection, including dialogue, reading, and writing, students analyze each component of their arts education as well as their own personal growth. Throughout the program, students engage in various forms of communication, utilizing a rich vocabulary and a variety of technological resources. Students continue to utilize their art knowledge and skills to make connections across the curriculum, study career options, and identify skills required for those careers. Additionally, students identify how to utilize resources of the arts community as well as how they can support the arts community. Along with the current academic standards, the Science/Technical Studies Content Area Literacy Standards are incorporated in the teaching of this subject with the expectation of a continuum of reading and writing skills development.

0410.08

Visual Arts Grade Eight

Indiana Department of Education: Elementary and Middle School Course Titles and Descriptions: 2023-2024 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.

EXPLORING MUSIC

0440.68

Exploring Music Grades Six-Eight

Exploring Music, Middle Level is based on the Indiana Academic Standards for Music. Students are provided with activities that build on kindergarten through grade six musical knowledge and skills. Instruction is designed to enable students to perform and create music, respond to music, 18 Indiana Department of Education: Elementary and Middle School Course Titles and Descriptions: 2023-2024 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.

Career and Technical Education

5394

Preparing for College and Careers (High School Course)

Preparing for College and Careers addresses the knowledge, skills, and behaviors all students need to be prepared for success in college, career, and life. The focus of the course is the impact of today's choices on tomorrow's possibilities. Topics to be addressed include twenty-first century life and career skills; higher order thinking, communication, leadership, and management processes; exploration of personal aptitudes, interests, values, and goals, examining multiple life roles and responsibilities as individuals and family members, planning and building employability skills, transferring school skills to life and work; and managing personal resources. This course includes reviewing the 16 national career clusters and Indiana's College and Career Pathways, in-depth investigation of one or more pathways, reviewing graduation plans, developing career plans, and developing personal and career portfolios. A 271 Indiana Department of Education High School Course Titles and Descriptions: 2023-2024 project based approach, including computer and technology applications, cooperative ventures between school and community, simulations, and real world experiences, is recommended.

- Recommended Grade(s): 9
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 1 to 2 semester course, 1 credit per semester, 2 credits maximum Qualifies as one of the FACS courses a student can take to waive the Health & Wellness graduation requirement. To qualify for a waiver, a student must take three of the approved courses. For more information, please see 511 IAC 6-7.1-4(c)(6). Counts as a directed elective for all diplomas

Engineering and Technology (PLTW)

0490.68

Engineering and Technology Grades Six-Eight

Engineering and Technology Education, Middle Level provides students with hands-on, problem-based learning opportunities to develop, produce, use, and assess products related to engineering and technology. Students additionally develop individual and teamwork skills to participate in society and the workplace. The four domains included in these standards are general engineering and technology concepts, engineering design and development, producing and using technology, and technology careers. Activities should focus on content related to engineering and technology as a body of knowledge, using resources and actions to: (1) apply engineering design, (2) use processes to produce artifacts and systems, (3) used devices tools and systems safely and appropriately, (4) and assess impacts on society and the environment. Along with the current academic standards for this subject, the Science/Technical Studies Content Area Literacy Standards are incorporated with the expectation of a continuum of reading and writing skills development.

21st Century Scholars

Current 7th and 8th grade Hoosier students who are financially eligible for Free and Reduced Price Lunch will be automatically enrolled in the 21st Century Scholars Program.

- Parents and guardians of eligible students no longer need to complete an application for their students to participate.
- Students who are automatically enrolled in the 21st Century Scholars program must meet all requirements to obtain the scholarship upon graduation.
- Some of the requirements that need to be completed include; visiting a college campus, creating a graduation plan and completing a career interest inventory assessment, among other things.
- ***In order to ensure that all applications are processed correctly, parents are encouraged to complete the Free/Reduced Lunch application.***
- To check the status of an application, please log onto your students ScholarTrack account or reach out to your students' school counselor for additional information.

INDIANA'S SCHOLAR SUCCESS PROGRAM (SSP)

REQUIRED FOR 21ST CENTURY SCHOLARS, RECOMMENDED FOR ALL STUDENTS.



The Scholar Success Program includes activities that will help you stay on track for college and career success.

GRADE	REQUIRED ACTIVITIES		
09	Create a Graduation Plan ¹	Participate in an Extracurricular or Service Activity	Watch "Paying for College 101"
10	Take a Career Interests Assessment	Get Workplace Experience ²	Watch "Estimate Your College Costs"
11	Visit a College Campus	Take a College Entrance Exam (ACT or SAT)	Search for Scholarships ³
12	Submit Your College Application	Watch "College Success 101"	File Your FAFSA

1. Plan should be updated annually to keep students on track for high school graduation and college admission.

2. Includes job shadowing, internship, part-time employment, interviewing a professional or related experience linked to a student's career aspirations.

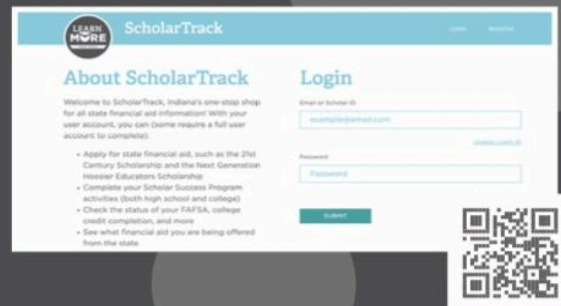
3. Includes any additional scholarship opportunities beyond the 21st Century Scholarship.

21st CENTURY SCHOLAR PLEDGE REQUIREMENTS

As a 21st Century Scholar, you have taken the Scholar Pledge to meet the following requirements:

- ✓ Complete the Scholar Success Program in high school and in college, which includes activities each year to help you stay on track for college and career success. The SSP grid shows the 12 activities that you must complete by high school graduation.
- ✓ Graduate from a state-accredited high school with a minimum of a Core 40 diploma and a cumulative grade point average (GPA) of at least 2.5 on a 4.0 scale.
- ✓ File the Free Application for Federal Student Aid (FAFSA) by April 15 as a high school senior and each year thereafter until you graduate from college.
- ✓ Apply to an eligible Indiana college as a high school senior, and enroll in college as a full-time student within one year of high school graduation.
- ✓ Maintain Satisfactory Academic Progress (SAP) standards established by your college.
- ✓ Complete 30 credit hours each year you are in college to stay on track toward earning your degree on time.
- ✓ Do not use illegal drugs, commit a crime or delinquent act or consume alcohol before reaching the legal drinking age.
- ✓ All grade-level activities must be completed by June 30 following the end of the school year.

Visit ScholarTrack.IN.gov to review and complete the required **Scholar Success Program** activities in each grade of high school.



1-888-528-4719



Scholars@che.IN.gov



09-07-23

Eggers Middle School

Extra-Curricular

National Junior Honor Society: The National Junior Honor Society was founded in 1921 by a group of principals who wanted to create an organization that would encourage academic achievement and also develop other characteristics essential to becoming a well rounded and productive member of society. The ideals of character, leadership, service, and scholarship still remain relevant today. This organization is nationally recognized with several chapters all over the United States. At Eggers, induction into the Dr. Walter J. Watkins Chapter is by invitation to apply. Applications are given to students selected by a faculty council to those students who have a minimum 3.0 average on a 4.0 scale, and who have exhibited exceptional leadership, service, and character.

In accordance with the national by-laws of this organization, dues may not exceed \$20 per year.

Student Council: The National Association of Secondary School Principals is the governing body for the Student Council. The Student council is a governing body that exemplifies student leadership and student voice within the school community. The council should develop leadership skills while promoting student ownership and participation within the school

In accordance with the national by-laws of this organization, dues may not exceed \$20 per year.

P.O.P. on Violence: Project Outreach and Prevention is an organization that promotes peace, unity, and the decrease of violence in underserved communities. Founded by three local doctors, the P.O.P organization also promotes careers in the health and law enforcement fields.

E-Girls: The E-Girls club is a service organization whose mission is to instill school and community pride at Eggers. Girls may join this organization and must maintain good behavior, put forth effort in classwork, and be an ambassador for the school.

Chess Club: The Chess club teaches the strategies and rules of chess. Members of this club compete among themselves and other chess teams locally, regionally, and statewide.

STEM/Robotics Club: The STEM/Robotics club promotes and teaches students about various careers in STEM. Students can extend their knowledge of STEM and compete with other schools.

Creative Crafts Club: After school, students enhance their creativity by constructing, designing, and decorating various items. Meant to be fun and enjoyable, students get to explore different ways to create art. Students paint, make jewelry, and even make designs for T-shirts using the Cricut machine. Students build on their artistic ability while making positive peer connections in a relaxed environment.

EGGERS MIDDLE SCHOOL EXTRACURRICULAR

Eggers Athletic Teams for 7th and 8th Grade

Eggers MS charges a one-time \$45.00 fee

Fall Sports

- Football (Girls and Boys)
- Cross Country (Girls and Boys)
- Volleyball (Girls)

Winter Sports

- Cheerleading (Girls and Boys)
- Boys' Basketball
- Wrestling (Boys and Girls)
- Girls' Basketball
- Swimming

Spring Sports

- Girls' Soccer
- Boys' Soccer
- Track and Field

For any questions contact Eggers Athletic Directors:

Irene Dunbar
Work Number: 219-933-2449 Ext:2664
igdunbar@hammond.k12.in.us
ojmaddox@hammond.k12.in.us

Oscar Maddox
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Scott Middle School

Extra-Curricular

Art Club: Art Club is a group for anyone looking to bond with other creative students while building personal art portfolios! We are Scott's in house art team, fulfilling requests for artwork needed around the building! We also do a yearly children's chair design competition. Dedicated members that show up regularly will be invited to a field trip to the Tri-County Art Show in the spring.

Chess Club: The Chess club teaches the strategies and rules of chess. Members of this club compete among themselves and other chess teams locally, regionally, and statewide.

National Junior Honor Society: The National Junior Honor Society was founded in 1921 by a group of principals who wanted to create an organization that would encourage academic achievement and also develop other characteristics essential to becoming a well rounded and productive member of society. The ideals of character, leadership, service, and scholarship still remain relevant today. This organization is nationally recognized with several chapters all over the United States. At Eggers, induction into the Dr. Walter J. Watkins Chapter is by invitation to apply. Applications are given to students selected by a faculty council to those students who have a minimum 3.0 average on a 4.0 scale, and who have exhibited exceptional leadership, service, and character. In accordance with the national by-laws of this organization, dues may not exceed \$20 per year.

SCOTT MIDDLE SCHOOL EXTRACURRICULAR

Scott Athletic Teams for 7th and 8th Grade

Scott MS charges a one-time \$45.00 fee

Fall Sports

- Volleyball
 - Season August-October
- Football (Main Season) (One Team)
 - Season August-October
- Cross Country (Boys Team, Girls Team)
 - Season August-October
- Dance
 - Season:(tryouts end of previous school year) Summer-March
- Cheer
 - Season: (tryouts end of previous school year) Summer-December

Winter Sports

- Boys Basketball
 - Season: October-January
- Wrestling (One Team)
 - Season: October-December
- Girls Basketball
 - Season January-1st week in March

Spring Sports

- Track and Field (One Team)
 - *Season: March (end)-May
- Spring Football (Practice Season for Fall) (6th-7th graders)
 - Start Date: Week after Spring Break
 - 6 weeks of practice/scrimmage to prepare for Fall football
- Swimming (One Team)
 - *Season: March
- Soccer (Boys Team, Girls Team)
 - *Season: March (end)-May

For any questions contact:

Joseph Britt

Athletic Director

Scott Middle School

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