**9th Grade Electives**

The following classes are available to 9th grade students as elective choices. On your **Scheduling Request Form**, indicate several elective choices ranking them in order of preference. Pay attention to whether the class is a *1-semester or 2-semester class. If a class is only 1 semester, choose another 1-semester class that can go opposite of it in the schedule. Note: *You may take three FACS classes to substitute for the Health and Wellness Education requirement.* Students participating in and completing an entire athletic sport season or Marching Band season can earn a P.E. substitution credit.

**ENGINEERING & TECHNOLOGY EDUCATION Courses**

Courses in the Engineering & Technology department count as Career/Technical Area *directed* electives.

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**INTRODUCTION TO COMMUNICATION**

*Grades 9-12 1 semester 1 credit*

Prerequisite: none

This course is available to all students. It is required of all EDGE freshman. (4790E)

This course specializes in identifying and using modern communication to exchange messages and information. This course explores the application of the tools, materials, and techniques used to design, produce, use and assess systems of communication. Students will produce graphic and electronic media as they apply communication technologies. This course will also explore the various technical processes used to link ideas and people through the use of electronic and graphic media. Major goals of this course include an overview of communication technology; the way it has evolved, how messages are designed and produced, and how people may profit from creating information services and products. Students will explore mass media communication processes including radio and television broadcasting, publishing and printing activities, telecommunication networks, recording services, computer and data processing networks, and other related systems. Using the base knowledge students will use the design process to solve design projects in each communication area.

**INTRODUCTION TO COMPUTER SCIENCE**

*Grades 9-12 1 semester 1 credit*

Prerequisite: none

Introduction to Computer Science is a one semester course that allows students to explore the world of computer science. Through an inquiry approach to teaching and learning, students will gain a broad understanding of the areas composing computer science including a focus on the areas of computer programming, gaming/mobile development, and artificial intelligence and robotics.

**INTRODUCTION TO DESIGN PROCESSES**

*Grades 9-12 1 semester 1 credit*

Prerequisite: none

Introduction to Design Processes is a course that specializes in modern design and engineering processes with a focus on creative problem solving in developing, testing, communicating, and presenting post-evaluation of products. Students use the design process to analyze research, develop ideas, and produce product solutions. This process gives a framework through which they design, manufacture tests and present their ideas. Students will also cover aesthetics, ergonomics, the environment, safety, and production. The design process is a core-learning tool for many courses enabling the student to solve problems in a systematic, logical and creative manner. Students develop a good understanding of the way the process helps them think creatively and developing aesthetic ideas. The design process encourages the students to engage in higher level thinking to create solutions for many types of problems.

**INTRODUCTION TO ENGINEERING DESIGN (Project Lead The Way)**

*Grades 9-12 2 semesters 1 credit per semester*

Prerequisite: Algebra I

This course develops student problem solving skills with emphasis placed on the development of three-dimensional solid models. Students will work from sketching simple geometric shapes to applying a solid modeling computer software package. They will learn problem solving design process and how it is used in industry to manufacture a product, the Computer-aided Design System (CAD) will also be used to analyze and evaluate the product design.
ENGLISH Courses

MASS MEDIA 1084
Grades 9-12 1 semester 1 credit General, Core 40/AHD/THD elective
Prerequisite: none
This course is the study of the importance of mass media as pervasive in modern life at the local, national, and global levels. It includes a study of the impact of constant and immediate news, entertainment, and persuasive messages on everyday life. Students use course content to become knowledgeable consumers of mass media in preparation for their roles as informed citizens in a democratic society.

CREATIVE WRITING 1092
Grades 9-12 1 semester 1 credit per semester General, Core 40/AHD/THD elective
Prerequisite: none
This course provides students with ample opportunities to combine literary creativity with the discipline of written discourse. The concept of the manipulation of language to convey ideas, feelings, moods and visual images should be the basis of the course. Students become familiar with standard literary elements through the reading and study of published prose and poetry and are taught to use those elements in their own writing. Additionally, students learn strategies for evaluating and responding to their own writing and the writing of others in a peer-sharing component. In this peer-sharing component, students receive specific training in providing constructive, substantive feedback, while role-playing as likely readers of each creative work. Representative models of literary excellence may also be studied. Students can take the course for one semester only. Students can take the first OR second semester of the course.

FAMILY & CONSUMER SCIENCE Courses
A student may substitute the three (3) Family and Consumer Sciences classes† for the graduation requirement of Health and Wellness Education. Courses in the Family and Consumer Sciences department count as Career/Technical Area directed electives.

CHILD DEVELOPMENT †
Grade 9-12 1 semester 1 credit Directed Elective General, Core 40/AHD/THD elective
Prerequisites: none
This course addresses issues of child development from conception/prenatal through age 3. It includes the study of prenatal development and birth; growth and development of children; child care giving and nurturing; and support systems for parents and caregivers. The course also addresses the knowledge, skills, attitudes, and behaviors for supporting and promoting optimal growth and development of infants and young children. Topics include consideration of the roles, responsibilities and challenges of parenthood; human sexuality; adolescent pregnancy; prenatal development; preparation for birth; the birth process; meeting the physical, social, emotional, intellectual, moral and cultural growth and developmental needs of infants and children; impacts of heredity, environment, and family and societal crisis on development of the child; meeting children’s needs for food, clothing, shelter, and care giving; caring for children with special needs; parental resources, services and agencies; and career awareness.

INTERPERSONAL RELATIONSHIPS †
Grade 9-12 1 semester 1 credit Directed Elective General, Core 40/AHD/THD elective
Prerequisite: none
This course addresses the knowledge, skills, attitudes and behaviors all students need to participate in positive, caring, and respectful relationships in the family and with individuals at school, in the community, and in the workplace. Topics include components of healthy relationships, roles and responsibilities in relationships; functions and expectations of various relationships; ethics in relationships; factors that impact relationships (e.g. interests, peer pressure, life events); establishing and maintaining relationships; building self-esteem and self-image through healthy relationships; communications styles; techniques for effective communication, leadership, teamwork and collaboration; individual and group goal setting and decision making; preventing and managing stress; conflict prevention, resolution and management; addressing violence and abuse; and related resources, services and agencies.
HUMAN DEVELOPMENT AND WELLNESS  

Grade 9-12  1 semester  1 credit  
Prerequisite: none

This course addresses development and wellness of individuals and families throughout the life cycle. Topics include principles of human development and wellness; roles, responsibilities, and functions of families and family members throughout the life cycle; individual and family wellness planning; prevention and management of illness and disease; impacts of diverse perspectives, needs, and characteristics on human development and family wellness; gerontology and intergenerational aspects including adult care giving; contemporary family issues including ethics, human worth and dignity, change, stress, and family crisis-abuse-violence; physical, mental, and emotional health issues including substance use/abuse and eating disorders; managing the family’s health-related resources; community services, agencies, and resources; and exploration of human and family services careers.

FINE ARTS COURSES

INTRODUCTION TO TWO – DIMENSIONAL ART (Beginning Drawing)  4000

Grades 9-12  1 semester  1 credit  Directed Elective
Prerequisite: none  General, Core 40/AHD/THD elective

Students taking Introduction to Two – Dimensional Art engage in sequential learning that encompasses art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. The focus will be on introductory experiences in drawing. Students will use a variety of media and techniques. Subjects will allow students to learn how to draw realistic figures, portraits, landscapes and still lifes. Emphasis will be placed on skill development. In addition students will be exposed to composition and art criticism. Students will have the opportunity to reflect upon experiences, discuss and write about product and process and explore historical connections. Students will work individually and in groups. Correlations to other disciplines will be made. Visual arts career options and cultural opportunities within the community will be explored.

PAINTING 1 (Beginning Painting)  4064

Grades 9-12  1 semester  1 credit  Directed Elective
Prerequisites: suggested Intro to 2D Art or Humanities Art (ICE)  General, Core 40/AHD/THD elective

Students taking Painting 1 engage in sequential learning that encompasses art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Emphasis will be placed on painting skill development. Students will use a variety of painting media and techniques. Painting 1 is one of the prerequisites for advanced level classes. Students will have the opportunity to reflect upon experiences, discuss and write about product and process and explore historical connections. Students will work individually and in groups. Correlations to other disciplines will be made. Visual arts career options and cultural opportunities within the community will be explored.

BEGINNING CHORUS (Cadet Choir)  4182F / 4182S

Grade 9-12  Successive Semesters  1 credit per semester  Directed Elective
Prerequisite: none  General, Core 40/AHD/THD elective

This course is also known as Cadet Choir and is a non-auditioned mixed choral ensemble. This course provides the necessary musical and educational foundation for beginning singers to increase their musical competencies and achieve successful performances. Students develop a basic understanding of music theory as well as beginning-level sight-reading. Significant time will also be spent in the preparation of music for performance. Music of various styles will be sung at the five mandatory extra-curricular performances given each year that support and extend the learning in the classroom. After two semesters in Cadet Choir, most singers will move on to the Intermediate choir (Varsity Chorale) without an audition.
### BEGINNING CONCERT BAND

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<thead>
<tr>
<th>Grade 9-12</th>
<th>Successive semesters</th>
<th>1 credit per semester</th>
<th>4160F / 4160S</th>
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<tr>
<td>Prerequisite: Participation in the instrumental feeder program</td>
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<td>Directed Elective</td>
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This band is open to students with an adequate or limited performance level on a WIND instrument. Ensemble and solo activities are designed to develop elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, and analyzing music. Emphasis is placed on the continued development of tone quality, technique, ensemble performance, and sight-reading. Participation in Beginning Concert band incorporates all styles of band music and basic elements of music theory and offers public performance opportunities to the student through Marching Band, pep band, jazz ensembles, solos, and small ensembles. The beginning concert band is part of the full Marching Band and requires that each member participate in all rehearsals and performances with the marching band for the length of the performance season. The Marching Band rehearses several times a week outside of the normal school hours with all performances and rehearsals being mandatory. Failure to attend rehearsals or performances could result in an F for the 9 weeks or semester and removal from the band program. • Students in the Marching Band are expected to participate in the summer band program for which students receive a grade and earn a credit if they meet the minimum number of hours required for a grade. • Students completing the entire marching band season can earn a P.E. substitution credit.

### INSTRUMENTAL ENSEMBLE (Percussion Ensemble only)

<table>
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<tr>
<th>Grade 9-12</th>
<th>Successive semesters</th>
<th>1 credit per semester</th>
<th>4162F / 4162S</th>
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<tbody>
<tr>
<td>Prerequisites: Participation in the instrumental feeder program /concert band/and marching band</td>
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<td></td>
<td>Directed Elective</td>
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This class is designed for percussionists. *All percussionists should take this class instead of a concert band.* The focus of this class will be on specifics of marching percussion and concert percussion playing in addition to the improvement of individual skills through solo material. Students develop and refine elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, and analyzing music. Students of all levels will work on technique, music reading, and ensemble playing on all percussion instruments. Students will play with one of the concert bands as well as a percussion ensemble and the marching band. Students are expected to be a part of the Winter Percussion Ensemble – additional fees are a part of this ensemble. This ensemble is part of the full marching band and requires that each member participate in all rehearsals and performances with the marching band for the length of the performance season. The Marching Band rehearses several times a week outside of the normal school hours with all performances and rehearsals being mandatory. Failure to attend rehearsals or performances could result in an F for the 9 weeks or semester and removal from the band program. • Students in the Marching Band are expected to participate in the summer band program for which students receive a grade and earn a credit if they meet the minimum number of hours required for a grade. • Students completing the entire marching band season can earn a P.E. substitution credit.

### DANCE PERFORMANCE: Ballet, Modern, Jazz, or Ethnic-folk (Color and Winter Guard)

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<tr>
<th>Grade 9-12</th>
<th>Successive semesters</th>
<th>1 credit per semester</th>
<th>4146F / 4146S</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisites: none</td>
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<td></td>
<td>Directed Elective</td>
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This course focuses on the learning of dance and color guard skills including advanced flag and weapon techniques through experiences in which students develop the ability to express thoughts, feelings, perceptions, and images through movement. This group is expected to attend all summer and after school rehearsals, including contests and football games for the entire competitive season (through semester 1). NO P.E. credit substitution will be given if a member quits before the end of the season. This class performs as a part of the marching band during the half-time show of home football games. All members of this class are expected to be members of the Winter Guard, which provides many opportunities to perform as a part of the Indiana Color Guard circuit. The Winter Guard practices several times a week outside of the normal school day and an extra fee is charged. The Color Guard is part of the full marching band and requires that each member participate in all rehearsals and performances with the marching band for the length of the performance season. The Marching Band rehearses several times a week outside of the normal school hours with all performances and rehearsals being mandatory. Failure to attend rehearsals or performances could result in an F for the 9 weeks or semester and removal from the band program. • Students in the Marching Band are expected to participate in the summer band program for which students receive a grade and earn a credit if they meet the minimum number of hours required for a grade. • Students completing the entire marching band season can earn a P.E. substitution credit.
MUSIC HISTORY AND APPRECIATION

Grades 9-12 1 semester 1 credit
Prerequisites: none

4206  Directed Elective

Students receive instruction designed to explore music and major musical styles and periods through understanding music in relation to both Western and Non-Western history and culture. Activities include analyzing and describing music; evaluating music and music performances; and understanding relationships between music and the other arts, as well as disciplines outside of the arts. Students may choose to take this class for one or two semesters. The focus of study is different each semester.

THEATRE ARTS I

Grades 9-12 1 semester 1 credit
Prerequisite: none

4242  Directed Elective

Theatre Arts provides an introduction to the basics of theatre by combining elements of improvisation, movement, acting, memorization and performance in order to develop acting and movement skills. In addition, students will focus on elements of theatre history, culture, analysis, creative process and technical theatre. Student participation is required and will include activities such as monologues, scenes, group work and performance.

TECHNICAL THEATRE

Grades 9-12 1 semester 1 credit
Prerequisites: none

4244  Directed Elective

Students engaged in Technical Theatre actively engage in the process of designing, building, managing and implementing the technical aspects of a production. Student participation is required and activities will include elements of theatre history, culture, analysis and response, design, creative process and hands-on experience. Students will explore career opportunities in the theatre and recognize the responsibilities and importance of everyone involved in the theatrical community.

SCIENCE Courses

PRINCIPLES OF BIOMEDICAL SCIENCES  (Project Lead The Way)

Grades 9-12 2 semesters 1 credit per semester
Prerequisite: Take Honors Biology concurrently

5218F / 5218S  Directed Elective

Core 40/AHD/THD science course/elective

This course provides an introduction to this field through “hands-on” projects and problems. Student work involves the study of human medicine, research processes and an introduction to bioinformatics. Students investigate the human body systems and various health conditions including heart disease, diabetes, hypercholesterolemia, and infectious diseases. A theme through the course is to determine the factors that led to the death of a fictional person. After determining the factors responsible for the death, the students investigate lifestyle choices and medical treatments that might have prolonged the person’s life. Key biological concepts included in the curriculum are: homeostasis, metabolism, inheritance of traits, feedback systems, and defense against disease. Engineering principles such as the design process, feedback loops, fluid dynamics, and the relationship of structure to function will be included where appropriate.

WORLD LANGUAGE Courses

World Language courses are required for an Academic Honors diploma. Students must either take 3 years of the same language (6 credits) or 2 years each of 2 different languages (8 credits). World Language courses also count as directed electives. Students selecting a World Language as a 9th grader MUST have a grade of a B or higher in 8th grade language arts.

CHINESE I

Grades 9-12 2 semesters 1 credit per semester
Prerequisite: grade of B or higher in English or 8th grade Language Arts

2000F / 2000S  Directed Elective

General, Core 40/AHD/THD elective

Chinese I, a course based on Indiana’s Academic Standards for World Languages, 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. Additionally, students will examine the practices, products and perspectives of Chinese-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 Chinese language and culture outside of the classroom.
CHINESE II
Grades 9-12  2 semesters  1 credit per semester  Directed Elective
Prerequisite: Chinese I
Chinese II, a course based on Indiana’s Academic Standards for World Languages, builds upon effective strategies for Chinese language learning by encouraging the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to requests and questions in expanded contexts, participate independently in brief conversations on familiar topics, and write sentences and descriptions using characters. This course also emphasizes the development of reading and listening comprehension skills, such as using contextual clues to guess meaning and recognizing words and characters through stroke order and stroke count. Students will address the presentational mode by presenting prepared material on a variety of topics, as well as reading aloud to practice appropriate pronunciation. Additionally, students will describe the practices, products and perspectives of Chinese-speaking culture; report on basic family and social practices of the target culture; and describe contributions from the target culture. This course further emphasizes making connections across content areas and the application of understanding Chinese language and culture outside of the classroom.

LATIN I
Grades 9-12  2 semesters  1 credit per semester  Directed Elective
Prerequisite: grade of B or higher in English or 8th grade Language Arts
The Latin I course provides instruction enabling students to learn, utilize, and understand the structure of Latin and language in general. In addition, this course will allow students to discuss reasons for learning a language and begin the process of recognizing the contributions of Latin and its culture to American society and the world. A particular emphasis will be placed on mythology. Students will be able to ask and answer simple questions, read words, phrases, and simple sentences in context, and increase their vocabulary both in Latin and in English through derivatives.

SPANISH I
Grades 9-12  2 semesters  1 credit per semester  Directed Elective
Prerequisite: grade of B or higher in English or 8th grade Language Arts
The Spanish I course introduces students to the many reasons for learning the language and develops an understanding of the people who speak it. Students can apply effective strategies for learning the language and show interest in experiencing various aspects of the culture. Level I students have the opportunity to respond to and give oral directions and commands in the classroom and in public; make routine requests; tell about daily activities; understand and use appropriate forms of address; ask and answer simple questions and participate in brief conversations related to daily needs and interests; read aloud and understand simple words and phrases in context, such as menus and schedules; extract information from short reading passages; and write briefly about familiar topics. Students also learn appropriate gestures and etiquette as well as becoming familiar with the customs surrounding various holidays and events.

HEALTH AND PHYSICAL EDUCATION DEPARTMENT
All high school students are required to complete two semesters of Physical Education to meet state graduation requirements. NOTE: Students who participate in an IHSAA sport, competition cheerleading, a club sport, Goldenaires, Expressions, Dance team, Marching band, Winter Percussion Ensemble, or Color guard may be eligible to earn their Physical Education credit through requirements met by participating in these activities. Students who are not planning to use a PE substitution of any kind are recommended to take the P.E. and Health courses during their freshman or sophomore year.
Elective physical education courses may be taken only after Physical Education 1 and 2 have been successfully completed or if a student is participating in an extracurricular activity as a substitution for the P.E. requirement. A freshman may only take APC if he or she is participating in an athletic substitution season as a varsity athlete or a junior varsity athlete (if there is a freshman team) or if the student has approval from the athletic director.
A student may earn a maximum of 6 credits from the elective physical education classes offered provided that there is no course or skill level duplication. NOTE Students may substitute the three (3) Family and Consumer Science courses for the graduation requirement of Health and Wellness.
PHYSICAL EDUCATION I 3542
Grades 9-12 1 semester 1 credit General, Core 40/AHD/THD course
Prerequisite: none
Physical Education I emphasizes health-related fitness and developing the skills and habits necessary for a lifetime of activity. This program includes skill development and the application of rules and strategies of complex difficulty in at least three of the following different movement forms: (1) health-related fitness activities (cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition), (2) aerobic exercise, (3) team sports, (4) individual and dual sports, (5) gymnastics, (6) outdoor pursuits, (7) self-defense, (8) aquatics, (9) dance, and (10) recreational games. Ongoing assessment includes both written and performance-based skill evaluations.

PHYSICAL EDUCATION II 3544
Grades 9-12 1 semester 1 credit General, Core 40/AHD/THD course
Prerequisite: none
Physical Education II emphasizes a personal commitment to lifetime activity and fitness for enjoyment, challenge, self-expression, and social interaction. This course provides students with opportunities to achieve and maintain a health-enhancing level of physical fitness and increase their knowledge of fitness concepts. It includes at least three different movement forms without repeating those offered in Physical Education I. Movement forms may include: (1) health-related fitness activities (cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition), (2) aerobic exercise, (3) team sports, (4) individual and dual sports, (5) gymnastics, (6) outdoor pursuits, (7) self-defense, (8) aquatics, (9) dance, and (10) recreational games. Ongoing assessment includes both written and performance-based skill evaluations. This course will also include a discussion of related careers.

HEALTH & WELLNESS EDUCATION 3506
Grades 9-12 1 semester 1 credit General, Core 40/AHD/THD course
Prerequisite: none
This course 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. 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. Topics 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. Three (3) specified Family and Consumer Science classes.