



**COURSE DESCRIPTION BOOK
THOMAS A. EDISON HIGH SCHOOL
2020-2021**



ENGLISH

Students need four years of English Language Arts to graduate. Students attending, and passing a two-year CTE program through BOCES can earn a credit in Occupational English which satisfies their senior English requirement.

SC ENGLISH-

Grades: all

Prerequisites: referred by CSE

Credit: 1 per year

English Language Arts is designed to help students with literacy. The course objective is to improve students' skills in the areas of reading, writing, critical thinking and speaking. In addition to increasing student literacy the course will focus on improving students' organizational skills, life skills, and help with the transition to high school classes. We will be following and adapting several of the NY State Common Core Modules in an effort to get the students ready for future ELA exams. In addition to the Common Core Modules units and lessons will be designed to address student weaknesses in ELA. This course is designed to assist students who have self-contained ELA on their IEP to be able to earn up to four years of high school ELA credit. The course is designed for students of various grade levels and focuses on reading, writing, and computer skills to help students prepare for high school and their career/job. Students read fiction and non-fiction at a variety of grade levels including at least two modified high school ELA modules a year. Each year a research paper must also be successfully created in order to get credit for the class.

ENGLISH 9

Grades: 9 (First ELA credit required for graduation)

Prerequisites: none

Credit: 1

Students in this course will read a variety of literary pieces across several genres including; autobiography, short story, poetry, drama, and the novel. The students will develop connections between specific literary works while continuing to expand their personal connections. All students are expected to produce personal, creative, and analytical pieces of writing through various methods: Quick Writes, journals, Informative essays, etc. Independent reading assignments are also required. Students are encouraged to develop and strengthen their ability to read, write, listen and speak for information and understanding, for literary response and expression, for critical analysis and evaluation, and for social interaction as outlined in New York State Standards for English Language Arts.

ENGLISH 10

Grades: 10 (2nd/4 English credits for graduation)

Prerequisites: English 9

Credit: 1

This course is designed to build a foundation for college and career readiness through reading, writing, listening, speaking and language. Students must read widely and deeply from among a broad range of high quality and increasingly challenging literary and informational texts to gain literary and cultural knowledge as well as familiarity with various text structure and literary elements. Critical thinking skills are developed through investigating texts which results in evidence-based writing. Mini grammar lessons will encourage the students to use more sophisticated sentence structure. Students also acquire the habits of reading independently and closely which are essential to their future successes.

ENGLISH 10 HONORS

Grades: 10 (fulfills 2rd /4 English credit for graduation)

Prerequisites: 85% or higher in English 9, 85% on grade 9 research paper, teacher recommendation (attendance, work ethic, attitude, etc.)

Credit: 1

English 10 Honors will focus on advanced development of the skills in English 10. The works of literature will be analyzed in a more in-depth complex manner; the writing assignments will be more challenging and there will be a focus on development of independent work skills in order to prepare students for ACE English. Students may expect significant outside reading to compliment the material of the course. Writing will also be a critical component of the course as it is a significant part of the honors programs.

ENGLISH 11

Grades: 11 (fulfills 3rd /4 English credit for graduation)

Prerequisites: English 9 and 10

Credit: 1

English 11 is an in-depth study of literature, concentrating upon interpretation of novels, short stories, plays, and poems. There is a focus on instruction in research skills and a **required** Junior Thesis research paper. English 11 also has a **required** career project for all students, which includes completing a job shadow or career panel, and a short project based on the information they learned from this experience. Preparation for all tasks on the English Regents is done throughout the school year as all 11th graders are scheduled to take the exam in June.

ENGLISH 11 HONORS

Grades: 11 (fulfills 3rd /4 English credit for graduation)
Prerequisites: English 9, >85% IN English 10, 10 H, >85% on Research paper, Teacher recommendation (attendance, work ethic, etc.)
Credit: 1

English 11 Honors will focus on advanced development of the skills in English 11. The works of literature will be analyzed in an in-depth complex manner; the writing assignments will be challenging and there will be a focus on development of independent work skills in order to prepare students for ACE English. Students may expect significant outside reading to compliment the material of the course. Writing will also be a critical component of the course as it is a significant part of the honors programs.

ENGLISH 12

Grades: 12 (fulfills 4th English credit for graduation)
Prerequisites: English 9, 10 and 11
Credit: 1

This course will focus on the four essential standards of the New York State curriculum: listening, speaking, reading and writing. Students will read from a variety of genres including short stories, poetry and novels and also, nonfiction text. Students should be prepared to compose numerous essays, create two research papers after completing extensive research, read independently and deliver a speech to classmates. Creating a resume and cover letters are practical tasks that will ready the students for the working world. All instruction focuses on refining the skills they have acquired in high school to assure post-secondary success.

ACE ENGLISH I and II (ENGL 1010, 1020 CCC)

Grades: 12 (fulfills 4th English credit for graduation)
Prerequisites: Placement by 85% on ELA regents or appropriate Accuplacer score, 85% on Junior thesis, teacher recommendation (attendance, work ethic, etc.)
Credit: 1 Credit HS (6 CCC credits)

ACE 1010- Essay writing designed to sharpen the student's perceptions of the world and to facilitate communications with correctness, clarity, unity, organization, and depth. Assignments include expository writing, argumentation, and research techniques. (3 credit hours)

ACE 1020-Essay writing course designed to advance critical, analytical, and writing abilities begun in ENGL 1010. Literary analysis essays and interpretation on works of fiction, poetry, and drama.

ELECTIVES:

ENGLISH SEMINAR

Grades: Senior Year elective

Prerequisites: English 11

Credit: .5

This class is usually paired up with ACE FYEX and focuses on the life skills that students need out in the real world.

Topics include:

Community involvement (annual can drive), job searching, resume writing, appropriate interactions in the workplace, strategies to work in groups, life skills such as ironing, cooking, meal planning, grocery shopping, setting up an apartment, budgeting, time management, etc.

JOURNALISM

Grades: 11-12

Prerequisites: None

Credit: up to 1 per year

In this elective course students will gain skills in writing, editing, page design, advanced publishing techniques, and photography while producing a creative, innovative biannual school newspaper and offer support to the yearbook club which records school memories and events. There is a strong emphasis on journalism skills in this class. Participants gain useful, real world skills in time management, marketing, teamwork, and design principles.

FYEX: ACE FIRST YEAR EXPERIENCE

Grades: Senior Year elective

Prerequisites: English 11

Credit: .5 , 3 ACE credits

Course Description: This course facilitates intellectual and social integration of first year students into the academic community. This course provides specific methods and strategies, which students may adopt to promote personal growth and success both in the college environment and throughout life. (3 credit hours)

CINEMA as LITERATURE

Grades: English elective

Prerequisites: English 9

Credit: .5 ,

Cinema as Literature is designed to show students how film is a form of literature. By viewing classic and modern American films, students will learn that good film and good literature have certain elements in common. Students will be expected to understand motifs, symbols, metaphors, allusions, plot, theme, characterization and other literary elements as they relate to both film and literature. In addition, students will develop an appreciation for the interaction of film elements such as scripting, directing, acting, producing, lighting, sound, music, editing, cinematography, special effects, set design and costuming. Students will learn to recognize film by genre and compare/contrast written literature compared to its visual adaptation. Students will use their knowledge of the various elements of cinema to analyze and critique films studied in class. Formal and informal assessments will include: class discussions/participation, written film reviews, oral film critiques, and group projects.

POP CULTURE

Grades: English /Social Studies elective

Prerequisites: English 9

Credit: .5 ,

The study of American history through the lens of pop culture. We dive into what makes something popular, what popular culture does to people, and what people do with popular culture. We will analyze how such critical factors as ethnicity, race, gender, class, age, religion and sexuality are shaped by and reshaped in popular culture. We will look at several different mediums including television, film, advertising, popular music, fashion, etc. This class will consist of individual exploration of pop culture that is connected to American history and personal interest.

MATH

Three credits minimum of math are required to meet graduation requirements and the passing of at least one regent's exam in math. We recommend taking as much High School math as possible as it is always helpful in preparing for college and trade programs. To earn an Advanced Regents Diploma three math regents exams must be passed.

SC MATH

Grades: 9-12

Prerequisites: referred by CSE

Credit: 1 each year

Special class to provide specialized instruction (adapting the content, methodology, and/or delivery of instruction) consistent with the goals of the IEP. Through individual pacing, group instruction, and supported independent practice the class will focus on Algebra topics such as: algebraic expressions, real number properties, linear equations, graphing, systems of equations, inequalities, functions, and basic statistics (mean, median, mode etc.). The ultimate goal of the course is to take and pass the Common Core Algebra Regents exam at a time recommended by CSE (determined on an individual basis).

PRE ALGEBRA

Grades: 9,10 or as requested by CSE

Prerequisites: Level 1 or 2 on 8th grade math

Credit: 1

Pre-Algebra I is a non-Regents course in Algebra I for high school students. The goal of this course is to strengthen needed background knowledge for algebraic success while introducing Common Core Algebraic concepts. Basic algebraic skills are reinforced to prepare students for the Regents level Common Core Algebra Course. A department designed final exam will be administered in June.

ALGEBRA I

Grades: all

Prerequisites: Pre-algebra or 8th grade math >75

Credit: 1

ALGEBRA I is the first course in mathematics for high school students. The purpose of this course is to satisfy the Algebra I requirements of the Common Core Mathematics Standards adopted by the State of New York. The course is the first in a series of high school Common Core mathematics courses that includes a rigorous academic core by extending what students have learned in the introductory level math courses, as well as introducing new and more in depth content topics. The Algebra Regents exam will be given in June following the course.

ALGEBRA RECOVERY

CC ALGEBRA I Credit Recovery is a single semester course designed to help students master the material they previously covered in CC Algebra I, while unsuccessfully earning the credit for the course. The goal of this course is to re-explore and expand students understanding of the most crucial topics of the course while also preparing students to pass the Common Core Algebra Regents Exam in January/June. If this half-year course is passed, students will receive the full year mathematics credit earned for completing the Algebra I course.

PRE GEOMETRY

Grades: all

Prerequisites: Algebra I

Credit: 1

Pre-Geometry is a full year course designed to help students prepare to take the CC Geometry Regents course the following year. Making the jump from the CC Algebra course to CC Geometry can be very difficult for many students, and this course is designed to close that gap and prepare students for optimal success in the CC Geometry course. Students will be reviewing and mastering the necessary Algebra skills covered the previous year, while also being exposed to an overview of all CC Geometry topics. While the course covers much of the same material taught in the CC Geometry Course, it will be done at a slower pace and with less rigor.

GEOMETRY

Grades:

Prerequisites: Algebra I or Pre Geometry

Credit: 1

GEOMETRY is the second course in mathematics for high school students. Within this course, students will have the opportunity to make conjectures about geometric situations and prove in a variety of ways, both formal and informal, that their conclusion follows logically from their hypothesis. This course is meant to combine basic rigid motions (reflections, rotations, and translations) with geometrical constructions, as the foundation of congruence and non-rigid motion (dilations) with geometrical constructions as the foundation of similarity. GEOMETRY is meant to lead students to an understanding that reasoning and proofs are fundamental aspects of mathematics and something that sets it apart from the other sciences. Vocabulary will be stressed in this course. The goal of this course is to prepare students to pass the June NY State Regent/Common Core Geometry Exam.

GEOMETRY HONORS

Grades:

Prerequisites: Algebra I or Pre Geometry, Teacher recommendation

Recommendation: final grade of 85 or above in Algebra R.

Credit:1

GEOMETRY is the second course in mathematics for high school students. Within this course, students will have the opportunity to make conjectures about geometric situations and prove in a variety of ways, both formal and informal, that their conclusion follows logically from their hypothesis. This course is meant to combine basic rigid motions (reflections, rotations, and translations) with geometrical constructions, as the foundation of congruence and non-rigid motion (dilations) with geometrical constructions as the foundation of similarity. GEOMETRY is meant to lead students to an understanding that reasoning and proofs are fundamental aspects of mathematics and something that sets it apart from the other sciences. Vocabulary will be stressed in this course. The goal of this course is to prepare students to pass the June NY State Regent/Common Core Geometry Exam.

GEOMETRY RECOVERY

CC Geometry Credit Recovery is a single semester course designed to help students master the material they previously covered in CC Geometry, while unsuccessfully earning the credit for the course. The goal of this course is to re-explore and expand students understanding of the most crucial topics of the course while also preparing students to pass the Common Core Geometry Regents Exam in January/June. If this half-year course is passed, students will receive the full year mathematics credit earned for completing the CC Geometry course.

PRE ALGEBRA II

Grades: 10-12

Prerequisites: Algebra and Geometry

Credit: 1

Pre-Algebra II is a non-Regents course in Algebra II with some Trigonometry for high school students. The goal of this course is to strengthen needed background knowledge for algebraic and trigonometric success while introducing Common Core Algebra II & Trigonometry concepts and the connection between these two mathematical disciplines. Basic algebraic & geometric skills are reinforced and expanded beyond right triangle trigonometry to prepare students for the Regents level Common Core Algebra II Course. A department designed final exam will be administered in June.

ALGEBRA II

Grades: 10-12

Prerequisites: Algebra and Geometry

Credit: 1

This course focuses on the four critical areas of the Common Core model pathway for Algebra II: functions, polynomials, periodic phenomena, and collecting and analyzing data. The course begins with a review of linear and quadratic functions, to solidify a foundation for learning these new functions. Students will make connections between verbal, numeric, algebraic, and graphical representations of functions and apply this knowledge as they create equations and inequalities that can be used to model and solve mathematical and real-world problems. As students refine and expand their algebraic skills, they will draw analogies between the operations and field properties of real numbers and those of complex numbers and algebraic expressions. The Common Core practice standards are embedded throughout the course, as students solve novel problems, reason abstractly, and think critically. The goal of this course is to prepare students to pass the Algebra II Exam in June. Students are required to pass this exam in order to receive an advanced diploma.

ALGEBRA II HONORS

Grades: 10-12

Prerequisites: Algebra and Geometry, Teacher recommendation,

Recommendation: final grade of 85 or above in Geometry R/Geometry R Honors.

Credit: 1

This course focuses on the four critical areas of the Common Core model pathway for Algebra II: functions, polynomials, periodic phenomena, and collecting and analyzing data. The course begins with a review of linear and quadratic functions, to solidify a foundation for learning these new functions. Students will make connections between verbal, numeric, algebraic, and graphical representations of functions and apply this knowledge as they create equations and inequalities that can be used to model and solve mathematical and real-world problems. As students refine and expand their algebraic skills, they will draw analogies between the operations and field properties of real numbers and those of complex numbers and algebraic expressions. The Common Core practice standards are embedded throughout the course, as students solve novel problems, reason abstractly, and think critically. The goal of this course is to prepare students to pass the Algebra II Exam in June. Students are required to pass this exam in order to receive an advanced diploma.

PRE CALCULUS/ACE PRE CALCULUS MATH 1413 CCC

Grades: 10-12
Prerequisites: Algebra II/Trig
Credit: 1, 4 CCC credits

Pre-calculus is a course designed to prepare students for topics covered in a college level Calculus course or elementary Calculus at the college level. It begins with a comprehensive study of functions and moves into an analysis of rudimentary calculus concepts such as the difference quotient and the notion of “taking a limit.” In addition to introducing students to terminology and concepts essential to the study of Calculus, this course should also help students develop reasoning and analytical skills which may be applied to problems outside the typical realm of mathematics.

The characteristics of elementary real functions including algebraic and graphical analysis, inequalities, absolute values, logarithms, trigonometry of real numbers, plane analytic geometry, polar coordinates, complex numbers and Binomial Theorem.

An additional goal of this course is to introduce students to the graphing calculator and its wide range of useful functionality. The class will be using the TI 84 Plus for all in-class demonstrations. Though you must have a graphing calculator to make it through the course, this does not mean that you must necessarily have a TI 84.

CALCULUS/ACE CALCULUS I MATH 1610 CCC

Grades: 11th, 12th grade
Prerequisites: Successful Completion of Pre-Calculus
Teacher Recommendation
Recommend: final average of 85 or above in Pre-Calculus.
Credit: 1 HS, 4 CCC credits

This is a class in a sequence of differential and integral calculus including elements of analytic geometry. Basic theory and physical applications are covered concurrently. Topics include: limits; derivatives, both algebraically and graphically, and as applied to velocity and acceleration; differentials and their use in approximations; the definite and indefinite integrals and their applications, slope fields, conics, trigonometric equations, partial fractions, etc.

The first semester of differential and integral single variable calculus. Basic theory using algebraic and trigonometric function and applications are covered concurrently. Topics include limits, derivatives, considered algebraically and graphically, differentials and their use as approximations, the indefinite and definite integrals with applications to areas, volumes, surface area, arc length, moments and center of mass.

This course is intended for students who have a thorough knowledge of analytic geometry and elementary functions in addition to college preparatory algebra, geometry, and trigonometry.

AP / ACE STATISTICS MATH 1310 CCC

Grades: 11 or 12

Prerequisites: Pre-Algebra II, preferred Algebra II

Credit: 1 HS, 3 CCC credits

The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes:

- Exploring Data: Describing patterns and departures from patterns
- Sampling and Experimentation: Planning and conducting a study
- Anticipating Patterns: Exploring random phenomena using probability and simulation
- Statistical Inference: Estimating population parameters and testing hypotheses

An intuitive approach to statistics. Analysis and description of numerical data using frequency distributions, histograms and measures of central tendency and dispersion, elementary theory of probability with applications of binomial and normal probability distributions, sampling distributions, confidence intervals, hypothesis testing, chi-square, linear regression, and correlation. The statistical computer language Minitab will be used.

MATH for BUSINESS & PERSONAL FINANCE

Grades: 10-12

Prerequisites: None

Credit: 1 Credit

Math is all around you. To be a smart consumer, a good citizen, and have a successful career, you need to understand mathematics in the context of business and personal finance.

Financial Literacy is the ability to use knowledge and skills to manage one's financial resources effectively for lifetime financial security. This course will help you become financially literate. You will learn how to use basic math in everyday business and personal situations such as personal banking, payroll, taxes, charge accounts & credit, vehicle & housing costs, insurance, budgeting, and investments.

BUSINESS

Business courses are elective options that are recommended for students interested in careers in the Business field. College credit for several classes is available.

BUSINESS COMMUNICATION

Grades: 11/12
Prerequisites: None
Credit: .5

Every successful individual must have public speaking and presentation skills. It is arguably the focus of all jobs in today's high-tech, competitive, world-wide economy! Most students, and people in general, fear public communication and the goal of this course is to take this fear and have it become a strength.

This course will help students increase self-confidence, verbally express themselves and their ideas, understand the importance of nonverbal communication, adapt to ANY audience, situation, or impromptu circumstance, and understand the direct relationship communication with others has with success in business/life.

COMPUTER APPLICATIONS/DIGITAL BUSINESS TOOLS

(aka Keyboarding, Software Applications)

Grades: 9-12
Prerequisites: None
Credit: .5

Microsoft Office Suite is one of the most widely used software suites in colleges, high schools, the workplace, and home throughout the United States. Technology literacy is an essential element for success in today's electronic society. This course provides students with the opportunity to obtain and refine skills utilizing many basic and complex features of software that enables individuals to analyze, problem-solve, and communicate effectively.

The Digital Business tools course will enable students to acquire basic and advanced skills of Microsoft Office Suite – Word, Excel, PowerPoint, and Access. Word processing, spreadsheet, multimedia, and database software functions and the integration of objects within Microsoft Office are all taught in the course. Knowledge and proficiency in operating one of the most widely used computer software suites will facilitate students' transitions to post-secondary education and the workplace. Students will develop skills that will enhance their efficiency and productivity in a rapidly changing technological world.

21ST CENTURY EXPERIENCE

Grades:	9-12
Prerequisites:	None
Credit:	.5

The 21st Century Experience will be taught using the Microsoft Office Suite as its platform. Office 365 is one of the most widely used suites in colleges, high schools, the workplace, and homes throughout the U.S.

Technology literacy is an essential element for success in today's electronic society. This course will provide students with the opportunity to obtain and develop skills that will enhance their efficiency and productivity in a rapidly-changing technological world.

The introduction to this course will enable students to acquire the basic skills of Office 365 apps including; Mail, OneDrive, Teams, Class Notebook, and OneNote. In addition, more advanced and complex real-world skills will be introduced in Word, Excel, Access, and PowerPoint.

Additional topics that will be explored in this course include; The Internet, Social Media, Digital Literacy, Digital Media, Sharing Information, Basic App Development, and Basic Website design.

Upon completion of the course, students will have gained college and workplace readiness skills that will produce students and employees who meet the needs of industry as they have the fundamental technical and communication skills required for career success in any field.

BUSINESS APPLICATIONS

(aka Intro to Business, Intro to Occ., Careers & Financial Applications)

Grades:	9-12
Prerequisites:	None
Credit:	1 Credit

What image comes to mind when you hear the word *business*? Some people think of their jobs, others think of the merchants they patronize as consumers, and still others think of profit. Business drives the economic pulse of a nation. Whether you decide to start your own business, work for a small, family-run business, or sign on with a large international corporation, your achievements will depend on your ability to maintain the constant pace of change in today's world. This course builds the foundation and discusses the strategies that allow companies to compete in today's interactive marketplace. You will also learn skills that you will need to turn ideas into action for your own career success.

ENTREPRENEURSHIP

Grades:	10-12
Prerequisites:	None
Credit:	.5 Credit

Do you dream of being your own boss? Do you have a great idea for a product or service? Do you want to open and run your own business? This course can provide you with the tools you will need to become a successful entrepreneur.

You will learn what it takes to go into business. You will find out how to recognize opportunities for business by understanding entrepreneurial trends and assessing global opportunities. Content within this course will provide students with a step by step approach to starting and operating a business through the development of a business plan. Both the performance objectives and the instructional emphasize a project oriented method of instruction.

SPORTS & ENTERTAINMENT MARKETING

Grades:	10-12
Prerequisites:	None
Credit:	.5 Credit

Fasten your seatbelts! You are about to begin an exciting journey into the world of marketing with the Sports & Entertainment industry as your vehicle. This course introduces the basic functions of marketing and will help students develop a thorough understanding of the marketing concepts and theories that apply to sports and sporting events. Areas of instruction will include an introduction to the sports & entertainment industry, target marketing and segmentation, market research, sponsorship, event planning, promotion, branding, licensing, merchandising, and career opportunities. Students will also delve into the components of successful promotional plans, sponsorship proposals, and sports marketing plans. Classroom instruction will be reinforced through the use of case studies, guest speakers, job shadows, current periodicals, real-life scenarios, and virtual sports simulations.

ACCOUNTING PRACTICES (ACE)

Grades:	10-12
Prerequisites:	None
Credit:	.5 Credit, 4 CCC

The ACE Accounting course will provide students with a solid foundation for future accounting and business students and courses. Vocabulary and concepts of accounting and bookkeeping for the small business will be covered. This course will also provide knowledge of accounting for working in a business environment and skills to do the accounting in a small business organization. If you are a college bound student looking for a very desirable elective, ACE Accounting is for you.

PROFESSIONALISM (ACE)

Grades: 11-12
Prerequisites: None
Credit: .5 Credit (TAE), 3 CCC credits

ACE Professionalism develops an understanding of individual and workplace needs as they relate to professionalism, team building, and career growth. Topic areas include human relations, business ethics, business etiquette, team building, and career enrichment. Upon successful completion of this course, students will have developed their own definition of professionalism, applied conflict resolution techniques to workplace scenarios, and defined personal and professional goals as well as their path to career success.

FINANCIAL INDEPENDENCE

Prerequisites: teacher recommendation
Credit: .5 (3 Credits (possible through Corning Community College))

Transitioning from home to college can be an overwhelming experience for the student and the entire family. This course addresses the psychological aspects of a life-changing opportunity from the perspective of the student and the family. Students will learn techniques to help the student adjust to major lifestyle changes which include coping with homesickness, developing a positive network of support and keeping the lines of communication open during this transition.

Students will also be learning skills that will help prepare them to live and enjoy the college experience without incurring mountains of debt. Sound financial planning and alternative methods for paying college expenses will be explored in depth. Students will learn sound money management practices that will lay the groundwork for successfully living independently for the first time.

MATH for BUSINESS & PERSONAL FINANCE

Grades: 10-12
Prerequisites: None
Credit: 1 Credit (can fulfil 3rd senior math credit)

Math is all around you. To be a smart consumer, a good citizen, and have a successful career, you need to understand mathematics in the context of business and personal finance. Financial Literacy is the ability to use knowledge and skills to manage one's financial resources effectively for lifetime financial security. This course will help you become financially literate. You will learn how to use basic math in everyday business and personal situations such as personal banking, payroll, taxes, charge accounts & credit, vehicle & housing costs, insurance, budgeting, and investments.

SOCIAL STUDIES

Four credits of Social Studies are required to graduate in NYS. Including Global I, II, US History and Government and Economics. Certainly students with an interest in the Humanities are encouraged to take elective offerings.

GLOBAL STUDIES I

Grades: 9

Prerequisites: first course for 9th graders

Credit: 1

This class will begin the two year global history course. This course is an introductory course for 9th grade social studies. Students will be introduced to various historical reading, writing, and thinking skills that they will need to complete social studies courses in high school. Students will employ these skills to study World History (outside of the United States) from Paleolithic times up to the year 1776 C.E. The focus of the course will be answering how different groups of humans dealt with the enduring issues of social studies as outlined by state and national standards. This class is a mandatory prerequisite of the Regents 10th grade class “Global Studies II.”

GLOBAL STUDIES II

Grades: 10

Prerequisites: Global Studies I

Credit: 1

This course is required by the New York State Department of Education and Board of Regents. In addition to this course, students will have completed and passed Global Studies I and will take a Regents Exam at the completion of this course, typically in June.

GLOBAL STUDIES II HONORS

Grades: 10

Prerequisites: Global Studies I, Teacher Recommendation, >85 Global I course average

Credit: 1

The Global History II course is the second course in a Social Studies sequence. The course continues the chronological approach begun in Global History I. The topics covered in this course range from the age of revolutions to how globalization has affected how we interact. Within the course students can expect to explore key historical themes, philosophies, dates, and personalities. Upon completion of the course students should be able to make educated comparison of historical content as well as apply content to current situations throughout the world. Students may expect significant outside reading to compliment the material of the course. Writing will also be a critical component of the course as it is a significant part of the honors programs and the Regents Examination. Students will have a summer project due first class of fall semester. The New York State Global History and Geography Regents Exam is the final exam for this course.

UNITED STATES HISTORY

Grades: 11

Prerequisites: Global I and II

Credit: 1

The goal for this year will be to investigate history and learn to think critically like historians. Our goal is also to use a variety of sources to interpret and understand the past to lead us into the future. We will be asking questions, LOTS of questions, to gain an understanding about the ideas, events, and relationships, that define these particular time periods. My goal is for interpretations about the past, and to see history as something that is not 'dead', but ever changing and evolving. But the overarching purpose in U.S. History courses is to enable students to interpret, write effectively, and confidently in their courses across the curriculum and in their personal and professional lives. The final exam for the course is the New York State Regents exam.

UNITED STATES HISTORY HONORS/ACE (HIST 1110/HIST 1120 CCC)

Grades: 11,12

Prerequisites: Global I and II, Teacher recommendation. >85 on USH and ELA Regents exams, application essay, completion of summer assignment

Credit: 1 (6 CCC credits)

Dreams and concepts brought to the New World and their development into America's institutions and social fabric. Conflict and consensus among groups, dilemmas facing revolutionaries and reformers, and ways economic, political and social changes have occurred. (3 cr. hrs.) (Fall, Spring).

End of Civil War to the present. Topics include industrial-urbanization, racism, sexism, the new manifest destiny, political changes, and the growth of a modern nation. (3 cr. hrs.) (Fall, Spring). Meets SUNY General Education requirement in American History

The goal for this year will be to investigate history and learn to think critically like historians. Our goal is also to use a variety of sources to interpret and understand the past to lead us into the future. We will be asking questions to gain an understanding about the ideas, events, and relationships, that define these particular time periods. Within the course students can expect to explore key historical themes, philosophies, dates, and personalities. Upon completion of the course students should be able to make educated comparison of historical content as well as apply content to current situations throughout the world. Students may expect significant outside reading to compliment the material of the course. Writing will also be a critical component of the course as it is a significant part of the honors programs and the Regents Examination. Students will have a summer project. The New York State United States History and Geography Regents Exam is the final exam for this course.

PARTICIPATION IN GOVERNMENT

Grades: 12 (11TH with permission)

Prerequisites: Global I and II, and US History

Credit: .5

Participation in Government is a graduation requirement in New York State. It is a one semester course that will be taken by the student in either the first or second semester of the school year. This is a required .5 unit of study (10 weeks) on the various levels of government, including local, state and national. We will study the structure and policy making at these levels focusing on current issues facing our society. This is a participatory course and students are expected to complete a wide variety of assignments, projects and activities both inside and outside of class.

HONORS PARTICIPATION IN GOVERNMENT ACE: GOVT 1010 CCC

Grades: 12

Prerequisites: Global I and II, and US History

Credit: .5, 3 CCC

Theories and practices of American Federal Government with emphasis on the national level. Changing relationships between the branches of the national government, policy formulation, political parties, pressure groups, and the growth of presidential powers. (3 cr. hrs.) (Fall, Spring) Prerequisite: Eligible to take ENGL 1010. Meets SUNY General Education requirement in Western Civilization

ECONOMICS

Grades: 12 (11TH with permission)

Prerequisites: Global I and II, and US History

Credit: .5

Economics is a graduation requirement in New York State. It is a one semester course that students will take in either the first or second semester of the school year. This is a required .5 unit of study (10 weeks) on the function of the economy at various levels—local, national, and international. The study of scarcity (limited resources and unlimited wants) and the effects of this main economic problem will be applied throughout the course in a variety of contexts.

HONORS ECONOMICS ACE (ECON 1000 CCC)

Grades: 12

Prerequisites: Global I and II, and US History final average >85, Teacher rec

Credit: .5, 3 CCC

This course will examine the dynamics of the United States mixed, market economy, as it functions within an increasingly global system of exchange. We will analyze the role of supply and demand forces in establishing prices, which bring consumers and producers together in a mutually beneficial relationship. Our investigation will include a study of the changing character of the American workforce, the important role played by entrepreneurs in spurring innovation, and how globalization has impacted the character of the American economy. We will routinely incorporate current economic developments and issues to bring abstract theories to life in a more concrete and recognizable way. The United States economy has experienced its share of struggles and achievements in recent years. This has spurred private citizens and public policymakers, alike, to evaluate the proper role of government in response to such challenges.

MURDER AND MADNESS IN 20TH CENTURY AMERICA

Grades: 10-12

Prerequisites: Global I

Credit: .5

Organized crime, mobsters, assassinations are among a few of the topics Murder and Madness in 20th Century America will be covering. This is a half-year course that will focus on murder cases and episodes of madness in modern America (1890s – Present). This course will also examine the lives of individual criminals and the ways they have been punished or not. Attention will be paid to the ways in which Americans have been preoccupied by these heinous crimes in popular culture, e.g., crime TV shows, novels, films.

The conversation about crime and murder can be grisly for some. This class will take a professional and courteous approach to the topics and address them in a respectful manner. We will be using reading assignments, documentaries, class discussions or presentations to learn about these heinous crimes.

SOCIOLOGY

Grades: 11-12

Prerequisites: Global I and II

Credit: .5

Sociology is the scientific study of society. As such, it closely examines human interactions and cultural phenomena, including topics like inequality and urbanization and the effects of these on groups and individuals.

This course is designed to introduce you to a range of basic sociological principles so that you can develop your own sociological imagination. You will learn about the origins of sociology as a discipline and be introduced to major sociological theories and methods of research. You will also explore such topics as sex and gender, deviance, and racism.

RISE AND FALL OF NAZI GERMANY

Grades: 11-12

Prerequisites: Global I and II

Credit: .5

This course introduces the rise and fall of Germany under Nazi control. We will investigate Adolf Hitler and discuss how his ideas will change the history of Germany forever. We will journey through the many conditions in Germany from post-World War I through the end of World War II. The changing attitudes in Germany can be attributed to a man with many goals for a country in need. The exploration of the changing attitudes, values, economy, and government will be the major focus of this course. There will be a lot of reading and writing throughout this class. This course is offered on a rotating basis.

SPORTS PSYCHOLOGY

Grades: 11-12

Prerequisites: Global I and II

Credit: .5

This course will study the interaction between psychological variables and performance in athletic and physical activities. This interactive course will encourage students to discover how psychological elements influence sport performance. Students will be introduced to the basic concepts of sport psychology as well as the psychological skills and training techniques used to enhance athletic performance. This course is designed to help students learn and then apply practical information to the psychology of sport.

AMERICAN HISTORY THROUGH FILM

Grades: 11-12

Prerequisites: Global I and II

Credit: .5

Course Description: This half-year course examines American culture and society through film and Soundtrack. We will critically analyze how American cultural and social conflicts are portrayed and worked out in popular films. By watching, discussing, and writing about these films, we will examine how motion pictures create a window into modern American society. Students will learn how to read American films as cultural texts that help us better understand our history and culture. In class we will also challenge the historical correctness of films and how accurate they are to retelling the facts.

LOCAL HISTORY

Grades: 11-12

Prerequisites: Global I and II

Credit: .5

Native Americans, Revolutionary Battles, Civil War Prison Camps, Canals, Industry, and Natural Disasters have all been part of the Elmira area's rich history. This class will look at the larger themes of American history through the lens of past local events. Perfect for guest speakers and short field trips (both inside and out of school). This class would be for upper level students (11th and 12th) graders who have either successfully completed American History or are working on it. Prerequisite for the class would be passing the Global Regents exam and preferably having passed the American History Regents exam. This would be for upper level students only as it would be research and writing intensive.

SCIENCE

A minimum of three credits in science are required to graduate in NY State with the successful passing of one Regents exam for the Regents Diploma and a second for the Advanced Regents. Taking four years or more of high school science is highly encouraged. All Regents level science courses require students to successfully complete 1200 minutes of laboratory work to meet the New York State lab requirement to be eligible to sit for the Regents Exam.

SC SCIENCE

Small class science is a course where students will study a broad range of topics involving the study of the living environment and Earth science. This is a class providing specially designed instruction (adapting the content, methodology, pacing, and delivery) in accordance with individual IEP goals. The goal of the course is to parallel curriculum presented in the New York State Regents level courses. Eligibility for course participation is to be determined by the CSE.

INTEGRATED SCIENCE

Grades: 11, 12

Prerequisites: Living Environment and Earth Science with passage of one Regents exam

Credit: 1

This course may be taken for one credit toward a third credit in science. This is an activity-oriented course designed to give students the opportunity to explore topics with ethical considerations and topics that relate to current events. Through a variety of methods such as labs, problem-based situations, discussions, and guided inquiry, students are given a basic science foundation, develop useful laboratory skills, and use critical thinking skills to solve scientific problems. This course will emphasize physics, chemistry, earth science, and living environment topics.

LIVING ENVIRONMENT (REGENTS)

Grades: Typically the first science course in a high school sequence for 9th graders

Prerequisites: none

Credit: 1

The living environment is a one-year lab science course where students will approach a broad range of topics involving the study of life. Each of the topics studied will be presented to students in a variety of ways in an attempt to meet each student's individual learning style. These techniques include but are not limited to animations, demonstrations, lectures, activities, labs, and group work.

EARTH SCIENCE (REGENTS)

Grades: Often the first or 2nd High school science course

Prerequisites: Living Environment or midyear transfer

Credit: 1

Course Description: This course may be taken for one unit toward the Physical Setting science requirement or a unit toward a third unit in science. This course provides students with an opportunity to understand and apply scientific concepts, principles, and theories pertaining to earth science and its historical development. In addition, students will use mathematical analysis & problem solving, in order to understand and apply the themes that connect mathematics, science, and technology and to solve real-life problems. Students will be expected to explain, analyze, and interpret the processes and natural phenomena of the earth setting and the universe around it. The core topics of the course are: Introductory Earth Science skills; Mapping the Earth, Minerals and Rocks; The Dynamic Crust; Surface Processes and Landscapes; Earth's History; Meteorology; The Water Cycle and Climates; The Earth in Space.

CHEMISTRY (REGENTS)

Grades: 10, 11, 12

Prerequisites: Living Environment (with Regents exam) and Earth Science (with Regents exam) Regents Algebra 1 (required) Regents Geometry (recommended)

Credit: 1

Regents Chemistry is a laboratory based course that grants Regents credit. This course is an intensive study of matter: the properties, uses, and changes that different kinds of matter undergo. Modern theory and principles and their applications through experimentation, understanding of the elements, calculations, solutions, metals, and nonmetals along with nuclear and organic chemistry are also covered. It is expected that students will be able to solve algebraic expressions and complex word problems. Evaluation is based on quizzes, assignments, class participation, lab experience, unit tests, and the Regents Exam.

PHYSICS (REGENTS)

Grades: 11, 12

Prerequisites: Living Environment, Earth Science, Chemistry and Algebra II with all Regents exams

Credit: 1

Regents Physics is a laboratory based course that grants Regents credit. Topics covered are Mechanics, Motion in a Plane, Work and Energy, Electricity and Magnetism, Wave Phenomena, and Modern Physics. The emphasis on laboratory projects and physical reasoning will help students develop critical thinking skills. This is a highly recommended, if not mandatory, course for students with above average ability in mathematics and science who are contemplating careers in engineering, mathematics or science. Evaluation is based on quizzes, assignments, class participation, lab experience, unit tests, and the Regents Exam.

HONORS PHYSICS (ACE)

Grades: 11, 12

Prerequisites: Living Environment, Earth Science, Chemistry and Algebra II with all Regents exams

Credit: 1 (8 CCC credits)

Principals of Physics is an introductory college level course that is designed to provide students with the knowledge and skills necessary to succeed in upper level physics courses or a career in physical sciences. This course will approach a broad range of topics including mechanics, periodic motion and sound, heat, properties of matter, electricity, magnetism, optics, and modern physics. Students will earn 4 CCC credits.

ADVANCED BIOLOGY (ACE)

Grades: 12

Prerequisites: Living Environment, Earth Science, Chemistry, Physics all with Regents Exams

Credit: 1 (8 CCC credits))

Advanced Biology is an introductory college level course intended for science majors that is designed to provide students with the knowledge and skills necessary to succeed in upper level biology courses or a career in biological sciences. This course will approach a broad range of topics, thereby giving students a solid foundation to build their future in the sciences. Students will earn 8 CCC credits.

FOREIGN LANGUAGE

A minimum of one year of foreign language is required to graduate from high school in NYS. Many colleges require up to three years for their application, so we encourage taking as much language as possible. The Advanced Regents Diploma will require three years of language in addition to passing the Checkpoint B exam, students completing a two-year CTE program meet this requirement.

SPANISH I

Grades: all
Prerequisites: none
Credit: 1

Spanish I is designed to introduce students to Spanish language and culture, Spanish I courses emphasize basic grammar and syntax, simple vocabulary, and the spoken accent so that students can read, write, speak, and understand the language at a basic level within predictable areas of need, using customary courtesies and conventions. Spanish culture is introduced through the art, literature, customs, and history of Spanish-speaking people.

SPANISH II

Grades: all
Prerequisites: Spanish I
Credit: 1

In Spanish II, we will continue to develop and improve listening, speaking, reading and writing skills. In this course, special emphasis is placed on the use of and comprehension of Spanish, as well as, reading and writing in Spanish using a variety of grammatical structures and vocabulary. Topics include: personal ID, leisure, travel, shopping, health and welfare, family and life, education, house and home, community and neighborhood, physical environment, occupations, public and private services, and current events. Another important part of Spanish is the cultures surrounding the language. Culture is introduced through activities, readings, and media (current events) in small and large groups or individually.

SPANISH III

Grades: all
Prerequisites: Spanish II
Credit: 1

In Spanish 3, we will continue to develop and improve listening, speaking, reading and writing skills. In this course, special emphasis is placed on the use of and comprehension of Spanish, as well as, reading and writing in Spanish using a variety of grammatical structures and vocabulary. Topics include: personal ID, leisure, travel, shopping, health and welfare, family and life, education, house and home, community and neighborhood, physical environment, occupations, public and private services, and current events. Another important part of Spanish is the cultures surrounding the language. Culture is introduced through activities, readings, and media (current events) in small and large groups or individually.

SPANISH IV (ACE CREDIT) SPAN 2010 CCC**Grades:** all**Prerequisites:** Spanish III**Credit:** 1 high school (8 CCC credits)

In Spanish IV, we will continue mastery of listening, speaking, reading and writing skills. In this course, special emphasis is placed on the use of and comprehension of advanced Spanish using a wide variety of grammatical structures and vocabulary. Topics include: personal ID, daily routine, storytelling, travel, eating, collegiate studies, house and home, shopping, and the workplace using various verb tenses.

Students will also do in-depth readings and research about Hispanic cultures. Culture is introduced through activities, readings, and media (current events). ACE courses do require a fee payable to the college

FINE ARTS

One minimum credit of Fine Art is required to graduate with a Regents Diploma in NYS. Certainly electives are an important part of a student's development and taking courses in fine art is encouraged.

STUDIO ART (A&B)

Grades: 9-12

Prerequisites: none

Credit: .5 each semester

This course has been designed to introduce a variety of two and three dimensional art experiences. Skills and interests developed in this course will guide students in their choice of future art electives. Areas of study include: Design, Drawing, Painting, Alternative media, Ceramics, and Mixed Media. The course includes studio production combined with personal, cultural, and historical studies. All students must successfully complete a sketchbook in addition to required studio assignments.

Studio in Art is the prerequisite for all other art courses.

2D ART

Grades: 10-12

Prerequisites: Studio in Art

Credit: .5

This course is designed to teach a variety of drawing and painting techniques and fundamentals of composition, expression, and observation. Students will experience drawing using charcoal, graphite, ink, pastels, mixed media, and colored pencils. Students will experience painting with watercolor, acrylic, tempera, and oil paints. Students will explore various subjects such as: still life, landscape, figure, and portraiture. All students are expected to participate in individual and group critiques. All students must successfully complete a Sketchbook in addition to required studio assignments. Planning, design, formal analysis and critical reflection will all be part of the sketchbook criteria.

3D ART

Grades: 10-12

Prerequisites: Studio in Art

Credit: .5

This course is designed to teach students through a variety of three dimensional studio experiences. Work will include additive and subtractive processes using materials such as: plastic, Styrofoam, paper, plastic, wood, and metal as well as basic clay construction techniques. All students are expected to participate in individual and group critiques. All students must successfully complete a sketchbook in addition to required studio assignments.

ADVANCED 2D AND 3D ART

Grades: 11-12
Prerequisites: Studio in Art and 2D Art
Credit: .5 semester

This is a hands-on course where students are encouraged to work more independently as the course progresses. Students will build upon the knowledge acquired in the 2D Art course. Students will be required to maintain sketchbook. Advanced work will reflect planning, research, design, and creativity. There will be an emphasis on the mastery of skills and techniques to reflect a deep understanding of the concepts discussed. Work completed outside of class is strongly recommended.

Independent Study in Art: 1 credit

Grades: Strongly recommended for Seniors only.
Prerequisites: Must have completed at least 3 previous art classes, teacher recommendation
Credit: .5

This course is for the student interested in developing a cohesive body of studio work specifically designed for college admissions and/or a career path in the visual arts. Students will be responsible for presenting 15-20 quality studio pieces consisting of previous art work, supplemental and current art work. Course will consist of online and traditional classroom instruction. Studio work will be documented in traditional and digital forms. Sketchbook work is strongly encouraged. Work completed outside of class is required.

CHOIR

Grades: 9-12
Prerequisites: None
Credit: 1 per year

This class meets every day and focuses on proper vocal technique, choral technique, and music reading. Emphasis is given to age-appropriate musicianship/aesthetic response including rehearsal and concert etiquette, and the responsibilities associated with membership in a performing organization. Choral literature of various forms, periods and genres will be studied and performed. Students are responsible for making up information and class work that is missed during absences.

Students joining performing ensembles are to be aware that performances outside of the school day announced as part of the course are required and constitute a part of the student's grade/evaluation.

TAE CONCERT BAND

Grades: 9-12

Prerequisites: None

Credit: 1 per year

Students must already be able to play an instrument to take Band as a course. Students interested in learning an instrument are encouraged to join a lesson group before signing up for Band.

This class meets every day and focuses on proper instrumental technique, ensemble technique, and music reading. Emphasis is given to age-appropriate musicianship/aesthetic response including rehearsal and concert etiquette, and the responsibilities associated with membership in a performing organization. Band literature of various forms, periods and genres will be studied and performed. Students are responsible for making up information and class work that is missed during absences.

Students joining performing ensembles are to be aware that performances outside of the school day announced as part of the course are required and constitute a part of the student's grade/evaluation. According to the Elmira Heights Board of Education policy, students need to own their instrument, or may rent from the school (as per instrument availability) for the current rates, or may rent from an outside source.

HEALTH AND PHYSICAL EDUCATION

Two full credits of Physical Education are required to graduate from high school with a regent's diploma, typically one half credit per year. One half credit of health is also required, taken after 9th grade.

HEALTH

Grades: 10-12

Prerequisites: None

Credit: .5

The purpose of Health Education is to teach students how to be health literate individuals by providing students with the knowledge and know-how to make healthy choices to utilize throughout their lifetime. Health education focuses on improving the total health of the individual. Topics throughout the year will focus on a person's physical health, mental and emotional health and social health. Topics covered in the course are introduction to health concepts, mental health, dating and relationship violence, CPR and first aid training, nutrition, drug prevention and sex education. This course will be taught through a series of presentations, activities, projects, class discussions and community health guest speakers. It is a required course for graduation.

ANATOMY AND PSYCHOLOGY

Grades: 10-12

Prerequisites: none

Credit: .5

The purpose of anatomy & physiology is to give an in depth understanding of the human body and how it works. For this course, you will be given a basic overview of anatomy that will serve as a great introduction for those who seek careers in the health or science related fields. This course will be a half year class taught through a series of lectures, mini-labs, projects and videos. During this course you will be introduced to a tremendous amount of vocabulary that is essential to know in order to understand the material.

PHYSICAL EDUCATION

Grades: 9-12

Prerequisites: PE must be taken each year of high school up to 2 credits

Credit: .5 per year

The physical education program at Thomas A. Edison High School parallels the newly adopted state framework for physical education. It is based on the disciplines of motor learning, biomechanics, exercise physiology, human growth and development, sociology, and historical perspectives. It stresses physical education activities that help the student develop socially and emotionally as well as physically. The core program consists of department and district selected activities that are designed to introduce the student to T.A.E. Physical Education, physical fitness, as well as the many sports of our culture. Both groups will concentrate on an activity for a three-week to six-week period. Through regular participation in physical education, the student realizes the value of active involvement in our program and receives instruction in sports and methods of maintaining fitness, which will have the potential to improve the quality of their adult life.

Activities are selected and taught on a skill progression level that is commensurate with the individual's ability and grade level in each of the following areas:

1. Movement Skills: These include the fundamental skills of various activities including golf, dance, and team or individual court and field games.
2. Physical Fitness: The physical fitness battery gives attention to endurance, strength, agility, and flexibility. Each student is measured twice a year by our fall and spring testing programs. In addition, all physical education students participate each week in a structured physical fitness training class that includes strength, agility, and aerobics.
3. Lifetime Activities: This portion of the program includes activities and skills that encourage a worthy use of leisure time while emphasizing the importance of maintaining fitness after graduation.