

THOMAS EDISON HIGH SCHOOL

COURSE OFFERINGS GUIDE



Thomas Edison High School

Mission Statement

All students will graduate with the skills necessary to excel in their post-secondary aspirations.

Vision Statement

Through innovation and personal empowerment, the Edison community will partner with our students, igniting a passion for life-long learning, instilling the ideals of international mindedness, leading our students to succeed at Edison and beyond.

BELONG.BELIEVE.BECOME

Thomas Edison High School
Minneapolis Public Schools
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Thomas Edison High School Academic Pathways

9th and 10th Grade

IB Middle Years Programme:

All 9th and 10th grade students participate in the Middle Years Programme. Students take courses to meet Minnesota state standards and Minneapolis graduation requirements incorporating holistic learning, intercultural awareness and personal reflection.

- MYP is a rigorous curriculum for all 9th and 10th graders that prepares students for college-prep courses in 11th and 12th grade.
- Students build academic skills through challenging, contextualized coursework that relates to their lives.
- MYP is holistic (8-subject areas, including a World Language for all) and encourages service and interdisciplinary connections through broad themes that are infused in all subject areas.
- MYP is inquiry based and emphasizes student-directed learning.
- Students will complete a *Personal Project* during their 10th grade year based on their own passions and curiosities.

Below are two sample schedules for 9th or 10th grade students at Edison.

Turn to the department pages for specific information about the options for each area of study.

9 th Grade	10 th Grade
<p><u>Schedule Sample 1</u></p> <p>MYP Language and Literature (English 9) MYP Language Acquisition (Spanish Level 2) MYP Individuals and Societies (Human Geography/African America Studies) MYP Sciences (Physical Science) MYP Mathematics (Intermediate Algebra*) MYP Arts (Concert Choir) MYP Design Technology</p>	<p><u>Schedule Sample 1</u></p> <p>MYP Language and Literature (English 10) MYP Language Acquisition (Spanish Level 3) MYP Individuals and Societies (US History) MYP Sciences (Biology) MYP Mathematics (Geometry) MYP Arts (Varsity Choir) MYP Health & Physical Education</p>
<p><u>Schedule Sample 2</u></p> <p>MYP Language and Literature (English 9) MYP Language Acquisition (French Level 1) MYP Individuals & Societies (Geography/Chicanx-Latinx Studies or Gender Studies or Ethnic Studies) MYP Sciences (Physical Science) MYP Mathematics (Advanced Algebra) MYP Arts (Beginning Band) MYP Health & Physical Education</p>	<p><u>Schedule Sample 2</u></p> <p>MYP Language and Literature (English 10) MYP Language Acquisition (French Level 2) MYP Individuals and Societies (US History) MYP Sciences (Biology) MYP Mathematics (IB SL I) MYP Arts (Arts Electives) MYP Design Technology (Design Theory/Adobe Illustrator)</p>
<p><u>Schedule Sample 3 LEEF</u></p> <p>MYP Language and Literature (English 9) MYP Language Acquisition (French Level 1) MYP Individuals & Societies (Honors Human Geography) MYP Sciences (Physical Science) MYP Mathematics (Advanced Algebra) MYP Arts (Beginning Band) MYP Health & Physical Education</p>	<p><u>Schedule Sample 3 LEEF</u></p> <p>MYP Language and Literature (English 10) MYP Language Acquisition (French Level 2) MYP Individuals and Societies (US History) MYP Sciences (LEEF Biology) MYP Mathematics (IB SL I) MYP Arts (Arts Electives) MYP Design Technology (Career Seminar) MYP Personal Project LEEF</p>

Thomas Edison High School Academic Pathways

11th and 12th Grade

At Thomas Edison High School, our mission is that **all students** graduate with the skills necessary to **excel** in their post-secondary aspirations.

We strive to design **individual** programs, **customized** to meet the individual **passions, curiosities, and needs** of our students.

Beyond the requirements for graduation from Minneapolis Public Schools, Thomas Edison offers a wide menu of rigorous options to prepare students for the next phase of their lives, whether that be a four year liberal arts college, a two-year degree, a career certification program, or a transition directly into the workforce.

IB HL English Literature
 IB SL/HL French
 IB SL/HL Spanish
 IB HL History of the Americas
 IB SL/HL Business & Management
 IB SL/HL Physics
 IB SL/HL Biology
 IB SL Mathematical Studies
 IB SL/HL Mathematics
 IB Spanish Heritage
 IB SL/HL Visual Art

IB SL/HL Music
 IB Business & Management
 IB Sports & Exercise Science
 U of M College in the Schools: Physics by Inquiry
 U of M College in the Schools: Writing Studio
 MCTC College Algebra and Statistics
 Hennepin Technical College Business Entrepreneurship
 Hennepin Technical College Small Business Planning
 Adobe Illustrator
 Adobe Photoshop

Below is a sample schedule of a student who expects to go to work for her family business after she graduates from Edison, and eventually may lead it.

11 th Grade Sample Schedule 1	12 th Grade Sample Schedule 1
English 11/12 Spanish Level 3 World History Chemistry Advanced Algebra Personal Finance/Business Planning Microsoft Office/Adobe Illustrator	College Prep Writing/U of M CIS Writing Studio U.S. Government/Economics Physics MCTC College Algebra and Statistics (2 periods) Design Capstone Entrepreneurship/Business Law

Below is a sample schedule of a student who has decided against pursuing the full IB Diploma, but would like to prepare for a 4-year college while working toward a design certificate and continuing in his music ensemble.

11 th Grade Sample Schedule 2	12 th Grade Sample Schedule 2
IB HL English Literature Year 1 IB HL History of the Americas Year 1 Chemistry SL Mathematics Year 1 Varsity Choir Design Theory/Adobe Photoshop One period of release for PSEO Design Course	IB HL English Literature Year 2 IB HL History of the Americas Year 2 College in the Schools Physics by Inquiry IB SL Mathematics Year 2 Varsity Choir Adobe Illustrator/Manufacturing & Design Processes One period of release for PSEO Design Course

Below is a sample LEEF pathway schedule for a student who expects to pursue ongoing work in service to the sustainability efforts of the greater community and world.

11 th Grade Sample LEEF Pathway Schedule	12 th Grade Sample LEEF Pathway Schedule
English 11/12 Spanish Level 3 World History LEEF Chemistry or LEEF Physics Advanced Algebra Personal Finance/Business Planning Microsoft Office/Adobe Illustrator	U.S. Government/Economics LEEF EASY-PRO Art and the Environment IB Spanish Edison Entrepreneurship Academy (English 12, Entrepreneurship, Design Theory) School Day Internship & Work

Thomas Edison High School Academic Pathways

11th and 12th Grade

IB Diploma Programme:

The IB Diploma Programme is an option for our 11th and 12th grade students. It is an academically challenging and balanced program of education with performance assessments and final examinations that prepare students for success in college and life beyond.

Students study subjects from six different discipline groups, maintaining both breadth and depth of study. Students also engage in three core elements: The extended essay, theory of knowledge, and creativity, action and service. These are central to the philosophy of the programme.

Below is a sample schedule for an IB Diploma candidate at Edison. Turn to the department pages for specific information about the options for each area of study.

11 th Grade Sample Schedule	12 th Grade Sample Schedule
HL English Literature Year 1 SL Spanish Acquisition (Level 4) HL History of the Americas Year 1 HL Physics Year 1 Advanced Algebra SL Music Year 1 Varsity Choir/Band Theory of Knowledge (in Advisory)	HL English Literature Year 2 SL Spanish Acquisition (Level 5) HL History of the Americas Year 2 HL Physics Year 2 SL Mathematical Studies (1 year course) SL Music Year 2 Theory of Knowledge (1 semester) Extended Essay Workshop (in Advisory)

IB Diploma Requirements

- Completion of all required examination components of six IB DP courses
 - o 3 Higher Level (HL) and
 - o 3 Standard Level (SL) Courses
 - o Each course will earn an exam score between 1-7.
- 24 Total Exam Points, with at least 12 of them from HL courses.
- Satisfactory Completion of the “Core” of the Diploma Programme:
 - o Theory of Knowledge course and exam components
 - o Independent Extended Essay
 - o Approximately 150 hours of Creativity, Action, and Service and personal reflections.

IB Diplomas are awarded in July after high school graduation, once all IB exam scores are tabulated.

IB Medallion Requirements

- Completion of all required examination components of at least three IB DP courses.
- Satisfactory Completion of a portion of the “Core” of the Diploma Programme:
 - o Theory of Knowledge Course and exam components
 - o Approximately 75 hours of Creativity, Action, and Service and personal reflections.

Note: Because IB medallion students will often have fewer IB Diploma Programme courses, there is more opportunity for course flexibility. These students will often choose other opportunities to supplement their IB coursework. (e.g. Career and Tech Ed., College in the Schools, PSEO, advanced Fine Arts electives.)

IB Medallions are awarded the week before high school graduation to all medallion students (including full diploma candidates).

Thomas Edison High School Academic Pathways

11th and 12th Grade

Dual Enrollment Courses & Certifications:

Edison collaborates with the University of Minnesota, Minneapolis Community and Technical College and Hennepin Technical College to create pathways for students to begin college-level certificates while in high school.

Earning course credit and certifications can be a great way to enter the competitive job market right after high school, even for students who are looking to earn better wages while pursuing a 4-year college degree.

Look for the MCTC and University of MN logos alongside course names in this catalog. Those courses are our current Dual Enrollment options that can earn an Edison student college credit.

FOUR-YEAR PLAN AND WORKSHEET

Students and parents are encouraged to use this outline to form a high school program plan. This plan is an example of a general college preparation pathway.

FRESHMAN - Yearly Credits = 7.336

FIRST SEMESTER	CREDITS	✓	SECOND SEMESTER	CREDITS	✓
Language A: 09/Literature and Composition	0.5		Language A: 09/Literature and Composition	0.5	
Humanities: Geography/Ethnic Studies/Chicanx-Latinx Studies/African American Studies/Gender Studies	0.5		Humanities: Geography/Ethnic Studies/Chicanx-Latinx Studies/African American Studies/Gender Studies	0.5	
Physical Science	0.5		Physical Science	0.5	
Intermediate Algebra or Geometry	0.5		Intermediate Algebra or Geometry	0.5	
Language B: 1st Year	0.5		Language B: 1st Year	0.5	
Arts	0.5		Arts	0.5	
Career & Technical Education, PE/Health	0.5		Career & Technical Education, PE/Health	0.5	
Advisory	0.168		Advisory	0.168	
Total Credits Earned	3.668		Total Credits Earned	3.668	

SOPHOMORE - Yearly Credits = 7.336

FIRST SEMESTER	CREDITS	✓	SECOND SEMESTER	CREDITS	✓
Language A: 10	0.5		Language A: 10	0.5	
Humanities: US History	0.5		Humanities: US History	0.5	
Biology	0.5		Biology	0.5	
Geometry/Advanced Algebra	0.5		Geometry/Advanced Algebra	0.5	
Language B: 2nd Year	0.5		Language B: 2nd Year	0.5	
Arts	0.5		Arts	0.5	
Career & Technical Education, PE/Health	0.5		Career & Technical Education, PE/Health	0.5	
Advisory	0.168		Advisory	0.168	
Total Credits Earned	3.668		Total Credits Earned	3.668	

JUNIOR - Yearly Credits = 7.336

FIRST SEMESTER	CREDITS	✓	SECOND SEMESTER	CREDITS	✓
Language A: 11/Literature and Composition	0.5		Language A: 11/Literature and Composition	0.5	
Humanities: World History	0.5		Humanities: World History	0.5	
Chemistry or Physics	0.5		Chemistry or Physics	0.5	
Advanced Algebra or Advanced Mathematics	0.5		Advanced Algebra or Advanced Mathematics	0.5	
Language B: 3rd Year	0.5		Language B: 3rd Year	0.5	
Arts/Career & Technical Education, PE/Health*	0.5		Arts/Career & Technical Education, PE/Health*	0.5	
Additional Elective Choices/PSEO	0.5		Additional Elective Choices/PSEO	0.5	
Advisory	0.168		Advisory	0.168	
Total Credits Earned	3.668		Total Credits Earned	3.668	

SENIOR - Yearly Credits = 7.336

FIRST SEMESTER	CREDITS	✓	SECOND SEMESTER	CREDITS	✓
Language A: 12/English Language and Composition	0.5		Language A: 12/English Language and Composition	0.5	
Humanities: Government or Economics	0.5		Humanities: Government or Economics	0.5	
Advanced Science Selection	0.5		Advanced Science Selection	0.5	
Advanced Mathematic Selection	0.5		Advanced Mathematic Selection	0.5	
Language B: 4th Year	0.5		Language B: 4th Year	0.5	
Arts/Career & Technical Education, PE/Health	0.5		Arts/Career & Technical Education, PE/Health	0.5	
Additional Elective Choices/PSEO	0.5		Additional Elective Choices/PSEO	0.5	
Advisory	0.168		Advisory	0.168	
Total Credits Earned	3.668		Total Credits Earned	3.668	

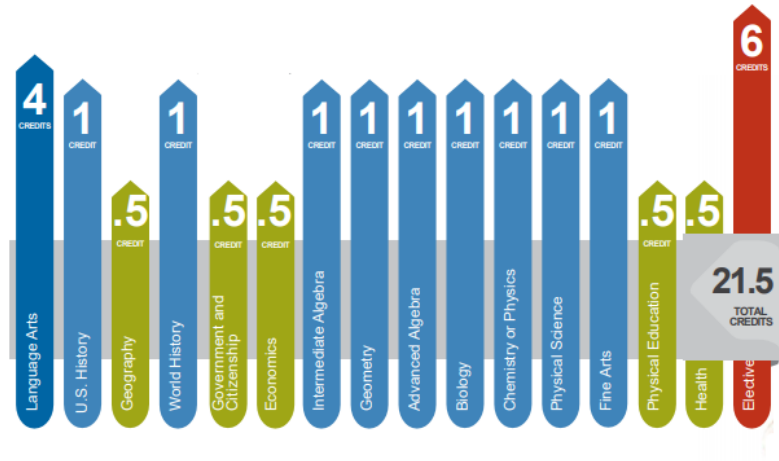
SCHEDULE FOR 2018-19

Standard 7 period per day schedule, plus Advisory
 Semester-long and year-long classes
 Total possible credits = 7.336 for the year

GRADUATION REQUIREMENTS

HIGH SCHOOL GRADUATION REQUIREMENTS

Graduation Credit Requirements



MY LIFE PLAN (MLP)

My Life Plan is a post-secondary planning graduation requirement for the class of 2010 and beyond. In middle school, students will learn how to make successful transitions, explore careers, and make academic plans based on possible career paths. As 9th and 10th graders, students take inventories and surveys related to self-exploration, encouraging them to think about their interests, personality, and how these aspects all relate to the world of work. As 11th and 12th graders, students transition to actually forming and executing a plan, ranging from career and college searches to post-secondary and job applications.

Students will:

- learn information about how to make informed decisions about college, career, and work;
- create a resume for job and college applications;
- stay on track with credits and get to know their school counselor;
- search for colleges and scholarships;
- learn information about going to college ... finding a career ... succeeding after high school ... earning a salary;
- complete graduation requirements via classroom guidance, and individual planning experiences delivered by the school counselors.

MLP GRADUATION REQUIREMENT MILESTONES

9th GRADE

1. High School Transition
2. High School Orientation
3. Needs Assessment
4. Career Experience
5. Resume
6. 4 Year Course Plan/Credit Status

11th GRADE

1. Needs Assessment
2. Preliminary Plan for Post-High School
3. Career Interest Inventory
4. College Research
5. 4-year Course Plan/Credit Status

10th GRADE

1. Needs Assessment
2. PLAN Test Interpretation
3. My Personality Type
4. Career Experience
5. 4 Year Course Plan/Credit Status

12th GRADE

1. College Experience
2. Application
3. Graduation Review and Approval
4. Senior Exit Survey
5. Capstone Project

FOR MORE INFORMATION, PLEASE VISIT THE FOLLOWING LINK: [HTTP://GUIDANCE.MPLS.K12.MN.US/MY_LIFE_PLAN](http://GUIDANCE.MPLS.K12.MN.US/MY_LIFE_PLAN)

COUNSELING

The counselors at Edison are here to help your student. Our areas of expertise include:

- ✓ academic support
- ✓ career exploration
- ✓ test taking skills
- ✓ study skills
- ✓ stress management
- ✓ personal/social issues
- ✓ college preparation
- ✓ post high school options

We advocate for our students and help you, help them stay on track for graduation.

Any questions regarding course offerings and programs should be addressed to the Counseling Department.

VISION STATEMENT

Every student will acquire the academic, career and personal/social skills to reach their fullest educational potential and successfully manage their lives as healthy, responsible, competent and productive citizens who respect themselves and others.

MISSION STATEMENT

To provide a comprehensive, developmental counseling program that addresses the personal/social, academic and career development of all of our students.

GOALS

- To foster student achievement for EVERY student.
- To implement a school counseling program which is data-driven, proactive, prevention-based, developmentally appropriate and supports school improvement.
- To promote and enhance the learning process for ALL students.

THOMAS EDISON HIGH SCHOOL PROCEDURES

COURSE/SCHEDULE CHANGE POLICY

Schedule changes are only accepted during the first week of each Semester. Signatures are NOT needed during the accepted schedule change period.

Schedule changes requested once the term begins must meet one of the following criteria:

1. inappropriate placement;
2. failed prerequisite;
3. medical need; or
4. scheduling error.

After the first five (5) days of a Semester, any schedule requests **MUST** meet the following additional criteria:

1. requests must be signed by the outgoing teacher/incoming teacher, grade level Administrator, and a parent;
2. all ELL class changes must be approved by the ELL Coordinator and ELL Administrator; and
3. all students with exceptional and special needs must have approval from the Special Education Coordinator and Special Education Administrator.

Schedules will NOT be changed for the following reasons:

1. teacher of the class;
2. preference of a different hour;
3. other students in the class.

CREDIT RECOVERY POLICY

What happens if a student fails a required course?

***** Students should always consult with their counselors when choosing credit recovery options to make sure they are registered for the correct courses.**

The following credit makeup programs are available:

- **SCHOOL-DAY ALC CREDIT RECOVERY**
Students complete previously failed credits ONLINE through the ALC Credit Recovery Program, during the day. Students are enrolled during the day embedded in their schedule. Students needing to makeup credits should meet with their counselor for a credit check and to be registered for School-day ALC Credit Recovery. This option is only available for Juniors and Seniors who are more than 4 quarter credits behind.
- **AFTER SCHOOL ALC CREDIT RECOVERY**
Students complete previously failed credits ONLINE through the ALC Credit Recovery Program. Students are required to stay after school for ALC credit makeup two days per week. Students can ONLY take classes they have previously failed. Students needing to makeup credits should meet with their counselor for a credit check and to be registered for After School ALC Credit Recovery.
- **SUMMER SCHOOL/WINTER BREAK ACADEMY/SPRING BREAK ACADEMY ALC CREDIT RECOVERY**
Edison High School offers winter, spring, and summer school courses both online and/or with classroom instruction. Students can take ANY previously failed course online, but only a select few are offered with classroom instruction. Students needing to makeup credits should meet with their counselor for a credit check and to be registered for winter/spring/summer School ALC Credit Recovery.

LATE ARRIVAL AND EARLY RELEASE POLICY

Late arrival for 1st period or early release for 7th period may be granted for students who have met all of the following criteria:

1. The student is a senior (12th grade);
2. The student is “on track” will all credits toward graduation;
3. The student has a cumulative GPA of 3.0 or greater.
4. The student has parent/guardian permission.

STUDENT AIDE POSITIONS POLICY

Student Aide status may be granted for students who have met all of the following criteria:

1. The student is a senior (12th grade);
2. The student is “on track” will all credits toward graduation;
3. The student has a cumulative GPA of 3.0 or greater.
4. The student has parent/guardian permission.

DECISIONS FOR STUDENT AIDE STATUS IS GRANTED AT THE DISCRETION OF THE THOMAS EDISON ADMINISTRATION AND CAN BE REVOKED SHOULD THE STUDENT NOT MAINTAIN CONTINUOUS PROGRESS TOWARD GRADUATION.

THOMAS EDISON SCHOLARSHIPS POLICY

THOMAS EDISON HIGH SCHOOL 12TH GRADE STUDENTS

The Edison Scholarship and Memorial Foundation (Edison staff members who are elected to serve as trustees by the entire staff of Thomas Edison High School) are responsible for awarding and administrating approximately 20 scholarships each year. Scholarships range from \$250 one time scholarships up to \$3,600 per year for four years. The application process for these scholarships begins in September and is due the first week in October. The members of the Foundation will also help students apply for the Wallin, Page, and other outside scholarships. Students who are awarded scholarships will be recognized at the Senior Honors and Awards Ceremony during the last week of May. Parents and families are also invited to attend.

THOMAS EDISON HIGH SCHOOL PROGRAMS

COLLEGE IN THE SCHOOLS (CIS)

Want to participate in PSEO but don't want to leave high school? Consider taking a course through concurrent enrollment. These courses are offered through a partnership between Thomas Edison High School and the University of Minnesota (U of M), Minneapolis Community and Technical College (MCTC) or Hennepin Technical College. Taught during the regular school day, you can earn high school and college credit when you successfully complete the course. Qualified high school instructors, who are mentored by college faculty, teach the courses. The same assessment methods and content are used as the equivalent sections taught on the college campus.

Leadership, Entrepreneurship, Environment, Future (LEEF)

Beginning in 2015, Edison High School developed new programming in the area of Environmental Sustainability under the name Leadership, Entrepreneurship, Environment, Future. LEEF is a hands-on, relevant and innovative teaching and learning are the hallmarks of this program. We offer robust coursework that directly translates to college and career readiness. Students may choose the full program pathway, which culminates in a diploma with endorsement, or may enrich their graduation plan with our engaging elective and core classes.

INTERNATIONAL BACCALAUREATE PROGRAMME

"Life in the 21st century, in an interconnected globalized world, requires critical-thinking skills and a sense of international mindedness, something that International Baccalaureate Programme students learn to know and understand." The IB Diploma is recognized as a superior education, preparing you to do rigorous academic work and succeed at post-secondary institutions around the world. The program encourages you to think from an international perspective while first developing an understanding of your own cultural and national identity. You will learn a second language and develop the skills to live and work with others internationally – essential for the life in the 21st century. The emphasis on interdisciplinary learning requires that students study courses across six disciplines,

IB Diploma Programme (DP)

Part of the Diploma process involves submitting a 4,000 word essay, taking the Theory of Knowledge course, and participating in creativity, action, and service projects. Completing an IB Diploma will at the same time, meet your high school graduation requirements. The IB Diploma Programme is an 11th and 12th grade program that provides a rigorous, interconnected curriculum delivered by IB trained teachers. There will be three pathways in which to participate in International Baccalaureate Programme during the junior and senior year. You may earn college credit by passing the IB Exams with scores of four or five out of seven possible points. A distinguishing characteristic of the Diploma Programme is a concern with the whole educational experience of each student. The curriculum framework and its supporting structures (see diagram below) and principles are designed to ensure that each student is exposed to a broad and balanced curriculum. The full Diploma Programme (DP) requires that students take six IB classes, and satisfy the three core requirements: one Theory of Knowledge class; develop a portfolio of 150 hours of involvement in Creativity, Action, and Service (CAS); and write an Extended Essay (4,000 words). The curriculum contains six subject groups together with a core made up of three separate parts. This is illustrated by the hexagon below. These elements equip students with the skills in the IB Learner Profile. Students study three "Higher Level" subjects (Two-year courses of at least 240 hours); three "Standard Level" subjects (Courses of at least 150 hours); and the TOK class, which runs concurrently during the two years.

The three core requirements include:

- **Extended Essay:** This assignment, done outside of any class, has a prescribed limit of 4,000 words. It offers the opportunity to investigate a topic of individual interest and acquaints students with the independent research and writing skills expected at university. It is generally accomplished during senior year.
- **Theory of Knowledge (TOK):** The interdisciplinary TOK course is designed to provide coherence by exploring the nature of knowledge across disciplines, encouraging an appreciation of other cultural perspectives.
- **Creativity, Action, Service (CAS):** Over the period of two years, students develop a portfolio of their self-selected and extended involvement in artistic pursuits, sports, and community service work, thus fostering awareness and appreciation of life outside the academic area.

Students who satisfy all of the IB Programme requirements receive an IB Diploma. This diploma is recognized worldwide by over 2,000 universities. Many offer advanced standing and scholarships. At some universities, such as the University of Minnesota, students who receive the IB diploma can receive sophomore standing. In order to satisfy the diploma requirements students must satisfy the curriculum requirements outlined on the next page. They must accumulate 24 points on exams – out of a possible 45 points and they must satisfy the CAS requirement. A coordinator will work with students to plan their involvement and portfolios. To

assist IB students in making appropriate choices, the organization keeps a database containing contact details of universities around the world together with up-to-date information about their requirements for admission.

IB Medallion Program

The Medallion program requires that students take three IB classes, one Theory of Knowledge class and 75 hours of CAS.

IB Certificate Program

Students can also earn college credit without engaging in the complete Diploma Programme. You can choose to take individual IB courses and exams and earn IB certificates which are recognized for credit at most colleges and universities. Funding is available to cover all or part of the exam fees. If a student passes an HL course exam with a score of 5 – 7, he/she will receive a “certificate” and many universities will award college credit.

INTERNATIONAL BACCALAUREATE MIDDLE YEARS PROGRAMME (MYP)

The MYP is for all 9th and 10th grade students and provides a framework of academic challenge that encourages students to embrace and understand the connections between traditional subjects and the real world, and become critical and reflective thinkers. Students take eight subjects each year: English, World Language, Social Studies, Science, Mathematics, Physical Education, Technology, and Arts. Teachers incorporate five “areas of interaction:” Approaches to Learning (developing intellectual discipline, strategies and skills), Community and Service, Human Ingenuity, Environments, Health and Social Education. Edison has an authorized Middle Years Programme. Most of our 9th and 10th grade teachers have received authorized IB training in the global philosophy of IB and in curriculum unit planning. Sharon Cormany, our MYP Coordinator works with teachers to develop and improve their curriculum units. MYP will establish an excellent academic platform for success in 11th and 12th grade and in post-secondary.

POST-SECONDARY ENROLLMENT OPTIONS (PSEO) PROGRAM







For students in their junior or senior year, it’s possible to earn college credit while in high school by participating in the PSEO program. When people hear “PSEO” they tend to think of high school students taking a course – taught by a college instructor – on a college or university campus. However, there are other ways that you can participate. Students with the appropriate GPA (each school has different requirements depending upon the student’s year in school) can either take classes after the school day at an approved PSEO site, or they may be released from the regular school day to take classes with parent and counselor permission and consultation. Many two and four year higher educational institutions offer PSEO opportunities in the Twin Cities.

Any junior or senior Thomas Edison HS student must meet the district and College/University/Technical School GPA requirements in order to be eligible to participate in Post-Secondary Educational Options. In addition, Thomas Edison Students must meet the following criteria set by the Counseling Department:

1. Students must be in good academic standing (GPA of at least 2.0);
2. PSEO students can only be in the building during their scheduled Edison Course hours. PSEO Students must receive a pass from their counselor to leave the building. This pass must be presented to the front desk; and
3. Grad plans need to be made with your Counselor during the college registration period or prior to beginning the PSEO process. It is important to note that a failed PSEO class might affect your ability to matriculate. Students choosing college courses which are to take the place of a graduation requirement need prior approval for this substitution BEFORE entering the class.

Want to participate in PSEO but don’t want to leave high school? Consider taking a course through **concurrent enrollment**. These courses are offered through a partnership between Edison and the University of Minnesota. Taught during the regular school day, you can earn high school and college credit when you successfully complete the course. Qualified high school instructors who are mentored by college faculty teach the courses. The same assessment methods and content are used, as the equivalent sections taught on the college campus. Edison offers a number of College in the Schools courses (CIS) throughout the year.

LEGEND

	<p><i>International Baccalaureate (IB)</i></p>
	<p><i>College in the School (CIS)</i></p>
	<p><i>Elective Credit</i></p>
	<p><i>Classes may or may not be offered due to number of students who register</i></p>
	<p><i>Pre-Requisites or Instructor Approval Required</i></p>
	<p><i>LEEF</i></p>

AVID

AVID is a fourth-grade through twelfth-grade system to prepare students in the “academic middle” for four-year college eligibility. These are students who are capable of completing a college-prep curriculum, but may be falling short of their potential. The core component is the AVID elective, which supports students as they tackle the most rigorous classes. AVID’s teaching strategies, curriculum and trainings are used not only in the AVID elective class, but by subject-area teachers school wide.

AVID students are enrolled in a school’s toughest classes, such as Advanced Placement, and attend an academic elective class called AVID, taught within the school day by a trained AVID teacher. The three main components of the program are academic instruction, tutorial support, and motivational activities. Their self-images improve and they become academically successful leaders and role models for other students. They are proud to be in the program.

Parents encourage their students to achieve academically, participate on an advisory board and in AVID parent and site team meetings, and maintain regular contact with the AVID coordinator. Many parents and students participate in AVID Family Workshops.

AVID students are more likely to take AP and IB classes, complete their college eligibility requirements, and get into four-year colleges than students who don’t take AVID. Almost all AVID students who participate for at least three years are accepted to college, with roughly three-fourths of them earning acceptance into four-year universities. AVID also helps ensure that students, once accepted to college, possess the higher-level skills they need for college success.

The AVID curriculum, based on rigorous standards, was developed by middle and senior high school teachers in collaboration with college professors. AVID is based on writing as a tool of learning, the inquiry method, collaborative grouping, and academic reading. Many AVID students complete high school algebra while in middle school. We know that students who take high school algebra while in middle school enter high school with an advantage with regard to credits and academics.



AVID 9 (Grade 9)

Course Duration: Year

Course Description:

AVID is offered as an elective course that, like any other regular class, meets five hours per week. Students receive two hours of instruction per week in college entry-level skills, two hours per week in tutor led study groups, and one hour per week in motivational activities and academic survival skills. This program targets middle-range academic students.



AVID 10 (Grade 10)

Course Duration: Year

Course Description:

AVID is offered as an elective course that, like any other regular class, meets five hours per week. Students receive two hours of instruction per week in college entry-level skills, two hours per week in tutor led study groups, and one hour per week in motivational activities and academic survival skills. This program targets middle-range academic students.



AVID 11/12 (Grades 11 & 12)

Course Duration: Year

Course Description:

AVID is offered as an elective course that, like any other regular class, meets five hours per week. Students receive two hours of instruction per week in college entry-level skills, two hours per week in tutor led study groups, and one hour per week in motivational activities and academic survival skills. This program targets middle-range academic students.

CAREER AND TECHNOLOGY EDUCATION

Career and Technical Education courses utilize a hands-on style of learning that promotes both the attainment of technical skills and understanding of how academic concepts are used in the workplace. These programs can help you prepare for a career. At Edison, the career and technical education programs are designed to be the first part of a program of study that continues for up to two years beyond high school at a state technical or community college. Students may earn college credits during high school where agreements are in place or where the course is taught through a concurrent enrollment arrangement. Courses are developed collaboratively by high school and college faculty. Many of our career and technical education programs include opportunities for you to continue your learning in the community through service or employment.



Edison Entrepreneurship Academy

Course Duration: Year-long

Course Description: Study Business, Design and Language Arts through this interdisciplinary program. Students in the EEA will study as a cohort for an integrated learning block, will be connected to local business professionals and will engage in real and relevant business projects. Students in the EEA have the opportunity to receive college credit in Business Entrepreneurship.



Microsoft Office, Course I

Course Duration: Semester

Course Description: Basic principles of (W) Word, (E) Excel, and (PP) PowerPoint

Students will (W), create and revise professional looking documents: announcements, letters, resumes, and research papers; (PP), produce professional looking presentations or slide shows: make presentations using a projection device attached to a personal computer or overhead transparencies; and (E), organize data, complete calculations, make decisions, graph data, develop reports, and publish organized data to the Web.



Personal Finance

Course Duration: Semester

Course Description:

MONEY, MONEY- It's all about MONEY – How to make it, save it, invest it and make it work for you! Your success in the future depends on understanding the importance of managing your personal finances. EVERY student should learn about budgeting, credit, banking, loans, insurance, renting vs. buying, investing basics, taxes, making large purchasing decisions. Money talks...are you listening?



Business Planning

Course Duration: Semester

Course Description:

Students will discover the world of entrepreneurship and the major fields of business activity; examine careers in entrepreneurship and the characteristics it takes to be successful; generate a business plan using the Small Business Administration template; design the infrastructure of a business including financial information, human resources and management systems; and will be using MS Excel and PowerPoint for assessment purposes.

Level 1 Courses:



Digital Media Intro

Course Description: Students will participate in hands-on training in a computer lab that will introduce them to the four fundamental pathways in digital design: • 3D Design, • Sound Design, • Graphic Design, and • Animation. Learning objectives focus on the mastery of conceptual design and technical skills. Students will be able to apply computer vocabulary; practice creating files; increase computer proficiency; learn software typically used in media projects and use digital imaging and recording equipment.



Adobe Illustrator

Course Description: In this course, students will work with Adobe Illustrator. Students will be expected to understand the Adobe Illustrator workspace, customize the workspace and understand how to use the various help facilities, palettes, and tools provided. Upon completion of this course, the student will complete a final project using techniques from lessons learned. There will be visiting guest speakers to discuss various design and related careers.

** Students who get a B or higher, can receive articulated credit for a full 3 credit course at Dunwoody College or Hennepin Technical College, partial credit available for MCTC as well.**



Digital Photography I

Course Description: Students will explore the history, development and contemporary use of photography; use digital cameras to learn composition, camera handling, and photo editing; and explore careers in the photography industry. Students will also have the opportunity to use the eStudios, an in-house professional portrait studio.



Digital Video

Course Description: Students will learn how to take and edit videos.

Level 2 courses:



Digital Photography II



Photography I

Course Duration: Semester

Course Description: Students will continue to explore photography as a medium for art and communication; use the eStudios with special attention to lighting, subject matter and editing; and explore careers in the photography industry. Students will use the eStudios to take professional senior portraits for the Edison Yearbook.



Design Theory



Must have taken at least 1: Digital Photo 1, Digital Media Intro and/or Adobe Illustrator

This course will provide a hands-on overview of graphic design and professional design practices. Students will learn and utilize design history and media analysis, vocabulary and language of the discipline, color theory, typography, formalist and postmodern design elements and principles, the design cycle, and cooperative and team- work strategies. Students will develop a digital portfolio and explore careers. Students will use Adobe Creative Suite software including Illustrator, Photoshop and Indesign.

** Students who get a B or higher, can receive articulated credit for a full 3 credit course at Dunwoody College or Hennepin Technical College; partial credit available for MCTC as well.**



Digital Media Survey

Course Duration: Semester

Course Description: This class introduces students to the field of computer graphics. Topics include an introduction to the most widely used computer graphics software – Adobe Creative Suite, and iLife applications. Topics will also include elements of art and principles of design, electronic color theory, vector and raster graphics, electronic illustration, file types and formats, file maintenance, digital imaging, digital printing and electronic storyboarding. Students will be introduced to Adobe Creative Suite – Photoshop, Illustrator, InDesign, and iLife. Students will use software to create an array of projects to gain an understanding for how each program is different, and also identify their similarities to best gauge proper application.



Yearbook

Course Duration: Year (meets after school)



11th or 12th grade. Willing to attend games, activities and events after school. Have taken photography, video, Adobe Illustrator or a design class.

Course Description:

Help design the Edison yearbook! During this yearlong class, you will learn about photography, lighting and page layout. We will be using Adobe Photoshop, Adobe InDesign and your ideas to create a yearbook that represents all of our students.



Health and Beauty

Duration: Semester

Course Description:

The Health and Beauty course is an overview of cosmetology theory and skills at a beginning level. The purpose of this course is to help students explore and develop fundamental knowledge, skills, and attitudes required for a career in the Cosmetology Industry and related fields. The emphasis is on hair care, hair styling, hair cutting, nail care, skin care, infection control, communication, basic electricity, anatomy and physiology, career opportunities, life skills, professional image, permanent waves, chemical relaxers, reformation curl, hair color, MN cosmetology laws and rules, and safety and sanitation,

The hands-on workshops for this class will include: Shampooing, Conditioning Treatments, Scalp Massage, Curling Iron Techniques, Blow Drying Techniques, Finger Waving, Pin Curls, Roller Sets, Basic Manicure and Pedicure, Facial, Perm Blocking, Basic Permanent Wave Wrap, Virgin and Retouch Relaxer applications and Color application methods.

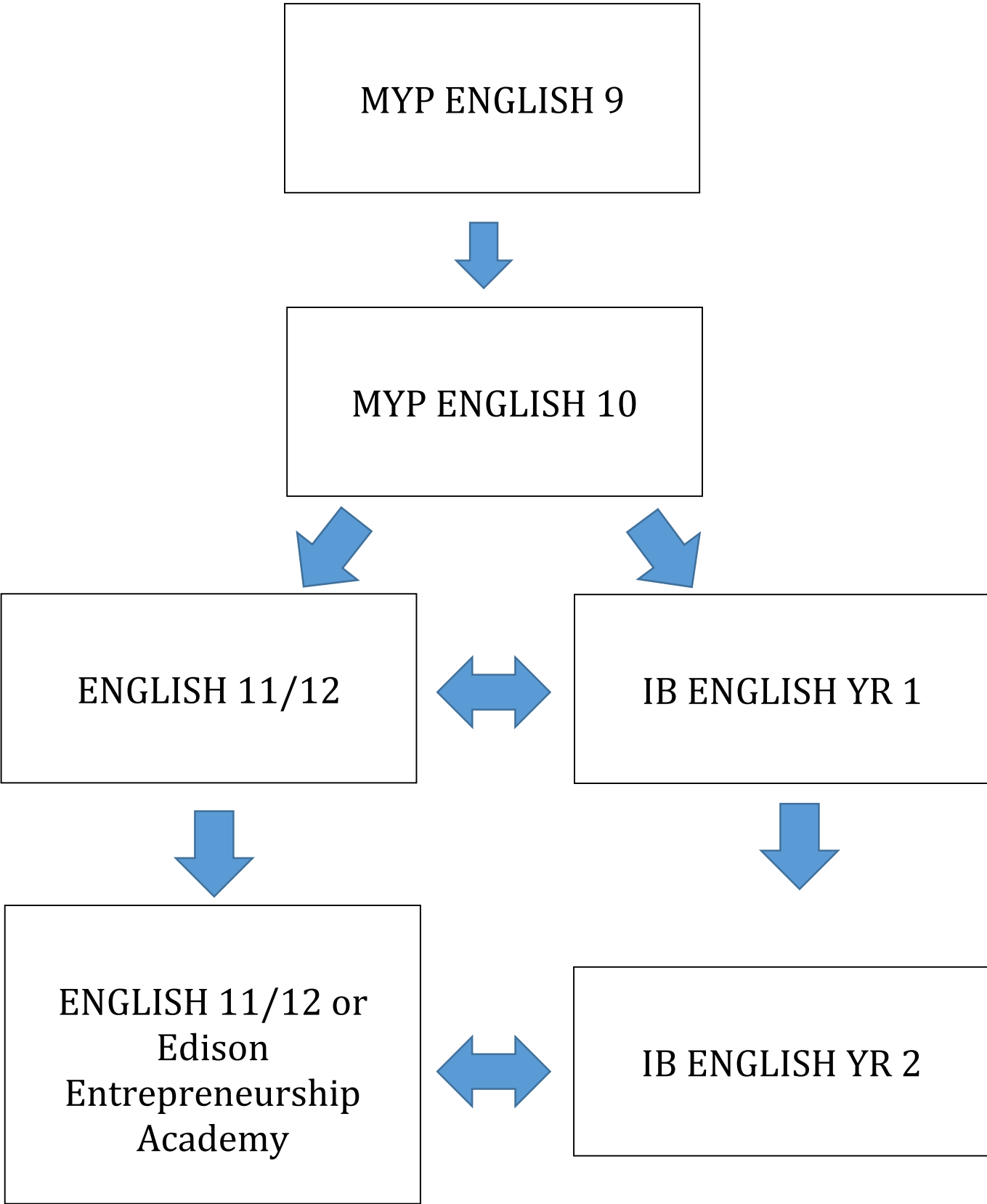


Barbershop

Duration: Semester

Course Description: Students will gain barbering skills through hands-on training and workshops.

COURSE SEQUENCE: LANGUAGE A COURSE SEQUENCE



LANGUAGE A

LANGUAGE A 9 (English 9)

Course Duration: Year

Course Description:

Students will be able to read, write, and communicate effectively through writing, literary analysis and critical thinking as they explore concepts related to literature from many cultures and traditions, both fiction and nonfiction in a variety of genres, purposes and styles; demonstrate the foundations of composing and expression in writing with autobiographies, poetry and dramatic writings from a variety of informational text; develop essential writing skills of style, sentence formation, usage/grammar, mechanics and spelling; develop reading skills to read, interpret, analyze, discuss and evaluate a variety of texts, authors and genres; explore and reflect on their learning through independent and group projects; and discuss the relationships between and among elements of literature including satire, irony, symbolism, plot.

Language A 10 (English 10)

Course Duration: Year

Course Description:

Students will acquire writing, critical reading, listening, and viewing skills; complete at least eight writing lessons in the expressive, expository, and persuasive modes; continue the study of literary genres; and develop grammar, usage, mechanics, and study skills.

Language A 11 / American Literature (English 11)

Course Duration: Semester

Course Description:

This course develops the student's skills in reading, thinking, writing, listening, and speaking through in-depth study of American literature in a variety of genres and through researching informational materials. It is based on the Minnesota standards for eleventh grade Language Arts. This course is significantly more rigorous and demanding and covers more material in greater depth than Language A 10.

Language A 11 / Composition (English 11)

Course Duration: Semester

Course Description:

This course emphasizes the principles of communication, and applications of message development through the writing of letters, memos, reports, a position paper, and a research paper. In addition, the course reinforces reading, editing, grammar, punctuation, and vocabulary skills. Students use the essay as the means to perfect writing techniques, correct grammar mistakes and to achieve clarity. Using essays as examples, students learn to write expository, definitive, and persuasive essays. In the progression of the writing, students will learn to formulate a thesis, make transitions, vary sentence structure, use logical progression of thought and employ several tones.

Language A 12 / Composition II (English 12)

(To be taken in conjunction with Language A 12 – World Literature)

Course Duration: Semester

Course Description:

This course emphasizes the principles of communication, and applications of message development through the writing of letters, memos, reports, a position paper, and a research paper. In addition, the course reinforces reading, editing, grammar, punctuation, and vocabulary skills. Students use the essay as the means to perfect writing techniques, correct grammar mistakes and to achieve clarity. Using essays as examples, students learn to write expository, definitive, persuasive, and literary analysis essays. In the progression of the writing, students will learn to formulate a thesis, make transitions, vary sentence structure, use logical progression of thought and employ several tones for multiple purposes. Successful completion of this course should ensure students are prepared for college level writing.

Language A 12 / World Literature (English 12)

(To be taken in conjunction with Language A 12 / Composition II)

Course Duration: Semester

Course Description:

This course develops the student's skills in reading, thinking, writing, listening, and speaking through in-depth study of world literature in a variety of genres and through researching informational materials. It is based on the Minnesota standards for twelfth grade Language Arts. This course also focuses on the development of critical lenses as a way of reading the world. This course is significantly more rigorous and demanding and covers more material in greater depth than Language A 11.

COLLEGE IN THE SCHOOLS LANGUAGE A (CIS)



Language A 11/12 CIS Writing Studio (English 11-12)



Completion of Transitional Writing or instructor's permission

Course Duration: Semester

Course Description:

Students will practice writing frequently and get regular feedback from the instructor; become more proficient and comfortable writers, including gathering ideas, planning and revising; understand the ways that academics use writing to communicate, and the expectations of academic audiences; become more skilled at using outside information in their writing: citing sources, using ideas from others to support and inform your ideas, using correct documentation; become more skilled at organizing and planning a paper, including choosing and using sources to support their main points; become more skilled at editing their own writing for grammar, punctuation and style; have opportunities to reflect on personal experiences in education, the experiences of others, and the ideas that experts offer as they critique American education and make recommendations for changing it; and write papers, in which they describe personal experience, analyze the experiences of others, critique ideas in readings, argue for or against recommendations found in articles, and report on research they have conducted.

Transitional Writing



Completion of ESL IV

Course Duration: Semester

Course Description:

Students will move beyond basic essay writing to more complex writing required in college composition classes; write regularly for a variety of purposes and genres, and improve their ability to express ideas clearly and organize writing effectively to communicate ideas; learn actively through reading assignments, class discussions, and analyzing others' writing; identify, follow, and analyze other writers' meaning, ideas, arguments, and techniques; develop research skills to find outside sources to support arguments and use sources effectively; and write papers in which they describe their personal experience, analyze and react to ideas in readings, argue for or against positions, and report on research they have conducted.



IB HL Language A, Year 1

**Please refer to the IB section for course information.*



IB HL Language A, Year 2

**Please refer to the IB section for course information.*

LANGUAGE A - ELECTIVES



Black Voices

Course Duration: Semester

Course Description: Students in this course read, study, discuss and write about poetry, fiction and non-fiction written by African-America writers.

LANGUAGE B:

ENGLISH LANGUAGE LEARNERS (ELL)

We offer five levels of ESL, Level 1 through Level 5-Reaching; each course focuses on academic reading and writing skills needed for success in high school and college. The core content teachers-science, math, social studies and language arts- work in collaboration with the ELL teachers to support language development while understanding the state aligned curriculum. The ELL Department envisions ALL students to be active, contributing, and responsible members of society; be proud of their cultural heritage and multiple language abilities; respect and value themselves and others around them and to be life-long learners.

ESL Level 1



Recent arrival to the country or new to English Language

Course Duration: Year

Course Description:

This course is designed to meet the needs of students who are recent arrivals to the country and are new to Edison High School. Level 1 is taught over two periods with the same ESL teacher. Its purpose is three-fold but not limited to: a) to orient students to their new school, community and country b) to build upon and further develop students' knowledge in English and c) to prepare students to be successful in their content classes. Level 1 incorporates the WIDA standards into the curriculum to reach academic goals in English reading, writing, listening and speaking. Students will build and develop their linguistic understanding and phonemic development to strengthen learning in English.

ESL Level 2



Completion of Level 1 or mastery of exit criteria

Course Duration: Year

Course Description:

This course is designed to meet the needs of students who have successfully completed the requirements of the Level 1 class. Level 2 is taught over two periods with the same ESL teacher. Its purpose is three-fold: a) to enrich and deepen your involvement in the school, community and country b) to develop and expand students' knowledge in English and c) and to prepare students to be successful in their content classes. Level 2 incorporates the WIDA standards into the curriculum to reach academic goals in English reading, writing, listening and speaking. Students will develop and strengthen their linguistic understanding and phonemic development to expand learning in English.

ESL Level 3



Completion of Level 2 or mastery of exit criteria

Course Duration: Year

Course Description:

This course is designed to meet the needs of students who have successfully completed the requirements of the Level 2 class. Level 3 is taught over two periods with the same ESL teacher. In Level 3 students will be learning and practicing their skills and knowledge in a variety of ways, students will analyze text through a variety of lenses, students will justify their ideas in writing, and students will defend their ideas in small and large group discussions and speeches. The curriculum is aligned to both the English and WIDA standards. Students will continue to practice and by analyzing at all texts taught in school. The curriculum is aligned to both the English and WIDA standards.

ESL Level 4 and 5



Completion of Level 3 or mastery of exit criteria

Course Duration: Year

Course Description:

Students will listen critically to others and respond to academic discourse; hypothesize, generalize, evaluate, identify purpose and identify point of view; utilize a variety of transitions and complex sentences in writing; perform public speaking in a variety of genres; and use the writing process to complete a five-paragraph essay, basic research paper, short story or other creative writing. Students will analyze, infer, and synthesize information from grade level texts; write increasingly complex essays for a variety of academic purposes including literary analysis, research etc.; respond to others' ideas both in discussion and in text; justify and persuade using evidence; and synthesize information from grade level academic discourse.

ADVANCED COURSES FOR ELL STUDENTS



College Prep Writing

Course Duration: Semester

Course Description:

Students will move beyond basic essay writing to more complex writing required in college composition classes; write regularly for a variety of purposes and genres, and improve their ability to express ideas clearly and organize writing effectively to communicate ideas; learn actively through reading assignments, class discussions, and analyzing others' writing; identify, follow, and analyze other writers' meaning, ideas, arguments, and techniques; develop research skills to find outside sources to support arguments and use sources effectively; and write papers in which they describe their personal experience, analyze and react to ideas in readings, argue for or against positions, and report on research they have conducted.

PHYSICAL EDUCATION AND HEALTH

The Physical Education and Health Department believes that students will be empowered to make choices, meet challenges and develop positive behaviors in fitness, wellness and movement activity for a lifetime. Health 1 and Health 2 along with Fitness for Life 1 and 2 will fulfill your PE and Health requirements for graduation. These classes are vital because twice as many children today and almost 3 times as many teens are overweight as compared to 1980. More than 65% of all people age 20 and older are overweight or obese. About 35 million of today's 85 million children will eventually die from heart and blood vessel disease (AHA stat). Physically fit kids perform better academically. Getting students active and educated is extremely important to the health of our nation.

"Of all the subjects taught in school, Physical Education is the only subject which, by the very nature of its content, has the potential to affect how a person will feel every moment of every day for the rest of his or her life." Allen Russell

Health Science I

Course Duration: Semester

Course Description:

Students will learn to maintain a healthy lifestyle and focus on concepts related to physical fitness, nutrition, stress management, chemicals, sexuality, family life, personal health, and first aid.



Health Science II

Course Duration: Semester

Course Description:

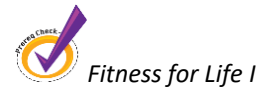
Students will focus on the concepts that comprise a healthy lifestyle and become wise consumers of health products and services.

Fitness for Life I

Course Duration: Semester

Course Description:

Students will focus on movement knowledge and health-related fitness and build a personal fitness portfolio related to movement skills and knowledge, basic strength training, fitness, personal and social behavior, and personal well-being.



Fitness for Life II

Course Duration: Semester

Course Description:

Students will learn movement skills; gain knowledge in goal/field, net, and targets games; and build on their portfolios from Physical Education I with a goal of creating a life-long fitness plan.



Team Sports

Course Duration: Semester

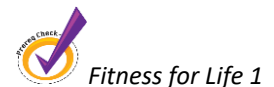
Course Description: This course will provide students with the opportunity to learn and experience a variety of team sports (including basketball and soccer). Students will increase their knowledge and skill of team sport strategies, sportsmanship and officiating.



Weight Training

Course Duration: Semester

Course Description: This course is an advanced weight training course designed for individuals interested in personal fitness and increasing their knowledge and understanding of muscular and cardiovascular development. Students should have prior knowledge or experience in strength training.





INTERNATIONAL BACCALAUREATE

IB DIPLOMA PROGRAMME CORE

IB Theory of Knowledge (TOK)

**Required for IB diploma or medallion candidates*

Course Duration: Advisory Period in 11th Grade; Semester Course in 12th Grade

Course Description:

Students will examine the origins and validity of various ways of knowing; study subject areas of a student's education as well as personal beliefs acquired in or out of school; reflect critically upon what the student claims to know and what is professed as knowledge by others (how they know, rather than on what they know); gain an understanding of what it means to know something as a scientist, an artist, a mathematician, a philosopher, etc.; how the forms of knowledge relate to one another, and how to think critically (how "it's all connected"); and learn that there are standards for judgment and defenses of knowledge claims.

IB Extended Essay

**Required for IB diploma candidates*

Course Duration: Independently written during 11th and 12th grade. Special advisory for Extended Essay workshop during 12th grade. Students will explore the topic of their choosing in an independent research essay project. The essay will be a maximum of 4,000 words and proficient completion of the essay is required in order to receive the IB Diploma. Students who receive a "C" or better on their extended essay will have their essays catalogued in the Edison library.

GROUP 1: STUDIES IN LANGUAGE AND LITERATURE

IB English Literature (HL)

Course Duration: Two years

Course Description: Students will have the opportunity to meet or surpass 11th and 12th grade English/Language Arts standards of the State of Minnesota. The major focus of this course will be preparing students for the essential components of the IB English HL exam including the oral internal assessments, which are spread throughout the two years. At the end of this course, students who have performed to proficiency according to the IB rubrics will pass the IB English HL exam (which is awarded college/university credit by many institutions). Alternatively, candidates for the IB Diploma will fulfill the Language A1 requirement toward the diploma. Students and parents should know that this is a highly rigorous curriculum, expectations will be high, and the pace will be brisk. Students will interact with important works of literature, improve skills of literary analysis and interpretation, build vocabulary, write in many forms, as well as improve skills in listening and speaking.

GROUP 2: LANGUAGE ACQUISITION

IB Language B: Spanish, Chinese and French Available (SL or HL)

**Prerequisite: Successful completion of Level III or instructor approval*

Course Duration: Two Years

Course Description:

Students will continue to speak exclusively in their target language while in the classroom; review and refine grammatical skills through writing; read and discuss original work (short stories, novels, etc.); and deepen the appreciation of the culture and people. This course will prepare you for an IB diploma exam and for taking a placement test in college.

Spanish Heritage

GROUP 3: INDIVIDUALS AND SOCIETY

IB History of the Americas (HL)

Course Duration: Two Years

Course Description:

In the first year of the course, students learn about influential world events from the 20th Century. During the second year, students will engage in an in-depth study of United States, Canadian and Latin American History. Throughout the course, students approach the subject of history holistically and participate in rigorous, college level study and inquiry based learning.

**Required for IB diploma candidates*

IB Business and Management (SL or HL)

Course Duration: Two Years

Course Description: The IB Business and Management course aims to help students understand the implications of business activities in a global market. It is designed to give students an international perspective of business and to promote their appreciation of cultural diversity through the study of topics such as international marketing, human resource management, and growth and business strategy. The course encourages the appreciation of ethical concerns and issues of social responsibility in the global business environment. The course will enhance the student's ability to make informed business decisions.

GROUP 4: SCIENCES

IB Biology (HL)

Course Duration: TBA

Course Description: The first year of this course covers the topics of biochemistry, cell structure and function, DNA, genetics, ecology and a research experiment of their choice (group 4 project). The second year will cover cell energy, evolution, human health and physiology, and plant science. Students who are interested in the medical field or science are encouraged to take this course.



IB Chemistry (SL or HL)

Course Duration: TBA

Course Description:

This course will fulfill science requirements in the diploma program and MPS chemistry requirements. Topics covered are as follows: quantitative chemistry, atomic structure, periodicity, bonding, energetics, kinetics, equilibrium, acids and bases, oxidation and reduction, organic chemistry, and measurement and data processing. The course will also require students to create a research experiment in collaboration with other science classes. Students interested in medical, engineering, and other science careers are encouraged to take the class.

IB Design Technology (SL or HL)

Course Duration: TBA

Course Description:

This course will fulfill science or arts requirements in the diploma programme but it does not meet MN State standards for sciences (students will still need to take physical science, biology and chemistry or physics to graduate.) Students will explore the history of design, and the role of changing technologies in the design process. Students will also learn about different electronic and non-electronic technology used in current design processes and will experiment with different materials. Topics of study include human factors, ergonomics, sustainability, modeling, and innovation.

IB Physics (SL or HL)

Course Duration: TBA

Course Description:

This course will fulfill science requirements in the diploma program and MPS physics requirements. Topics studied include measurement and uncertainty, mechanics, thermal physics, waves, electricity, magnetism, motion, nuclear physics, energy production and astrophysics. Students interested in engineering and other science careers are encouraged to take the class.

GROUP 5: MATHEMATICS

IB Mathematics (SL or HL)

Course Duration: Two Years

Course Description:

Students will cover advanced topics in advanced algebra, functions and equations, trigonometry, vectors, statistics, and calculus. Students will participate in the IB assessments at the end of their senior year. The assessments consist of IB exams and an independent exploration.

IB Mathematical Studies (SL)

Course Duration: One Year

Course Description:

The IB Mathematical Studies course is a one-year math course for students who have just completed the Advanced Algebra course and would like an opportunity to take an IB examination in math. The course is casually known as 'math for the humanities student', and focuses on practical, applied math concepts. Topics studied include advanced algebra and geometry, logic, probability, descriptive statistics and applications, and mathematical models.

GROUP 6: ARTS

IB Visual Art (SL or HL)

Course Duration: Two Years

Course Description:

The IB Visual Arts course is an art course for students who have great passion, desire, drive, and discipline in the visual arts. This studio-based course develops knowledgeable thinkers and reflective communicators through the context of visual art. Students will engage in independent, contextual, visual, and critical investigation and art production that culminates in a student exhibition. This course will prepare students for further visual art study in college and open students to personal and life enrichment through visual art.

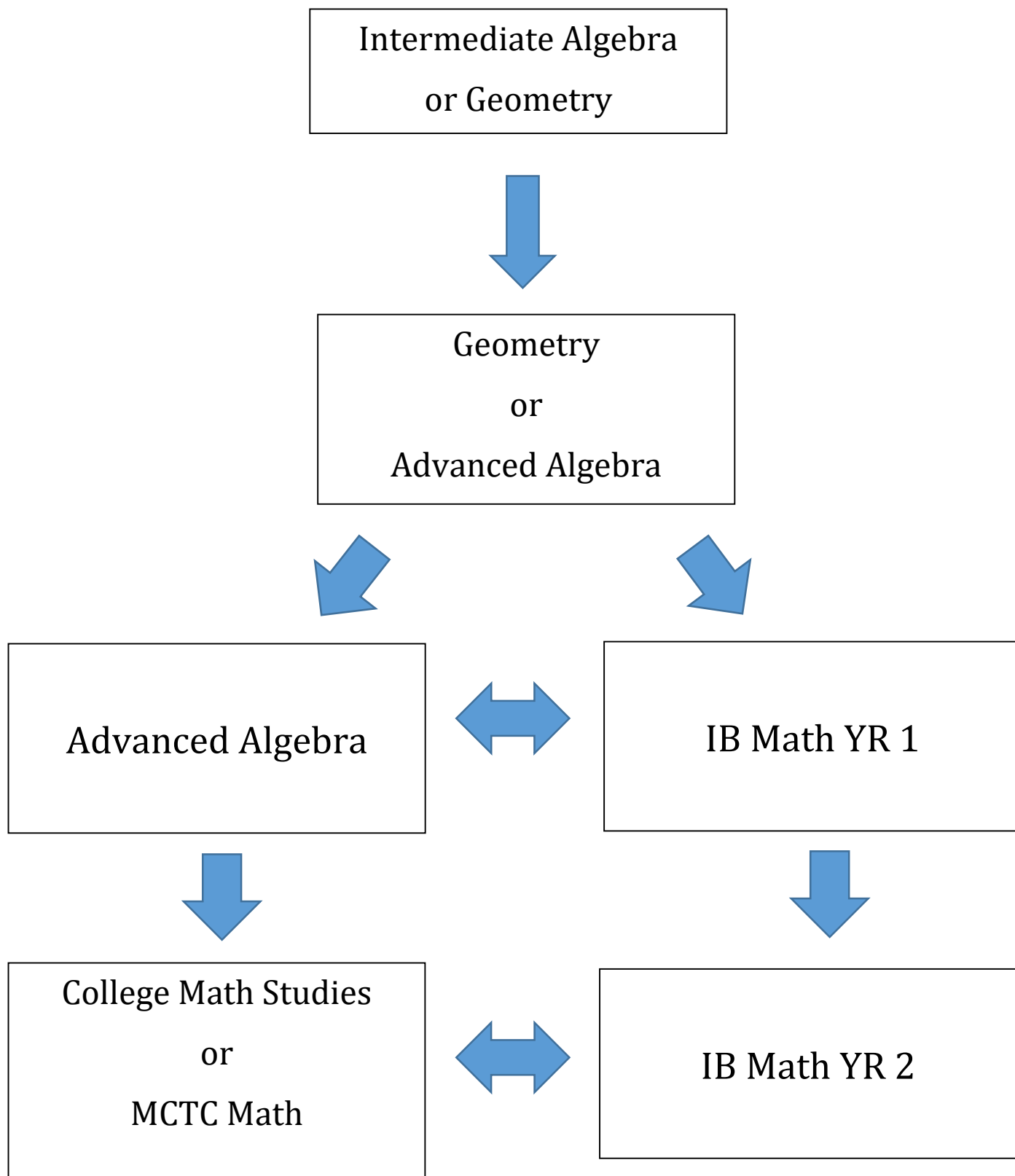
IB Music (SL or HL)

Course Duration: Two Years

Course Description:

The IB music course is an advanced-level music courses that college preparatory music theory and composition, music history, and solo/group performance skills. Students examine based on their own areas of strength. The course is intended to supplement students' continuing study of an instrument or voice, either privately or in Edison ensembles and courses.

COURSE SEQUENCE: MATH COURSE SEQUENCE



MATHEMATICS

The Thomas Edison Math Department offers a wide range of courses to meet the needs of our students, from Intermediate Algebra up to college level classes in the International Baccalaureate Programme. Students will use group work and discovery methods to explore mathematical topics. We support and encourage learning through a variety of technologies such as graphing calculators, software programs, CBL instruments and instant feedback technologies to help students explore and grow in mathematics.

Intermediate Algebra

Course Duration: Year

Course Description:

Students will learn how to work with linear equations, variables, rational and irrational numbers, the solutions of equations, inequalities, graphing, polynomials, radical expressions, exponential expressions, problem solving, probability and statistics; use group work and discovery methods to explore topics in algebra; and explore the connection between equations, graphs, tables and language in the context of math problems.



Middle School Math

Geometry

Course Duration: Year

Course Description:

Students will understand the relationship between points, lines, and planes in a mathematical system; work with area, perimeter, circumference, volume and distance; study topics such as the deductive method of proof, geometric relationships, and numerical applications of geometric principles; and build a connection between algebra language and geometric figures.



Intermediate Algebra

Advanced Algebra

Course Duration: Year

Course Description:

Students will study sequences, linear, quadratic, polynomial, and exponential functions, and the graphs that correspond to them, transformations, growth and decay models; explore data through statistical graphs, measures of central tendency, lines of best fit; solve problems using right triangle trigonometric functions; learn to use probability to solve problems including conditional probability, find expected value, and understand the effect of sample size; use graphing calculators to solve problems; and Trigonometry topics.



Intermediate Algebra AND Geometry & Teacher Recommendation

College Prep (Grade 12 Only)

Course Duration: Year

Course Description:

Students will cover advanced topics in Algebra II, Geometry, Trigonometry, and Statistics.



Advanced Algebra



CIS College Math/Prep Course

Duration: Year

Course Descriptions: Students are dual enrolled in two courses through Minneapolis Community and Technical College (MCTC). First Year Student Transitions (FYST) runs throughout the year helping students make the transition from high school to college. The math course is College Algebra (Math 0075) in the fall and Statistics (Math 1140) in the spring. Here are the individual course descriptions:

FYST 1100

This course is designed to increase students' success in college by assisting them in obtaining life and academic skills necessary to reach their educational objectives. Topics include college requirements and expectations, academic and career goal-setting, time planning, stress management, communication skills, learning styles and an overview of study skills.

MATH 0075



Advanced Algebra

Strong emphasis is placed on application of algebra and especially on current uses of function models (linear, quadratic, polynomial, rational, radical, logarithmic and exponential). The relationship among data, graphs and functions is thoroughly explored. Translating statements and questions from English into mathematics, answering those questions using algebraic procedures and then stating the results again in English will also be discussed in depth. Only symbolic manipulations that have immediate applications will be studied.

MATH 1140

Rather than statistical calculations, this course emphasizes the interpretation and evaluation of surveys, experiments, probabilities, graphic/tabular displays, data summaries, or other statistical reports encountered in daily life. Topics include: data collection, numerical and graphic summaries, basic ideas of probability, the normal distribution, estimation, hypothesis testing, correlation and regression, and index numbers.



IB SL Math, Year 1 (Grades 11 and 12 Only)

**Please refer to the IB section for course information.*



IB SL Math, Year 2 (Grades 11 and 12 Only)

**Please refer to the IB section for course information.*



IB SL Math Studies (Grades 11 and 12 Only)

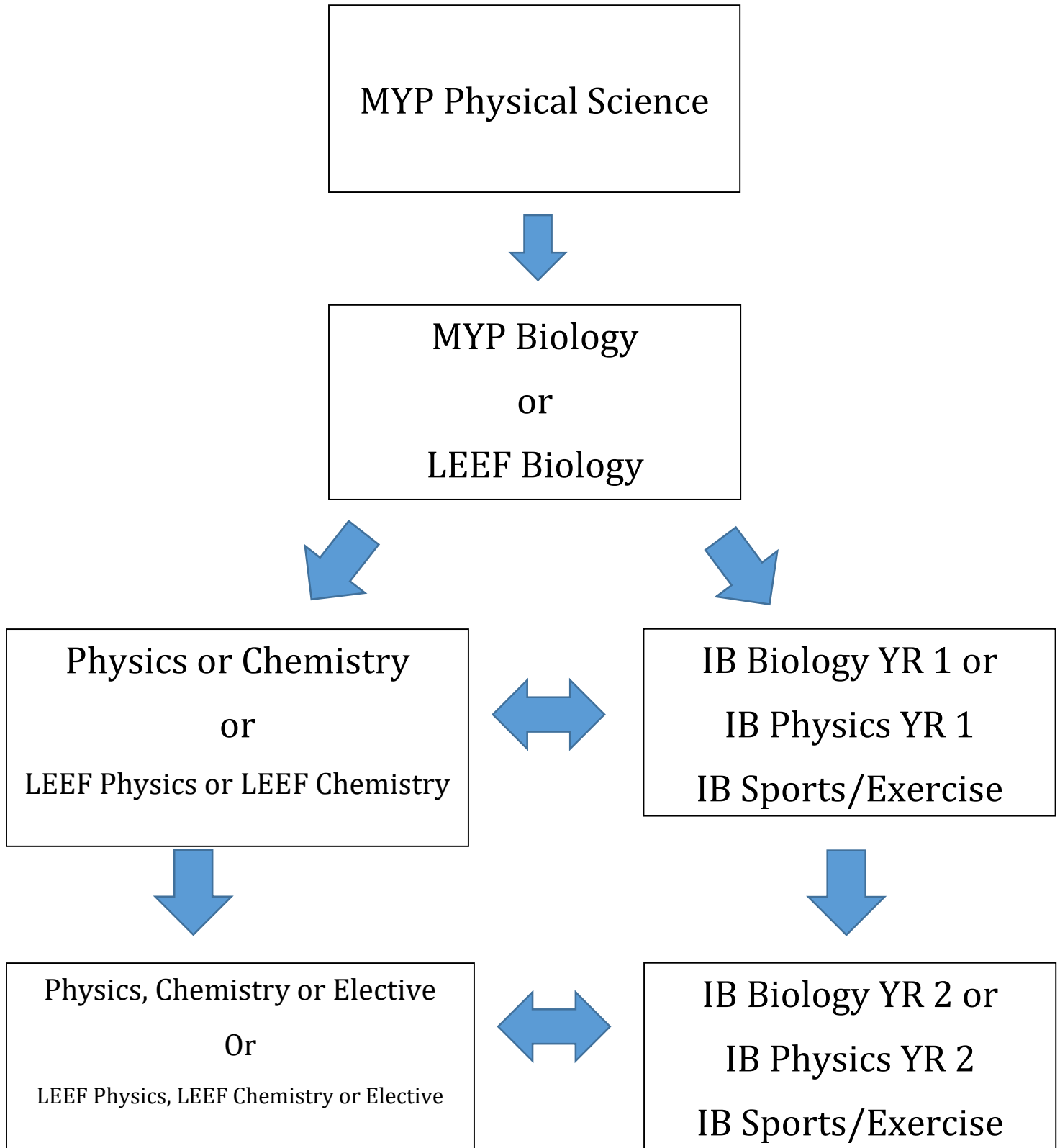
**Please refer to the IB section for course information.*



IB HL Math (Grades 11 and 12 Only)

**Please refer to the IB section for course information.*

COURSE SEQUENCE: SCIENCE COURSE SEQUENCE



SCIENCES

Students will explore science topics using a variety of scientific methods. They will explore science through experiments and modeling of ideas. They will learn how to calculate information, analyze data and graphs, and develop an educated justification for their conclusion about what they are learning in science. They will learn how to apply science to the world they live in so they can make educated decisions as citizens.

Physical Science (Grade 9)

Course Duration: Semester

Course Description:

Students gain a broad understanding of Chemistry and Physics spending one semester studying each topic.

Chemistry

Course Duration: Year

Course Description:

Students will study quantum mechanics, the periodic table, bonding, kinetic theory, energy, disorder, solutions, reactions, equilibrium, acids, bases, stoichiometry, properties changes, oxidation/reduction, and organic chemistry.



LEEF Chemistry

Course Duration: Year

Course Description:

Meet state Chemistry standards through the lens of LEEF. Participate in hands-on, experiential learning in Edison's classroom lab, kitchen, greenhouse, garden and greater community.

Biology

Course Duration: Year

Course Description:

Students will explore, develop, and apply an understanding of ecosystems, cells, genetics, and evolution of organisms.



LEEF Biology

Course Duration: Year

Course Description:

Meet state Biology standards through the lens of LEEF. Participate in hands-on, experiential learning in Edison's classroom lab, greenhouse, garden and greater community.

Physics

Course Duration: Year

Course Description:

Students will experience both a conceptual and mathematical approach to learning physics; and use a variety of learning techniques such as lectures, discussions, demonstrations, laboratories, group and individual projects, computer simulations, tests and quizzes.



LEEF Physics (starting 2019-20)

Course Duration: Year

Course Description:

Meet state Physics standards through the lens of LEEF. Participate in hands-on, experiential learning in Edison's classroom lab, kitchen, solar installations and greater community.



Anatomy and Physiology

Course Duration: Semester

Course Description: Anatomy and Physiology is a survey course of the structure and function of the main systems of the human body. Students explore the systems through dissection, investigations, and other interactive learning to deepen their understanding of the topic and prepare for their post-secondary aspirations.



Easy PRO

Course Duration: Semester

Course Description: In the Spark-Y EASY PRO class (Edible Agricultural School Yard Professional), students get exposed to the field of sustainability - the fastest growing field of education and employment. The class covers the big picture of global environmentalism, foods systems, local entrepreneurship, and then gets busy with hands on, real world results driven projects. Projects like constructing and running aquaponics systems, gardens, vermicomposting, zero waste recycling, and hardware and software based technology applications. These projects are run on campus, and around the greater NE community connecting with local organizations and businesses. This class can be taken year round, and culminates in students utilizing and selling their produce and products; and in actual paid positions for high initiative students in the class. Spark-Y is a non-profit partnering with Edison High School to help create a green campus, and bring 21st century education to all Edison students.



IB HL Biology, Year 1 (Grades 11-12)

**Please refer to the IB section for course information.*



IB HL Biology, Year 2 (Grades 11-12)

**Please refer to the IB section for course information.*



IB HL Physics, Year 1 (Grades 11-12)

**Please refer to the IB section for course information.*



IB HL Physics, Year 2 (Grades 11-12)

**Please refer to the IB section for course information.*



IB Sports and Exercise Science

**Please refer to the IB section for course information.*

SCIENCE – COLLEGE IN THE SCHOOLS



College in the Schools (CIS) Physics

Course Duration: Year

Course Description:

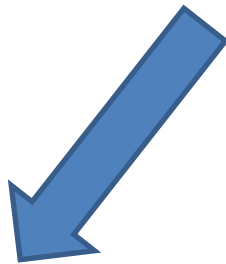
Earn 4 college credits for free!!! This course is intended for students who might still be a little afraid of physics and math, but enjoy learning by doing, and working with others, similar to how real scientists work. We will cover properties of matter, electricity, light and color and apply them to real world situations. The purpose of this class is to get students ready for college level expectations with strong academic support.

COURSE SEQUENCE: SOCIAL STUDIES COURSE SEQUENCE

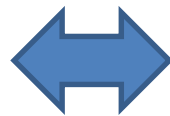
Honors Geography or
MYP Geography &
Ethnic Studies/African American Studies/Chicanx-
Latinx Studies/Gender Studies



MYP US History



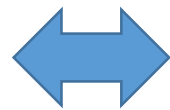
World History



IB History YR 1



Government
& Economics



IB History YR 2

INDIVIDUALS AND SOCIETY

International Baccalaureate curriculum will be embedded in all Social Studies classes at Thomas Edison High School. This will give all students the opportunity to participate in higher level, thematic-based classes. In these classes students are able to explore and create in a way not found in the typical classroom. The IB history course aims to promote an understanding of history where students are encouraged to comprehend the present by reflecting critically on the past. They are further expected to understand historical developments at national, regional and international levels and learn about their own historical identity through the study of historical experiences of different cultures. One of the key goals is for students to develop an awareness that human attitudes and beliefs are widely diverse and that the study of society requires an appreciation of such diversity. **All Thomas Edison High School ninth and tenth grade classes are a part of the International Baccalaureate Middle Years Program.** MYP infuses the fundamental concepts of Intercultural Awareness, Holistic Learning, and Communication throughout the ninth and tenth grade curriculum.

Economics (Grade 12)

Course Duration: Semester

Course Description:

Students will study how people use their scarce resources to satisfy their needs and wants; gain practical information on budgeting, purchasing insurance, saving, and investing; and study America's mixed economy, labor unions, and international trade.

Geography (Grade 9)

Course Duration: Semester

Course Description:

Students will gain an understanding of the cultural, political and spatial relationships of and between nations.

Honors Human Geography (Grade 9)

Course Duration: Year

Course Description:

The purpose of the Human Geography course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. Fundamentally, students should always ask where and why?

Government (Grade 12)

Course Duration: Semester

Course Description:

Students will learn about the history of our political institutions, the political process, elections, the branches of government, and the rights and responsibility of citizens.

United States History (Grade 10 or 11)

Course Duration: Year

Course Description:

Students will study events in United States history from European contact to present day, and engage in critical thinking and analysis.

World History (Grade 10 or 11)

Course Duration: Year

Course Description:

Students will realize that the world contains many different cultures, nations, and ethnic groups; and will learn about the historical events, figures, and cultures that have shaped the lives of people and nations.



IB HL, Year 1: History of the Americas

*Please refer to the IB section for course information.



IB HL, Year 1: History of the Americas

*Please refer to the IB section for course information.



Edison Tommies School Network (ETSN)

Course Duration: Year-long

Course Description: Students in this course partner with our local television studio to script, film and edit news episodes and features for the school's YouTube channel. Students also learn more about the relationship between the media and our community and government.



African American Studies

Course Duration: Semester

Course Description: In this course, students explore African American history and culture through the lens of historical sociology and critical studies. The course lifts up the voices and perspectives of African Americans to tell their own his-stories and her-stories by utilizing engaging texts, multimedia resources and critical dialogue. The lesser known stories of everyday resistance and momentous struggles for citizenship and democracy are examined. Below are the course learning objectives:

- Provide an introduction to African American history, including local histories;
- Explore why African Americans have occupied an oppressed position in the US and how they have resisted and created movements for social change and democracy;
- Examine changes over time and employ sociological, economic, cultural, and political tools for understanding the historical and contemporary circumstances of African American communities;
- Consider how social constructs such as race, gender and class shape the lives of African Americans.



Ethnic Studies

Course Duration: Semester

Course Description: Ethnic Studies courses place the stories of people of color at the center of the curriculum. The goal is critical engagement with content left out or minimized in the Minnesota state benchmarks, culturally sustaining pedagogy, community connections, and social action. Courses are interdisciplinary, typically combining elements of history, literature, economics, sociology, and political science.



Gender Studies

Course Duration: Semester

Course Description: This course is an introduction to contemporary gender issues both nationally and globally. Students will examine gender issues such as masculinity, feminism, transgender identity, LGBTQIA+ issues in current culture and related to topics such as health, education, trade, work, sexual identity, politics, and the environment.



Chicanx/Latinx Studies

Course Duration: Semester

Course Description: Historical/cultural knowledge on the complex/multi-layered relationship that Chicanxs/Latinxs have to the U.S., their country of origin. Influence of social, cultural, and political dynamics on Chicanx/Latinx identity, politics, and sense of belonging in the U.S. Cultural citizenship.



B.L.A.C.K. (Building Lives Acquiring Cultural Knowledge)

The curriculum introduces students to the complexity of the black student experience by exploring the lived reality of black persons in the United States. Ranging historically-far and thematically-wide, these courses will expose students to the experience of black male and female labor force participation and employment outcomes; deconstruct representations of black masculinity and femininity in popular culture; explore academic dilemmas associated with primary and secondary educational pursuits; and uncover issues connected with law, incarceration, and criminal justice. In addition, part of the curriculum will examine the relationship complexities involving black men and black women by looking closely at the African American role in traditional and non-traditional family structures. Along with historical and sociological content, these courses will address the issue of character development and black male leadership. Thus, the courses seek to address the most central of questions:

Who are black men and women? And what is the black male and female experience, given the growing diversity of blackness in Minnesota, the United States and the Diaspora? At the center of the curriculum is not only what other people have said about the black male and female historical and contemporary experience, but also how black men and women have imagined and constructed their own experience over time.

Unit Questions for the course

1. Who am I?
2. Who are we?
3. What is our current state?
4. Where am I going and how do I get there?
5. Once I'm there, how do I stay and or advance?

BIG IDEAS of the course

- Knowledge of Self
- Empowerment/Activism
- Student Engagement/Character Development
- Self-Identity
-

SPECIAL EDUCATION

The Special Education Department at Thomas Edison exists to serve all students with special needs. Currently, there are 4 special education programs at Thomas Edison: Autism, DCD, Life Skills, and Resource. Related services include: adapted physical education, occupational therapy, physical therapy, vocational training experience, speech services, and social work services. It is the intent of the Special Education Department to ensure that learners who have disabilities are identified, evaluated and provided with appropriate educational services. Questions regarding a student's educational needs should be directed to his or her case manager.



Career Exploration

Course Duration: Semester and Year

Course Description:

Students explore a variety of jobs and learn essential job skills by working on tasks in the school building and at non-paid job sites in the community.



Community Based Vocational Training (CBVT)

Course Duration: Semester and Year

Course Description:

Students who are at least 16 years of age will learn skills necessary to gain entry-level employment and/or additional training in their vocational interest areas. Students experience and explore the world of work in a variety of supported, community-based settings.



Employment Seminar I

Course Duration: Semester and Year

Course Description:

This is for students who have no work experience. The course will cover concepts related to the world of work, including social skills needed to retain a job and other introductory job seeking skills.

Fusion/English Strategies I (English Credit)

Course Duration: Semester and Year

Course Description:

Students gain essential literacy skills in Language Arts. Skills in decoding (dividing multi-syllabic words into parts); using background knowledge and visualization strategies for comprehension and text discussion; writing simple and compound sentences; and personal writing are emphasized.

Fusion/English Strategies II (English Credit)

Course Duration: Semester and Year

Course Description:

Students gain competence in Language Arts. Included are comprehension and text discussion strategies such as paraphrasing, summarizing text, questioning, predicting, and drawing conclusions; expanding academic vocabulary; and writing strategies for writing simple, compound and complex sentences and paragraphs.

English Strategies III (English Credit)

Course Duration: Semester and Year

Course Description:

Students gain additional Language Arts skills such as analyzing, synthesizing and evaluating literature; expanding academic vocabulary, writing essays and research papers; writing for different purposes; and preparing oral presentations.

English Strategies IV (English Credit)

Course Duration: Semester and Year

Course Description:

This course addresses the literacy needs of seniors. Continued emphasis is placed on strategies used to increase text comprehension and retention, the writing process, and making oral presentations. Students will increase their ability to interpret and evaluate complex works of literature.



Exploring Earth Environment (Science Credit)

Course Duration: Semester and Year

Course Description: Students will learn important concepts about our physical environment related to personal safety and individual responsibility in protecting the earth's environment.



High School Foundations

Course Duration: Year

Course Description:

Students will develop the knowledge and organizational skills necessary to be successful in the high school environment. Students will become familiar with their school community including school-wide expectations, graduation/credit requirements and extra-curricular activities. The teacher will work closely with staff to support the students and promote success in other classes.



On-The-Job Training (OJT)

Course Duration: Semester and Year

Course Description:

Students with community employment have the opportunity to earn high school credits for paid job experience.



Study Habits

Course Duration: Semester and Year

Course Description:

Students will work on effective study habits and organizational skills. The course is designed to provide students with needed advocacy and study skills as well as to give students time to apply these strategies to assignments from other classes. In addition, students work on critical thinking, self-monitoring skills and social skills.

SPECIAL EDUCATION - RECREATION AND LEISURE

DAPE I

Course Duration: Semester and Year

Course Description:

Introductory recreation and leisure class for freshman and sophomores who have DAPE service on their IEP. Focus will be on the development of current skill levels and an introduction to team and individual sports. Students will be required to participate in warm up routines, cardiovascular fitness activities, and lead-up game activities. Students are required to change clothes and are given the option to shower. Personal hygiene needs will be emphasized.

DAPE II

Course Duration: Semester and Year

Course Description:

This class is designed for juniors and seniors who have DAPE service on their IEP. The class builds upon skill development introduced in DAPE I. Students develop personal skill levels, participate in recreation and leisure activities, and learn recreation and leisure activities found in their communities and with their families. Students are expected to change clothes and demonstrate good hygiene. Movement from dependency to independent access of community, school, and recreational and leisure activities will be stressed.



Introduction to PE

Course Duration: Semester and Year

Course Description:

This class is designed for students who have DAPE on their IEP, and are preparing to enter the general physical education program. Additional assistance will help the student navigate the high school physical education program. The focus of the class will be on skill development to a mature level, and preparation for meeting physical education class requirements. Students are expected to change clothes and demonstrate good hygiene.

SPECIAL EDUCATION - COMMUNITY PARTICIPATION



People and Places (Social Studies Credit)

Course Duration: Semester and Year

Course Description:

Students learn about important people and events that shaped our country during specified periods throughout history and that affect our lives today. Students will explore geography and develop skills to understand various people and cultures within our society and our world.

Personal Mobility

Course Duration: Semester and Year

Course Description: Students will develop transportation independence and explore community resources. Students will acquire practical application in directional thinking and map reading skills while becoming acquainted with the Metro Transit System and explore other means of transportation and trip planning.

Social Success I

Course Duration: Semester and Year

Course Description:

Students will develop their social interaction skills.

Social Success II

Course Duration: Semester and Year

Course Description:

Students will develop their social thinking proficiency.

SPECIAL EDUCATION – HOME AND DAILY LIVING

Adult and Family Living (Health Credit)

Course Duration: Semester and Year

Course Description:

The course stresses the acquisition of social skills for setting appropriate life goals and becoming responsible, respectful adults. The course includes understanding and development of healthy relationships, lifestyles, child development and responsible parenting.

Basic Math Strategies (Math Credit)

Course Duration: Semester and Year

Course Description:

Students will develop a functional understanding of basic math concepts and problem solving strategies as they explore real life application of math skills.

Daily Living/Consumer Strategies I (Math Credit)

Course Duration: Semester and Year

Course Description:

The course focuses on functional math skills that may require repeated exposure and practice to master skills of math computation and problem solving as it relates to personal consumer skills.

Daily Living/Consumer Strategies II (Math Credit)

Course Duration: Year

Course Description: Students continue to build skills acquired in Consumer Strategies I. The course focuses heavily on concepts related to money management.



Financial Concepts (Math Credit)

Course Duration: Semester and Year

Course Description: The course stresses the basic money management skills as they apply to daily living including understanding your paycheck, creating and following budgets, banking and financial organization skills.

Math Strategies Course I (Math Credit)

Course Duration: Semester and Year

Course Description: Students will continue to develop understanding and application of basic math concepts and make connections to algebra and other higher order math skills.

Math Strategies Course II (Math Credit)

Course Duration: Semester and Year

Course Description: Students will continue to build skills acquired in Math Strategies I including learning to solve basic algebraic equations, basic geometry, data analysis and problem solving strategies. Included will be practice for the MCA II math test.

Independent Living (Cooking)

Course Duration: Semester

Course Description:

Students learn the basics of nutrition, how to plan and execute healthy meals and snacks to foster independent living skills and/or entry level food preparation skills.

Employment Seminar (?)

Course Duration: Semester

Course Description:

Community Exploration (?)

Course Duration: Semester

Course Description:

LANGUAGE B (WORLD LANGUAGE)

Our mission is to World Language Acquisition and cultural understanding. The daily curriculum includes reading, writing, listening and speaking in the target language. All elective World Language courses are year-long and highly recommended for more than two years.

FRENCH

French I

Course Duration: Year

Course Description:

Students will write 100 word essays in present and past tenses; read short stories and small books; comprehend a whole story by answering questions orally; tell a story using pictures; sing songs they comprehend; recognize some of the unique and interesting perspectives, practices, and products of the target culture; and talk about the weekend.



Successful completion of French I or teacher recommendation

French II

Course Duration: Year

Course Description:

Students will write 150 word essays in present, past, and simple future tenses. Students will read graded readers and talk about what they read by answering questions in French; talk and read about current events, tell their opinion in French; write and tell stories in French and talk about the weekend; talk and read about francophone countries and their cultures; sing songs and listen to authentic music; and tell a story in French using pictures.



Successful completion of French II or teacher recommendation

French III

Course Duration: Year

Course Description:

Students will continue to develop their proficiency in speaking, listening and writing: interacting with other speakers of French. Students will write 200-word essays in present, past, and simple future tenses. Students communicate on a variety of topics using complex structures, moving from concrete to more abstract concepts. Students will read graded readers and talk about what they read by answering questions in French; talk and read about current events, tell their opinion in French; write and tell stories in French and talk about the weekend; talk and read about francophone countries and their cultures; sing songs and listen to authentic music; and tell stories in French using pictures.

SPANISH

Spanish I

Course Duration: Year

Course Description:

Students will be introduced to present and past tense; explore various components of culture through a Hispanic lens; and practice Spanish by reading, writing, speaking and listening.



Successful completion of Spanish I or teacher recommendation

Spanish II

Course Duration: Year

Course Description:

Students will improve their communication skills through the study of pronunciation and grammar; learn how to effectively narrate past events and improve expressive language; and continue their exploration of Spanish speaking cultures.



Spanish III

Course Duration: Year

Course Description:

Students will continue to develop their proficiency in speaking, listening and writing: interacting with other speakers of Spanish; understanding oral and written messages in Spanish, and making oral and written presentations in the target language. Students communicate on a variety of topics using complex structures, moving from concrete to more abstract concepts. They will comprehend the main ideas of authentic materials that they read and hear, and will be able to identify significant details when the topics are familiar.

Heritage Spanish I

Course Duration: Year

Course Description:

Heritage Spanish I is designed for students who use the Spanish language at home and who desire to read and write in Spanish. The students will practice various aspects of writing including spelling, punctuation, accent marks, etc...; organize ideas in writing and in communicating; develop academic language in Spanish; connect abilities in Spanish to other classes such as English language arts, social studies, and theatre; and discuss and write in depth about topics pertinent to the Spanish-speaking world.

Heritage Spanish II

Course Duration: Year

Course Description:

Heritage Spanish II is designed for students who use the Spanish language at home and who desire to refine their ability to read and write in Spanish. The students will practice various aspects of writing including spelling, punctuation, accent marks, etc...; organize ideas in writing and in communicating; develop academic language in Spanish; connect abilities in Spanish to other classes such as English language arts, social studies, and theatre; and discuss and write in depth about topics pertinent to the Spanish-speaking world.



IB SL French III and IV (B)

**Please refer to the IB section for course information.*



IB SL Spanish IV/V

**Please refer to the IB section for course information*



IB Spanish Heritage

**Please refer to the IB section for course information*

FINE ARTS: VISUAL

The Visual Art area at Thomas Edison High School provides students with a variety and depth of arts experience that can be used to complete the year-long fine arts requirement and prepare students to be creative and innovative thinkers in a 21st century world. In addition to beginning, intermediate and advanced level coursework, there are many exceptional opportunities available for students including: Art-a-Whirl; Viva City art show; IB Art Exhibitions; and various community-based projects.



Drawing/Painting I

Course Duration: Semester

Course Description: Students will develop basic technique and elements of drawing including drawing from observation; gain an understanding of the historic role of drawing in visual art; develop a working visual language and core artistic vocabulary; critique and make revisions to their work; and develop an awareness of good composition. Students will study the history of painting in multiple cultures; use the create process and create paintings in a variety of styles; learn and apply the basic principles of color theory; explore a variety of painting media and techniques including watercolor and acrylics; use artistic foundations to develop quality paintings; participate in class critique; and revise work accordingly.



Art and the Environment

Course Duration: Semester

Course Description: Explore the relationship between Art and the earth; students in the course will know how Art impacts the environment and how to protect the earth with sustainable artistic practices (for example, make art with recycled materials and make plant-based paint). Additionally, students will consider how design can be used to make sustainable practices more attractive to consumers (for example, design a beautiful compost bin for a yard or create a unique landscape design for a parking lot). This course can be taken as an elective Art course or as part of the LEEF pathway toward diploma endorsement.



Ceramics I

Course Duration: Semester

Course Description: Intro to Ceramics 1 is a semester long course that focuses on recognizing, describing, and creating artworks in clay. You will be writing about and discussing artworks created by yourself, artists, and peers using knowledge and understanding of the topics studied. Through inquiry-based learning we will be investigating art making techniques. You will be expected to use content specific language when communicating your understanding of visual art throughout this course. We will focus on justifying artistic decisions and art creation techniques using effective reasoning both orally and in writing. Throughout the learning process you will have time to practice applying vocabulary and technical skills. You will reflect on your artwork and artistic decision making.



Drawing/Painting II

Course Duration: Semester

Course Description:

Students will continue to develop basic technique and elements of drawing including drawing from observation; gain an understanding of the historic role of drawing in visual art; develop a working visual language and core artistic vocabulary; critique and make revisions to their work; and develop an awareness of good composition. Students will study the history of painting in multiple cultures; use the create process and create paintings in a variety of styles; learn and apply the basic principles of color theory; explore a variety of painting media and techniques including watercolor and acrylics; use artistic foundations to develop quality paintings; participate in class critique; and revise work accordingly.



Ceramics II

Course Duration: Semester

Course Description:

Advanced Ceramics 2 is a semester long course that focuses on continued development of ceramic hand building techniques, and includes a greater emphasis on wheel throwing techniques. You will be writing about and discussing artworks created by yourself, artists, and peers using knowledge and understanding of the topics studied. Through inquiry-based learning we will be investigating art making techniques with a greater level of independent learning and personal choice. You will be expected to use content specific language when communicating your understanding of visual art throughout this course. We will focus on justifying artistic decisions and art creation techniques using effective reasoning both orally and in writing. Throughout the learning process you will have time to practice applying vocabulary and technical skills. You will reflect on your artwork and artistic decision making.



Media Arts

Course Duration: Semester

Course Description: Students will learn how to incorporate typography and illustration into their visual art. They will use the creative process and apply visual art elements to the field and tools of commercial graphic design to create and present designs that are eye-catching and effective at conveying a desired message.



Art as a Profession

Course Duration: Semester

Course Description: Learn what you need to know about becoming a professional artist no matter what medium you choose. Study related topics like marketing, working with clients, careers in the Arts and presenting/displaying work. Students end the semester by launching their own art show.



Art and the Environment

Course Duration: Semester

Course Description: This course explores the relationship between arts, design and sustainability. Students will create art with sustainable and recycled materials, will learn to make their own environmentally friendly art materials, study and create landscape design and utilize design to make sustainability tools more attractive to consumers.



IB HL Visual Art

**Please see the IB section for course information.*

FINE ARTS: PERFORMING

The Performing Arts area at Thomas Edison High School provides students with a variety and depth of arts experience that can be used to complete the year-long fine arts requirement and prepare students to be creative and innovative thinkers in a 21st century world. In addition to beginning, intermediate and advanced level coursework, there are many exceptional opportunities available for students including: Art-a-Whirl; Viva City Performance; Thomas Edison High School Theater productions; Guitar Club; and Morris Park Players musicals.



Concert Choir (Tenor/Bass and Soprano/Alto Choirs)

Course Duration: Year (can be taken as many times as desired)

Course Description:

Students in this course will learn appropriate singing technique. Singers will learn how to read music, practice sight-reading skills and prepare songs as a group to sing in concerts. Students will be required to SING. No experience necessary.



Varsity Choir

Course Duration: Year (can be taken as many times as desired)

Course Description:

Students in this course will sing, read music, and work on vocal signing technique. They will be expected to perform at school functions and in the community. Students will be required to sing.



Music Exploration

Course Duration: Semester (can be taken as many times as desired)

Course Description: Music Exploration is a one semester music class in which students learn to use the musical elements through group drumming and hands-on, technology projects. Student creativity and self-expression is at the heart of the curriculum as students use their knowledge of the musical elements to create new drum-circle songs as a group, compose soundtracks for original stories using digital audio workstations, and write pop and hip-hop songs – even recording them in our studio booth if they wish. This class is designed to be fun and is open to all Edison students, regardless of musical ability or experience.



Beginning Band

Course Duration: Year

Course Description: Beginning Band is a course designed to give students an opportunity to learn a band instrument at the high school level. These may be students who have never had a chance to play before or who are interested in learning a different instrument. A strong emphasis is placed on the basics of music, as well as on the problems of each individual instrument. This class provides the necessary tools for the student to move into the Concert Band and a more expansive group experience.



Concert Band

Course Duration: Year

Course Description:

Students will analyze, interpret and perform music from music notation in multiple genres; participate in large and small group ensembles; and learn music mechanics as well as to connect emotion to artistic expression.



Jazz Band

Course Duration: Year (meets during zero hours two days per week)

Course Description: Working with a small ensemble, students will play a wide selection of jazz music while focusing on improvisation techniques. An emphasis will be placed on listening to jazz music as an individual and ensemble. Students will also work on note reading, ear training, and music theory while it is put into practice through participation with the ensemble. The ensemble will perform at concerts throughout the year, and other various school functions.



Piano/Keyboard

Course Duration: Semester

Course Description:

Students will receive group and individual instruction (based on personal progress and need) in piano techniques and method; and learn to read chord charts, tablature, and music notation.



Piano/Keyboard II

Course Duration: Semester

Course Description:

Students will continue to develop keyboard and improvisational skills on synthesizers, pianos and electric keyboard; and build upon fundamentals learned in Piano/Keyboarding I. *****Students must have basic reading skills in music notation*****



Piano/Keyboarding I, or instructor approval



Guitar

Course Duration: Semester

Course Description:

Students will learn to read standard notation, tablature and chord symbols; learn various finger-picking and strumming patters that are associated with the different genres of music; and learn performance technique and etiquette.



Guitar II

Course Duration: Semester

Course Description:

Students will continue to learn to read standard notation, tablature and chord symbols; and continue to learn various finger-picking and strumming patters that are associated with the different genres of music.



Guitar I, or instructor approval



Beginning Drumline

Course Duration: Semester (can be taken as many times as desired)

Course Description: This course is for beginning drummers. Students in this course perform at school pep fest and concerts.



Advanced Drumline

Course Duration: Semester (can be taken as many times as desired)

Course Description: This course is for advanced drummers. Students in this course perform at school pep fest and concerts.



Beginning Drumline, or instructor approval



Performance Theater

Course Duration: Semester

Course Description:

Students will learn basic stage performance skills; read plays, perform scenes and practice improvisation skills; and write and improvise original works.



Performance Theater II

Course Duration: Semester

Course Description:

Students in this course will study the fundamentals of storytelling through theater arts, with an extra emphasis on large projects. We will write our own extended scenes and perform scenes from published works of classic and contemporary theatre.



Performance Theater I, or instructor approval



IB SL Music, Year 1

**Please see the IB section for course information.*



IB SL Music, Year 2

**Please see the IB section for course information.*