



# Avoca CSD

## Course Descriptions

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# ENGLISH LANGUAGE ARTS DEPARTMENT



## ENGLISH 9

**Required course 1 cr.**

*General Description:* This course combines the teaching of grammar, literature, and vocabulary development and focuses on the role of each in the writing process. Writing assignments will be varied and include journal entries, quick writes, personal response essays and literary analysis papers. Introductory elements pertinent to the Common Core English Regents exam are incorporated into course work. A final exam is given in June that counts for 1/5 of the course grade.

## ENGLISH 10

**Required course 1 cr.**

*General Description:* This course also combines the teaching of grammar, literature and vocabulary development and focuses on the role of each in the writing process. Writing assignments are also given in this course to further help in the development of their writing skills. We further practice the skills pertinent in successfully completing the Common Core English Regents. A final exam is given in June that counts 1/5 of the course grade.

## ENGLISH 11

**Required course 1 cr.**

*General Description:* This course is predominantly a literature and writing development course and involves each facet in improving skills related to the English Language Arts. Passing the ELA exam given in June is a requirement for graduation and counts as 1/5 of the course grade.

## ENGLISH 12

**Required course 1 cr.**

*General Description:* This course is based on the reading and writing needed to build and refine skills after graduation. Reading, writing and listening activities address real-life situations.

## ACE ENGLISH

(ACCELERATED COLLEGE EDUCATION ENGLISH)

**Elective Half Year Full Year**

**½ credit 1 cr.**

**3 College Cr.**

*General Description:* The Ace English program is sponsored by Corning Community College for those exceptional senior English students who wish to earn college transfer credits while still attending high school.

*Pre-requisites:* To qualify for this program students must be seniors who have earned an 85 percent or higher average in three years of English OR who have been recommended by their English 11 regents teacher. These qualified students must also observe a strict attendance policy which is established by Corning Community College. Once enrolled, students may elect to take the program for both college and high school credits. Students may also elect to enroll for only high school credit. ACE English consists of two one-semester college-level courses. The first, ENG 1010, is an expository writing course with a focus on argumentative and persuasive writing. The Second, ENG 1020, is an analytical and interpretive writing course which is literature-based. Successful completion of ENG 1010 is a prerequisite for admission to ENG 1020.

*First Semester:* ENG 1010, 3 college credits, ½ high school credit  
*Course Description:* ENG 1010 has as its focus technical and grammatical aspects of writing through Corning Community College, as well as the art of persuasive writing.

*Second Semester:* ENG 1020, 3 college credits, ½ high school credit, semester final exam and major analytical paper.

*Course Description:* ENG 1020 also focuses on literary analysis, studying plays, poems, novels and short stories. Students are evaluated with a number grade to satisfy local requirements and with a letter grade for credit from Corning Community College.

## **SOCIAL STUDIES DEPARTMENT**



### **GLOBAL STUDIES I**

**Required**

**1 cr.**

*General Description:* Global History and Geography 9 is the first course of the two year Global History sequence. In this course, history of the world is examined from 1800 to the present day. Learning about the foundations of the very society in which we live is also covered. Hopefully, students have an enlightening experience that open their eyes to a world that is full of interesting and exciting events. At the end of the year, a local exam is required.

### **GLOBAL STUDIES II**

**Required**

**1 cr.**

*General Description:* Global History and Geography 10 is the second course of the two year Global History sequence. In this course, examination of the world from 1800 to present day is covered. Students continue learning about the foundations of the very society in which they live. At the end of the year, students are required to take the New York State Global History and Geography regents exam. The exam encompasses everything the students will have learned in Global II.

### **U.S. HISTORY & GOVERNMENT/HISTORY**

**Required**

**1 cr.**

*General Description:* Grade 11 begins with the colonial and constitutional foundations of the United States and explores the government structure and functions written in the Constitution. The development of the nation and the political, social, and economic factors that led to the challenges our nation faced in the Civil War are addressed. Industrialization, urbanization, and the accompanying problems are examined, along with America's emergence as a world power, the two world wars of the 20th century, and the Cold War. Students explore the expansion of the federal government, the threat of terrorism, and the place of the United States in an increasingly globalized and interconnected world. This course culminates in a Regents exam.

**GOVERNMENT 12**

**Required .5 cr.**

*General Description:* Participation in Government is a course that all students in New York State need for graduation. You must pass this class in order to graduate. It is a half-year course that is designed to prepare you for your role as a citizen of this country. Its main purpose is to familiarize you with the workings of the United States government, so that you can become an active participant in the process.

**ECONOMICS 12**

**Required .5 cr.**

*General Description:* In this half-year course, you will be given a general overview of micro- and macroeconomics. This course is designed to provide you with an introduction to the information necessary to understand how the economy works. Students will analyze the role of supply and demand in determining the prices individuals and businesses face in the product and factor markets, and the global nature of these markets. Students will study changes to the workforce in the United States, and the role of entrepreneurs in our economy, as well as the effects of globalization. Students will explore the challenges facing the United States free market economy in a global environment and various policy-making opportunities available to government to address these challenges.

**PSYCHOLOGY**

**Elective 1 cr.**

*General Description:* This course gives students an introduction to psychology, emphasizing real-life application of the theories and research presented in the course. Topics of study include psychological methods, biology and behavior, sensation and perception, consciousness, learning and cognition, memory, intelligence, developmental psychology, motivation and emotion, stress and health, psychological disorders, methods of therapy, and social psychology. The course also focuses on the development of students' critical and creative thinking by engaging them in a variety of projects.

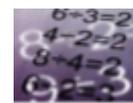
**SOCI 1010: Introduction to Sociology**

**SOCIOLOGY**

**Credits 3**

Social and cultural factors in the origin, structure, and functioning of group life. Sub-divisions to be emphasized include social structure, culture, socialization, institutions, and stratification. Prerequisites: Eligible to enroll in ENGL 1010. Meets SUNY General Education requirement in Social Sciences and SUNY Core Competency in Critical Thinking and Reasoning.

**MATHEMATICS DEPARTMENT**



**ALGEBRA 1**

**Required 1 cr.**

Algebra 1 (9<sup>th</sup> grade-one year course)

Algebra-1A (9<sup>th</sup> grade-first of two year course)

Algebra-1B (10<sup>th</sup> grade-second of two year course)

*General Description:* The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. Because it is built on the middle grades standards, this is a more ambitious version of Algebra I than has generally been offered. The critical areas, called units, deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

*Content Areas:* Number Systems, Operations, Algebraic Expressions and Equations, Ratio and Proportion, Graphing, Linear Functions, Quadratic Functions, Operations with Polynomials, Radicals, System of Equations, and Statistics.

*Testing Requirements:* After completion of the Algebra 1 and/or Algebra 1A/B course, students will be required to pass a state regents exam.

**GEOMETRY**

**Required 1 cr.**

*General Description:* The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between this Geometry course and the historical approach taken in Geometry classes. For example, transformations are emphasized early in this course. Close attention should be paid to the introductory content for the Geometry conceptual category found in the high school CCSS. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The critical areas, organized into six units are as follows.

*Content Areas:* Formal Logic, Coordinate Geometry, Transformations, Solid Geometry, Algebraic Skills, and Euclidean Geometry Proofs.

*Testing Requirements:* After the completion of the Geometry course, students will be required to take a state regents exam.

**MATH 11**

**Elective**

*General Description:* This is a course designed for the student who took two years to complete Algebra 1. It introduces students to real life finance skills. This course provides students with the third credit in mathematics required for graduation in NYS.

*Content Areas:* Balancing Checkbooks, Balancing Budgets, Purchasing Cars, Using Credit Cards and making other financially sound choices.

*Testing Requirements:* After completion of the course, students will take a local final exam or present a final project.

**ALGEBRA II/TRIG**

**Elective 1 cr.**

*General Description:* Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Students will be required to use a graphing calculator for the Trigonometry Regents exam.

**PRECALCULUS**  
**(MATH 1410)**

**Elective**

**1 cr.**

*Prerequisite:* **ALGEBRA II/TRIG**

*General Description:* For students with a strong high school mathematics background preparing for calculus; emphasis is on the characteristics of elementary real functions. These characteristics include algebraic and graphical analysis, inequalities, absolute values, logarithms, trigonometry of real numbers, plane analytical geometry, polar coordinates, complex numbers and binomial theorem.

**CALCULUS**  
**(MATH 1610)**

**Elective**

**1 cr.**

*Prerequisite:* Precalculus

*General Description:* Differential and integral calculus, including elements of analytic geometry, basic theory and physical applications. Derivatives, considered both algebraically and graphically and as applied to velocity and acceleration, differentials and their use as approximations, the indefinite and definite integrals with applications to areas, volumes, surface area, arc length, moments and centers of mass.

**Intro to Computer Science (Python)**

*General Description:* This course is designed to offer an introduction to computer science. Students will learn the basics of computer programming using Python along with the basics of computer science. The material emphasizes computational thinking and helps develop the ability to solve complex problems.

**SCIENCE DEPARTMENT**



**LIVING ENVIRONMENT**

**Required**

**1 cr.**

*General Description:* This course is designed as an introductory biology course.

*Content Areas:* Basic biochemistry; cells and cell processes; plants, their structure and function; ecology; evolution; genetics; and anatomy and physiology, with an emphasis on human body systems.

*Evaluation Procedures:* Students will occasionally be given outside homework assignments on current topics of study. A concurrent lab class with successful completion of all lab reports is required. This course is required for graduation. It is a regent's course with a regent's exam.

**EARTH SCIENCE**

**Elective** **1 cr.**

*General Description:* This course involves meteorology, geology, astronomy, and oceanography. It deals with the composition of the earth, forces acting upon the earth's crust and interior, the nature and motion of celestial bodies and their relationship to the earth, the earth's oceans, and the study of weather and climate. Students will be expected to take the Earth Science Regents exam at the end of the course. Laboratory work is essential for the completion of the course and admission to the Regents exam.

**CHEMISTRY**

**Elective** **1 cr.**

*Pre-Requisites:* Integrated Algebra completed and Geometry completed or current enrollment.

*General Description:* This is a one year course in general chemistry. Topics include matter and energy, atomic structure, acids and bases, electrochemistry and organic chemistry. A concurrent lab class with successful completion of all labs and reports is required. There is a Regents exam with this course.

**FORENSICS**

**Elective** **½ cr.**

*General Description:* One-semester course in forensic science. Students will gain knowledge in using scientific instruments and deductive reasoning.

**PHYSICS**

**Elective** **1 cr.**

*Pre-Requisites:* Integrated Algebra completed and Geometry completed or current enrollment. The successful completion of Trigonometry is recommended.

*General Description:* Physics is defined as the study of matter and motion. This course includes topics in classical mechanics; energy and work; waves, including sound and light; electricity and magnetism; and modern (quantum) physics and the Standard Model of matter. Students will occasionally be given outside reading assignments on current findings in the field. A concurrent lab with a satisfactory completion of lab reports is required. There is a Regents exam with this course.

**MARINE BIOLOGY**

**Elective** **1/2 cr.**

*General Description:* One-semester course. Students will study the inter-relationships between organisms and their aquatic environment.

**ENVIRONMENTAL SCIENCE**

**Elective** **1 cr.**

*General Description:* This course is designed to provide a general understanding of the interactions that exist within the biosphere, between both living and nonliving components of the earth.

## **ACE BIOLOGY**

(ACCELERATED COLLEGE EDUCATION BIOLOGY)

**Elective**

**Half Year**

**½ credit**

**Full Year**

**1 cr.**

***4 College Cr.***

*BACKGROUND:* This ACE Biology program is sponsored by Corning Community College for those exceptional senior Biology students who wish to earn college transfer credits while still attending high school. Once enrolled, students may elect to take the program for both college and high school credits. There is a tuition charge (paid directly to CCC) for those enrolled for college credits. Students may also elect to enroll for only high school credit. ACE Biology consists of two one-semester college-level courses. (BIOL 1510, 1<sup>st</sup> semester and BIOL 1520, 2<sup>nd</sup> semester)

*First Semester:*

BIOL 1510, 4 College Credits, ½ high school credit.

*Course Description:*

BIOL 1510 is a one semester general biology course for science majors that are designed to provide you with the knowledge and skills necessary to succeed in upper-level biology courses or a career in the biological sciences. This course will cover a wide variety of topics, thereby giving you a solid foundation upon which to build your future in the sciences. The modern aspects and techniques of biology will be emphasized. BIOL 1510 will cover scientific methodology, biochemistry, cell structure and physiology, genetic mechanisms, plant structure and physiology, and bacterial, protist, fungal, and plant diversity. This requires a lab to be taken concurrently. Prerequisites: Regents Biology and Chemistry, recommend taking concurrently with Physics, or have taken Physics.

*Second Semester:*

BIOL 1520, 5 College Credits, ½ high school credit

*Course Description:*

BIOL 1520 is a one semester general biology course. This requires a lab to be taken concurrently. Prerequisite is successful completion of BIOL 1510.

## **FINE ARTS DEPARTMENT**



*Philosophy:* The goal of the Art Department at Avoca Central School is to present opportunities for students to broaden their interest in the Arts and to familiarize themselves with activities which may be useful in leisure and career exploration.

### **STUDIO ART**

**Required**

**1 cr.**

*General Description:* Studio Art I is a foundational art course, appropriate for those individuals who see art as a hobby and for those who view art as a potential career. A student's Fine Arts graduation requirement can be fulfilled with this course. This course is a prerequisite for all other high school art courses.

*Content Areas:* Students will produce art using a variety of media and techniques which are relative to drawing, painting, sculpture and crafts. Related cultural and historical aspects of art will be explored. The process of critique will help sharpen student ability to communicate about art. The career benefits of keeping a quality portfolio will be introduced.

*Teaching Approaches:* Students will keep and periodically fine tune a portfolio. Each student will have two major course requirements: first, each student must create an original “Super Project”; second, each student must participate in the annual Art Fair by creating a unique display of at least ten (10) original works, one of which is the “Super Project”. Students who fail to meet these two requirements will not receive credit for the course. The Super Project, art display and a final portfolio review will serve as major evaluative tools.

### **STUDIO IN DRAWING AND PAINTING**

**Elective**

**1 cr.**

*General Description:* Drawing and painting will primarily focus on the creation of two-dimensional art work. A variety of drawing and painting media and techniques will be used to explore the possibilities of personal expression. The course counts as once credit, Successful completion of Studio Art is the only prerequisite for this course.

*Content Area:* Students will create primarily two-dimensional images using both traditional and non-traditional genres like landscape, portraiture, still-life, direct observation, fantasy, abstraction and mixed media. Of course some three-dimensional applications of drawing and painting may be explored also. Whether the goal is an advertisement or personal expression, hopefully, the student will be introduced to and exposed to the myriad of communication possibilities offered through drawing and painting. A focus on cultural/historical aspects, terminology, process, techniques as well as group and individual critique will be implemented.

*Teaching Approaches:* A career minded portfolio will be kept and periodically fine tuned. Each student will have two major course requirements; first, the creation of an original “Super Project” and second, the building of an individual Art Display consisting of ten of the students’ best works of art, one of the ten will be the super project. The Super Project, art display and a final portfolio review will serve as major evaluative tools.

### **STUDIO IN COMPUTER ARTS**

**Elective**

**1 cr.**

*General Description:* Computer Art is an art course focused on exploring the possibilities of digital image manipulation as a tool in creating art. Graphics, drawing, animation, illustration, letterheads, product design, advertising, photography, and print applications are all areas which this course may touch upon. The course counts as one credit. Successful completion of Studio Art is the only prerequisite for this course.

*Content Area:* Students will create images using a variety of software applications to manipulate your own digitally generated images. Tools of application are the computer and digital camera. Whether the goal is an advertisement or personal expression, the student will be introduced to and exposed to a myriad of communication possibilities offered through digital media. A focus on cultural/historical aspects, terminology, process, techniques as well as group and individual critique will be implemented.

*Teaching Approaches:* A career minded portfolio will be kept and periodically fine tuned. Each student will have two major course requirements; first, the creation of an original “Super Project” and second, the building of an individual Art Display consisting of ten of the student’s best works of art, one of the ten will be the super project. The Super Project, art display and a final portfolio review will serve as major evaluative tools.

**STUDIO IN SCULPTURE****Elective****1 cr.**

*General Description:* Sculpture is an art course focused on exploring the three-dimensional possibilities of expression in art. The course counts as one credit. Students will become familiar with a variety of additive and subtractive sculptural techniques and processes. Successful completion of Studio Art is the only prerequisite for this course.

*Content Area:* Students will create images ranging from extremely low relief to full blown sculpture in the round. The course will offer a diverse possibilities of sculptural materials, both traditional and non-traditional. A focus on cultural/historical aspects, terminology, process and techniques will be implemented. Personal expression will be a goal sharpened by hands on production as well as group and individual critique.

*Teaching Approaches:* A career minded portfolio will be kept and periodically fine tuned. Each student will have two major course requirements; First, the creation of an original “Super Project” and second, the building of an individual Art Display consisting of ten of the student’s best works of art; one of the ten will be the Super Project. The Art Fair Display, Super Project and a Final Portfolio act as evaluative tools.

**STUDIO IN CERAMICS****Elective****1 cr.**

*General Description:* Ceramics is an art course focused on exploring the three-dimensional possibilities of working in clay. The course counts as one credit. Students will become familiar with and hopefully proficient at a variety of clay building techniques. Clay, a tool of expression and communication, will be introduced. Successful completion of Studio Art is the only prerequisite for this course.

*Content Area:* Students will create both functional and sculptural ceramic work. A focus on cultural/historical aspects, terminology, process and techniques will be implemented. Personal expression will be a goal sharpened by hands on production as well as group and individual critique.

*Teaching Approaches:* A career minded portfolio will be kept and periodically fine tuned. Each student will have two major course requirements; First, the creation of an original “Super Project” and second, the building of an individual Art Display consisting of ten of the students best works of art; one of the ten will be the Super Project. The Art Fair Display, Super Project and a Final Portfolio act as evaluative tools.

**STUDIO IN ARCHITECTURE****Elective****1 cr.**

*General Description:* Beginning with concepts for a structure, students develop designs by researching the needs of the space, creating floor plans, visualizing the entire mass of the building, communicating this through a perspective drawing, and completing the project by constructing a to-scale model of the building.

**STUDIO IN ADVERTISING****Elective****1 cr.**

*General Description:* The art of combining words with visual images to communicate a message will be studied and practiced through the use of fonts, lettering design, calligraphy, logos, posters, graphic design, dominant images, layout, computer applications, etc.

## FAMILY & CONSUMER SCIENCES DEPARTMENT



### LIFE SKILLS

**Required**

**1/4 cr.**

*General Description:* Life Skills 12 is a twenty-week course required of students in grade 12 who are not taking FYEX. The course is designed to take students through the life cycle covering such potential topics as goal setting, hard and soft skills, applying for jobs, financial literacy, housing, buying an automobile, stress management, tax preparation, marriage, parenting, communication styles and death/dying. Upon completion, students will be able to apply information from this course to their own independent living experiences.

### FIRST YEAR EXPERIENCE

**Elective**

**½ cr.**

*General Description:* (ACE CLASS 3 college credits) This course facilitates intellectual and social integration of first-year students into the academic community. The course provides specific methods and strategies which students may adopt to promote personal growth and success both in the college environment and throughout life.

## LANGUAGES OTHER THAN ENGLISH



### INTRODUCTION TO SPANISH

**Required**

*General Description:* Students will begin their language studies with the Introduction to Spanish course. This ½ year course is designed to expose students to the basics of language learning and to set the foundation for Spanish I. Topics include numbers 0-10, days of the week, the alphabet, weather, greetings, goodbyes, making introductions, geography, classroom phrases, subject pronouns, and some basic grammar. Students will carry this knowledge into Spanish I and continue to build off it. Speaking, listening, reading and writing are the standards that will be emphasized throughout the course.

### SPANISH I

**Required**

**1 cr.**

*General Description:* Spanish I is designed to pick up where Introduction to Spanish left off and will be a full year course. The emphasis will be on listening, reading, writing, and speaking skills in Spanish. Students will continue to build upon these skills in order to become more proficient in the Spanish language. Vocabulary topics include leisure activities, school/classroom, expressing feelings, telling time, numbers, question words, locations, food, likes/dislikes, the date, family, clothing, colors, shopping, sports, house/home, body, transportation, and more. Grammar topics will continue to build with a concentration on the present tense. The culture of Spanish-speaking countries will be embedded throughout the lessons. Students will take a proficiency final exam at the end of Spanish I. Successful completion of Spanish I will earn the student their foreign language credit toward graduation.

### SPANISH II

**Elective**

**1 cr.**

*General Description:* This course is a continuation of Spanish I and will maintain the emphasis on the learning standards of listening, reading, writing and speaking skills in Spanish. Spanish culture will continue to be embedded

in the lessons. Vocabulary will continue to expand to include travel, vacation, health, and service for example. Grammar will continue to advance and include the past tenses. A local final exam will be given.

**SPANISH III**

**Elective**

**1 cr.**

*General Description:* Spanish III is designed to build upon all previously learned skills in courses Spanish I and II. The learning standards of speaking, listening, reading and writing will continue to be emphasized. Previously learned vocabulary topics will be expanded. New vocabulary topics such as nature and the environment will be introduced. Grammar will include the future, conditional, and perfect tenses and the subjunctive mood for example. Culture will continue to be embedded throughout. Students will take a comprehensive final exam at the end of Spanish III. Successfully completing all 3 units of study in Spanish, as well as other coursework, will earn the student their Advanced Regents diploma.

This is a continuation of Spanish II, highly focused on preparation for the NYS Regents Spanish Exam. It includes: more vocabulary about everyday life, more grammar including subjunctive mood of verb and command form of verbs; speaking, listening, reading and writing activities, more cultural and historical activities related to Spanish speaking countries.

**SPANISH IV ACE**  
**(ACCELERATED COLLEGE EDUCATION SPANISH)**

**Elective**

**Half Year**  
***½ credit***

**Full Year**  
***1 cr.***

***3College Cr.***

*BACKGROUND:* This ACE Spanish program is sponsored by Corning Community College for those exceptional senior Spanish students who wish to earn college transfer credits while still attending high school. To qualify for college credit students must be seniors. Once enrolled, students may elect to take the program for both college and high school credits. There is a tuition charge (paid directly to CCC) for those enrolled for college credits. Students may also elect to enroll for high school credit only. ACE Spanish consists of two (2) one-semester college-level courses (SP 207, 1<sup>st</sup> semester and SP 208, 2<sup>nd</sup> semester); successful completion of SP 207 is a prerequisite for admission to SP 208. In consultation with the Spanish teacher and the guidance counselor, students may be able to enroll in other types of college Spanish courses offered at CCC.

*Course Description:* The course is a continuation of Spanish III including: all four elements of speaking, listening, reading and writing activities; more complicated grammar; selected readings from literature, contemporary magazines, and newspapers.

**PERFORMING ARTS DEPARTMENT**



**7-12th GRADE BAND**

**Elective**

**1 cr.**

*General Description:* This band meets every other day for rehearsal. Students are also required to attend small group lessons which are scheduled once a week for a 40 minute period. Students will have the opportunity to participate in various county and state level music festivals.

*Content Areas:* Students will continue to develop technical skills and musicianship as well as physical coordination through the playing of their instruments. Students will learn intermediate to advanced music reading

and writing techniques. Music is selected from a wide range of styles and difficulty ranges from level 3 to 6 in the NYSSMA manual.

*Teaching Approaches:*

Students will be taught through a wide variety of resources including: method books, band music, solo pieces, improvisation, aural theory and small ensemble pieces. Lessons will focus on all the mentioned resources and full band rehearsals will focus on band music and warm-ups. A strong emphasis is placed on students listening to each other as well as themselves and then making constructive critiques of their performance. **Practicing at home is essential to a student's success with their instrument.**

*Evaluation Procedures:* Students will be evaluated on their band and lesson performance. Their performance is based on their participation and behavior in class as well as their rate of their individual improvement. Concert participation will be factored into their grade. Since concerts do not always happen every marking period, they will only count during the marking periods they fall under.

**7-12 CHORUS**

**Elective**                      **½ cr.**

*General Description:* The purpose of this course is to develop singing voices and understanding of proper group singing. Students will perform two, three or four part accompanied and unaccompanied music. They will learn proper concert etiquette, both as a performer and a listener. There will be at least five (5) performances each school year. Students can audition for the Sr. High All-County Chorus and Area All-State Chorus. This class meets every other day.

**MUSIC LAB**

**Elective**                      **½ cr.**

*General Description:* Music Lab will give students an opportunity to get extra one-on-one or small group help with singing. This will be especially helpful for students participating in school musical, solo festivals and All-County festivals or singing solos in concerts.

**SHOW CHOIR**

**Elective**                      **1 cr.**

*General Description:* Show Choir is a small performance group usually between 10 and 20 students. These students will learn vocal music like a choir, except they will add movement and dance to their performance as well.

**BUSINESS & COMPUTER SCIENCE DEPARTMENT**



*Philosophy:* The goal of the Business Department at Avoca Central School is to provide students with a firm grasp of the skills and requirements necessary to enter either the workforce at the entry level or above or successfully compete at the collegiate level. The department will strive to monitor and adapt to the needs of both the business world and the collegiate level.

## **ACCOUNTING**

**Elective**                    **1 cr.**  
**College Credits 4 cr.**

*General Description:* The course covers principles and procedures related to financial and general accounting.

## **PUBLISHING/ WEB DESIGN**

**Elective**                    **1 cr.**

*General Description:* The Desktop Publishing part of this course is focused on the production of our yearbook. After that we emphasize skill development in using a variety of popular desktop publishing programs. Students create short documents such as flyers, brochures, and certificates, as well as longer documents, such as newsletters and reports. Students learn to combine text and graphics to produce professional quality documents for output on a computer printer or for a web site. In addition to web site creating using HTML, the web design course also included an introduction to game and computer programming.

# **PHYSICAL EDUCATION & HEALTH DEPARTMENT**



## **PHYSICAL EDUCATION 9-12**

**Required**                    **½ cr. each**

*Philosophy:* The goal of the Physical Education Department at Avoca Central School is to empower all students to sustain regular, lifelong physical activity as a foundation for a healthy, productive and fulfilling life. This will be achieved through the development of the whole child. The mere acquisition of physical activity is not enough.

There is a strong focus on developing the student socially and mentally as well as physically. The program is based on physical activities undertaken in an active, caring, supportive and non-threatening atmosphere in which every student is challenged. PE 9-12 is a graduation requirement and must be passed each year.

*General Description:* Physical Education is a sequential educational program. National and New York standards will be met through the use of the following activities: team, partner, and individual sports; dance and rhythmic exercise; cooperative activities; manipulative and balance activities; team, partner, and individual games; cardiovascular and muscle fitness activities; self-defense, outdoor and lifetime activities; knowledge, skill and fitness testing. All physical education courses focus on developing the student socially and mentally as well as physically. Students with disabilities are provided with a learning environment that is modified, when necessary, to allow for maximum participation.

## **HEALTH 10**

**Required**                    **½ cr.**

*General Description:* Students will understand growth and development and recognize the relationship between behaviors and health development. They will understand ways to promote health and prevent disease and will demonstrate and practice positive health behaviors. Students will demonstrate personally and socially responsible behaviors. They will care for and respect themselves and others. They will recognize threats to the environment and offer appropriate strategies to minimize them. Students will understand the influence of culture, media, and

technology in making decisions about personal and community health issues. They will know about and use valid health information, products, and services. Students will advocate for healthy families and communities.

*Content Areas:* Physical, Mental/Emotional, and Social Health, Fitness and Nutrition, Body Systems, Growth and Development, Diseases and Disorders, Avoiding Substance Abuse and First Aid, CPR.

*Teaching Approaches:* Students are taught in a variety of ways: Lectures, Power point, small groups, individual and group projects.

*Evaluation Procedures:* Students are evaluated using homework, quizzes and tests, projects and class participation and preparedness.

## **AGRICULTURE DEPARTMENT**



### **7TH GRADE AGRICULTURE**

**Required**

**½ cr.**

*General Description:* Students will learn about multiple agricultural industries and the science behind them through classroom lessons, hands-on projects, guest speakers, and field trips to area farms and agricultural businesses. Students will gain exposure to these career options and obtain introductory knowledge of this industry. A final project will allow the students to make a personal connection to agriculture.

### **8TH GRADE AGRICULTURE**

**Required**

**½ cr**

*General Description:* Students will take a deeper look at the world of agriculture and all it encompasses. Students will look at a variety of careers related to agriculture and their importance to society. Hands on labs related to food science, maple production, and honey harvesting can all be expected. Local field trips and guest speakers will also play an important role in the class. Not all students will become farmers, but all will become consumers of agriculture. This class aims to prepare each student to be a wiser consumer now and in the future.

**INTRO TO AGRICULTURE:** This course will cover topics beyond 7th and 8th grade ag, and will give students a chance to engage in topics that we do not offer a full class for. This exploratory course will give students valuable experiences with everything from Ag Business, Global Ag, Floriculture, Professional skills, Personal skills, and much more. Students will also create an SAE (Supervised Agriculture Experience) project to do throughout the year. We learn about FFA and go in depth to CDE (Career Development Events) and LDE (Leadership Development Events) that are offered. **1cr.**

### **ANIMAL SCIENCE**

**Elective**

**1 cr**

*General Description:* Students will utilize knowledge of behavior, nutrition, reproduction, and health management to classify, evaluate, and select animals based on anatomical and physiological characteristics. Students will gain a foundation of understanding for animal agriculture and careers associated with livestock production and handling. The course will include classroom lessons, hands-on projects, guest speakers, and field trips.

**PLANT SCIENCE****Elective****1 cr**

*General Description:* Students will apply the principles of classification, anatomy, and physiology to plant production and management. Students will propagate, culture, and harvest, handle and store plants and plant products based on current industry standards. Topics covered include classifications, plant functions & structures, propagation and cultural practices, and disease and insect management. Students will apply principles of design in plant systems to enhance an environment. The course will include classroom lessons, hands-on activities, guest speakers, and field trips.

**VETERINARY SCIENCE****Elective****1 cr**

*General Description:* Students have the opportunity to learn common veterinary clinic terminology and procedures. The course content follows Cornell Veterinary Science Curriculum, covering both large and small animal body systems. The veterinary curriculum is presented in a variety of formats that include small- and large-group exercises, lectures, laboratory exercises, and discussion.

**FOOD SCIENCE****Elective****1 cr**

*General Description:* Students will complete hands-on activities, projects, and problems that simulate actual concepts and situations found in the food science and safety industry, allowing students to build content knowledge and technical skills. The history of food science and production will be explored. Students will investigate areas of food science including food safety, food chemistry, food processing, food product development, and marketing. Students will gain experience in common food safety techniques and food preservation techniques.

**AGRICULTURAL CONSTRUCTION****Elective****½ cr**

*General Description:* Basic systems are explored through applied activities in: electricity, power transmissions and concrete. Systems analysis and theory in carpentry, agricultural structures, simple machines, and plumbing are also covered. Students will complete various hands-on projects utilizing different building materials.

**AGRICULTURAL MECHANICS****Elective****½ cr**

*General Description:* An introductory course where students learn basic engine theory, engine parts, and engine care. Students then have the opportunity to apply that information to engine tear down, reassembly and troubleshooting procedures. Students will explore the differences between two and four stroke engines and their applications.

**NORTH AMERICAN WILDLIFE****Elective****1 cr**

*General Description:* This course will deal with an in-depth look into the world of our North American wildlife. Students will study behaviors, habitat, diet, mating, history, range, abundance, human impacts and ecological importance of some of our most important wildlife. Group projects, individual projects, discussion, reading, and writing will all be included in student work.

