

# GATES CHILI HIGH SCHOOL



## Program of Studies College & Career Planning Guide

**THE SPARTAN WAY** ~ Respect : Responsibility : Compassion : Hard Work

*Together we teach and inspire excellence for all learners.*



# Introduction

Dear Students and Parents:

The Program of Studies College & Career Planning Guide contains information to help design your educational program. It is essential that students and their parents plan carefully to make thoughtful choices with all courses selected.

Students, parents, teachers and administrators are all partners who share responsibility for the educational success of our young men and women. Effective communication between home and school is essential in our work together to teach and inspire excellence for all learners. Please contact our professional counseling staff to ask questions, offer suggestions, or discuss your child's four-year academic plan.

The courses offered in our Program of Studies have been organized into five Career Pathways:

- Arts and Communication
- Business and Information
- Health, Human, and Public Services
- Liberal Arts
- Medicine, Science, and Technology

Sincerely,

High School Administration & Counseling Teams

## Dimensions of a Quality School

### Student Development

The school promotes student development by providing opportunities to acquire the knowledge and skills that allow students to achieve academic and social independence.

### Learning Environment

The learning environment is a network of systems that supports the needs of District stakeholders.

### Educational Program

The educational program is comprehensive, rigorous, meaningful, and standards based with a goal of creating college and career ready students.

### School Culture

The school culture is one of mutual respect, where all stakeholders work together to support the development of the individual student intellectually, socially, emotionally, and physically.

***"Together we teach and inspire excellence for all learners."***

Gates Chili High School • 1 Spartan Way • Rochester, NY 14624 • 585.247.5050

# Table of Contents

## General Information

NYS Graduation Requirements.....	5	Career Internship Program .....	11
Counseling Services.....	6	Career Shadowing Program.....	12
Career & Technical Education.....	8	Crossroads Program.....	12
English as a New Language (ENL).....	9	Course Load & Grade Level Requirements .....	12
Academic Services.....	10	Course Selection .....	12
Special Education.....	10	Course Add/Drop Process.....	12
Program Information.....	11	Dual Enrollment Program .....	13
Academic Varsity Letter .....	11	Honor Roll Standards .....	13
Advanced Placement Program.....	11	Career Pathways .....	14

## External Programs

WEMOCO.....	24	NCAA Eligibility .....	29
New Visions Program .....	27		

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## Nondiscrimination Policy

The Gates Chili Central School District hereby advises students, parents, employees and the general public that it offers employment and educational opportunities, including vocational education opportunities, without regard to sex, race, color, national origin or handicap. Inquiries regarding this nondiscrimination policy may be directed to either representative below:

*Title IX Officer*  
Assistant Superintendent for Administration and Personnel  
Gates Chili Central School District  
3 Spartan Way  
Rochester, New York 14624

*Section 504 Coordinator*  
Director of Pupil Services  
Gates Chili Central School District  
3 Spartan Way  
Rochester, New York 14624

# New York State Graduation Requirements \*

## Required Classes

Subject	Units
English	4
Social Studies	4
Mathematics	3
Science Must include 1 unit from a Physical Setting course and 1 unit from Living Environment	3
Health	0.5
Art and/or Music, or DDP, or a combination of Fashion I and Housing & Design Core	1
Foreign Language An advanced designation diploma requires 3 units of <b>Foreign Language</b> or a 5 unit sequence in <b>Business, Technology, Family &amp; Consumer Science, Art, Music</b> or <b>WEMOCO</b> .	1
Physical Education	2
Electives Advanced Designation Diplomas require 1.5 units	3.5
<b>Total Units</b>	<b>22</b>

## Required Regent Exams

<b>Advanced Designation w/ Honors Diploma</b> ( <i>Passing average of 90 or above on Regents Exams</i> )	
<ul style="list-style-type: none"> <li>Comprehensive English</li> <li>Global History &amp; Geography</li> <li>US History &amp; Government</li> <li>Foreign Language</li> </ul>	<ul style="list-style-type: none"> <li>Living Environment <b>and</b> a Physical Setting</li> <li>Integrated Algebra and Geometry and Algebra 2</li> </ul>
<b>Advanced Designation Diploma</b> ( <i>Passing score of 65 or above on Regents Exams</i> )	
<ul style="list-style-type: none"> <li>Comprehensive English</li> <li>Global History &amp; Geography</li> <li>US History &amp; Government</li> <li>Foreign Language</li> </ul>	<ul style="list-style-type: none"> <li>Living Environment <b>and</b> a Physical Setting</li> <li>Integrated Algebra and Geometry and Algebra 2</li> </ul>
<b>Regents Diploma</b> ( <i>Passing score of 65 or above on Regents Exams</i> )	
<ul style="list-style-type: none"> <li>Comprehensive English</li> <li>Integrated Algebra</li> <li>Global History &amp; Geography</li> </ul>	<ul style="list-style-type: none"> <li>US History &amp; Government</li> <li>Living Environment <b>or</b> a Physical Setting</li> </ul>
<b>Local Diploma</b> ( <i>Available for students with disabilities only</i> ) - <i>must score 55 or above on Regents Exams or 65 or above on Regents Competency Tests</i>	
<ul style="list-style-type: none"> <li>Comprehensive English</li> <li>Integrated Algebra</li> <li>Global History &amp; Geography</li> </ul>	<ul style="list-style-type: none"> <li>US History &amp; Government</li> <li>Living Environment <b>or</b> a Physical Setting</li> </ul>

\* New York State is in the process of approving new graduation pathways. More information will be forthcoming.

# Counseling Services

## College and Career Readiness

The department of counseling and student services provides a comprehensive curriculum intended to support all students in acquiring the skills, knowledge and attitudes needed to become effective students, responsible citizens, productive employees and lifelong learners. As an integral part of the school's total program, the Counseling Department Curriculum adheres to the American School Counselor's Association National Model. This model is competency based and reflects three domains of service: academic, personal/social, and career development.

### Grade 9 – all students will:

#### Personal/social

- Identify positive attitudes toward self as a unique and worthy person.
- Identify personal strengths and assets.

#### Academic

- Use communication skills to ask for help.
- Identify the behavioral characteristics of a successful student.
- Identify the habits of a self directed and independent learner.
- Understand how their academic achievement will enhance their educational and career opportunities.

#### Career development

- Identify personal skills, interests and abilities and relate them to current career choice.
- Participate in using resources to research and obtain career information.
- Demonstrate awareness of the education and training needed to achieve career goals.

### Grade 10 – all students will:

#### Personal/social

- Identify values, attitudes and beliefs.
- Know that communication involves speaking, listening, and nonverbal behavior.

#### Academic

- Apply knowledge of aptitudes and interests to goal setting.
- Demonstrate awareness of the education and training needed to achieve career goals.
- Identify long-and short-term goals.
- Develop an action plan to set and achieve realistic goals.

#### Career development

- Demonstrate an understanding of the relationship between the changing nature of work and educational requirements.
- Use a career planning process that includes self-assessment and personal development as a way to gain initial entry into the workplace.
- Students will develop a resume.



## Grade 11 – all students will:

### Personal/social

- Develop positive attitudes toward self as a unique and worthy person.
- Understand that change is a part of growth.
- Identify personal strengths and assets.

### Academic

- Learn to use assessment results in educational planning.
- Use problem-solving and decision-making skills to assess progress toward education goals.
- Identify post-secondary options consistent with interests, achievement, aptitude, and abilities.

### Career development

- Pursue and develop competency in areas of interest.
- Maintain an electronic career portfolio.
- Select course work that is related to career interests.

## Grade 12 – all students will:

### Personal/social

- Make decisions, set goals, and take necessary action to achieve goals.

### Academic

- Understand the impact of academic success upon options for post secondary education, training and vocational opportunities.
- Use communications skills to know when and how to ask for help when needed.
- Understand the relationship between personal qualities, education, training, and the world of work.

### Career development

- Understand the relationship between educational achievement and career success.
- Understand the value and its relationship to personal success and satisfaction.

## Resources and opportunities

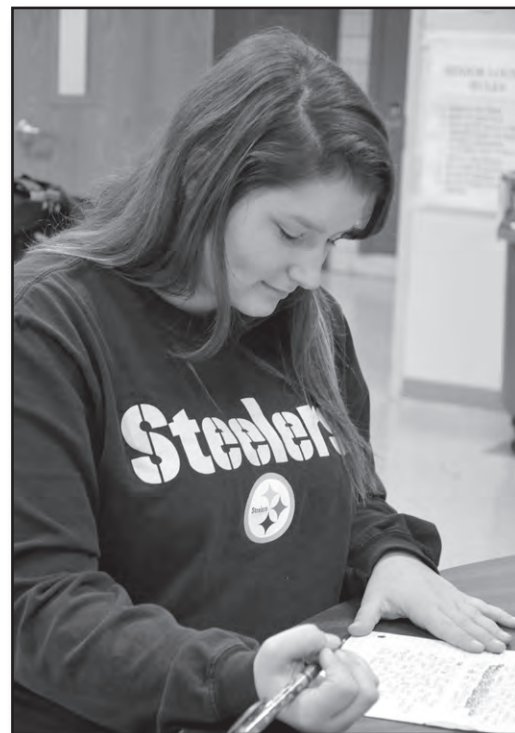
**Gates Chili High School Career Shadowing Program:** full/half day field experience

**Diversified Co-op:** high school credit bearing work experience

**Explorers Post:** students attend hands-on seminars in a career area directed by area professionals in the field of interest. Local colleges, businesses, police, fire and ambulance agencies are among those that participate in the explorer program.

**Project Adept:** an enrichment program offering opportunities for students to explore and expand their career understanding in specific fields of interest.

**Websites:** [www.careerzone.ny.gov](http://www.careerzone.ny.gov), New York State Department of Labor Website for career exploration; [www.Naviance.com](http://www.Naviance.com).



# Career & Technical Education



Career and Technical Education programs contain a related and continuous series of courses in a career and technical area. Academic and technical knowledge and skills within this series prepares students for further education or employment in a career. The program is supported by work-based experiences, integrated and specialized instruction, a Work-Skills Employability Profile, technical assessments, and data on student performance in academic and technical areas.

Students enrolled in a CTE program, who successfully complete all requirements, will earn a technical endorsement that will be affixed to their high school diploma.

CTE programs are offered in Business (Financial Management) and Consumer Science (Child Development).

Requirements leading to the technical endorsement include:

- completion of a minimum of 22 units of credit
- passing grades on 5 required Regents examinations or approved alternatives
- successful completion of a 3-part technical assessment which is an industry-developed assessment consisting of written examinations, student projects, and student demonstrations of technical skills that measure proficiency in a specific technical field through the application of national standards
- completion of a work-based learning experience embedded in the program
- completion of a work-skills employability profile

Any student with a disability who successfully completes a CTE course will receive documentation of skills acquired in the career and technical education course. The skills identified in the documentation are those specified on the Work-Skills Employability Profile. The Work-Skills Employability Profile, will provide employers with documentation of work skills acquired at the completion of the CTE program.

Students who want to enroll in a CTE program should inform their counselor of their decision so proper scheduling can occur.

+ *Dual enrollment course*

## Business & Finance

### Academy of Business & Finance - 5 credits

#### **Mandatory 1 Credit**

Careers and Financial Management+	(.5)
Wall Street 101+ or online Personal Finance	(.5)

#### **Choose 1-3 Credits**

Accounting+	(1)
Business Management & Marketing+	(1)
College Accounting+	(1)

#### **Choose 2-3 Credits**

Math with Business Applications	(1)
Microsoft Applications+	(.5)
Keyboarding/Web Communications+	(.5)
Sports and Entertainment Marketing+	(.5)
Junior Achievement Economics+	(.5)
Business Cinema+	(.5)

#### **Mandatory 1 Credit**

Work Based Learning (Co-op, 3 Job Shadows, or Internship)	(1)
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#### **Assessments**

NOCTI Business Financial Management	
Final Project and Presentation (Employability Profile)	

*Business students will be eligible for the NYS Business and Marketing Honor Society by completing Financial Management CTE.*

## Family & Consumer Science

### Academy of Early Childhood Education - 5 credits

#### **Mandatory .5 Credit**

Career and Financial Management+	(.5)
The Developing Child I	(.5)
The Developing Child II+	(.5)
Entrepreneurship	(.5)
Advanced Health	(.5)
Psychology	(.5)

#### **Mandatory 1 Credit Courses**

Business Management & Marketing+	(1)
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#### **Mandatory 1 Credit**

Work Based Learning (Co-op, 3 Job Shadows, or Internship)	(1)
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#### **Assessments**

NOCTI Business Financial Management	
Final Project and Presentation	



# English as a New Language (ENL)

*This section is for informational purposes only. Eligibility for the following program and classes is determined by District and New York State guidelines.*

The English as a New Language (ENL) Program serves the English language acquisition needs of students whose native language is not English. The Program focuses specifically on building academic language needed for success in high school so that students who are English Language Learners (ELL's) can be college and career ready. Students are placed in ENL classes based on their proficiency level in English. This level is determined either by the assessment they take when they first enter a New York State school, the NYSITELL (New York State Identification Test for English Language Learners), or by an annual measure of English language proficiency, the NYSESLAT (New York State English as a Second Language Achievement Test). New York State has identified 5 levels of English language proficiency: Entering (beginner); Emerging (low intermediate); Transitioning (intermediate); Expanding (advanced); and Commanding (proficient).

ENL Services for English Language Learners at the Entering through Transitioning levels involve two main components:

- ENL classes taught by a certified ESOL (English to Speakers of other Languages) teacher where English Language Learners receive instruction in all aspects of language learning (reading, writing, listening and speaking) to develop the academic language and background knowledge needed to be successful in content area classes.
- Integrated ENL and content area classes where ESOL teachers co-teach with content area teachers in content area classes required for graduation (English, Mathematics, Science, or Social Studies).

ENL Services for English Language Learners in the Expanding and Commanding levels are provided through Integrated ENL and content area classes only so that these students can receive any extra support needed to further their English language development.

The ESOL teacher and the students' general education teachers work closely together to help ensure student success. Students in the ENL Program are required to achieve the same Common Core Standards and complete the same graduation requirements as all other students.

# Academic Services

## Academic Intervention Services

The Academic Intervention Services (AIS) Compliance Plan has been developed in response to State Education Department Requirements for students. Students determined to be at risk in one or more of the following areas: Language Arts, Mathematics, Science, or Social Studies may receive AIS support. The Plan outlines a screening process to be followed, which includes a set of entrance and exit criteria respectively.

The intensity of service is based upon the level of performance in class and/or exams. Additionally, services may be entered, changed in intensity, or exited based upon multiple measures. These measures include teacher recommendation, classroom performance, and State Regents Scores. The AIS class is a non-bearing credit class for ½ year or full year, dependent upon a student's performance.

## Special Education

Gates Chili High School offers Special Education Services for students with disabilities. Every student with a disability has an Individual Educational Plan (I.E.P.) to address his or her needs in the classroom. Students involved in the continuum of services are working on goals and objectives to become college and/or career ready and to reach the standards of the Gates Chili School District along with the curriculum requirements of New York State. The services offered through the Special Education Department are on a continuum in order to provide the least restrictive educational environment possible for student success.

### Consultant Teacher

Students with disabilities are scheduled for general education courses to be taught by a content area teacher. A teacher with special education certification is assigned to students in order to provide assistance to the student and the teachers to meet the educational needs of the students. The special education teacher will provide expertise and strategies in order to assist the student with disabilities in the general education classroom.

### Self Contained 15:1 Classroom

Students with disabilities are scheduled for a special education class comprised of up to 15 students with a special education teacher for one to four of the core content areas. Students are provided a Regents curriculum with an appropriate pace and attention to meet their specialized academic needs.

### Self Contained 12:1:1 Classroom

Students with disabilities who require more individualized attention in order to learn are scheduled for classes in language arts, math, and social studies or science with a special education teacher and a classroom aide. These courses are designed to teach, review, and master the basic skills necessary for daily living.

### Self Contained 8:1:1

Students with disabilities who require a more structured environment in order to learn are scheduled into a classroom with a teacher, an aide, and no more than 8 students. Participants in this program follow the Regents curriculum while receiving academic and social/emotional support.

### Adapted Physical Education

Adapted Physical Education is a course that is provided to meet the needs of students who are not able to participate in the regular physical education program. The activities offered will be adapted or changed to meet the needs and capabilities of each student.



# Program Information

## Academic Varsity Letter

A subcommittee of teachers and parents, as part of the high school Academic Booster Club, has determined a special way to recognize academic achievement. This award is known as the Academic Varsity Letter. A letter is sent home informing a student that he or she has qualified for the award. An evening banquet is then held in the spring to recognize the honorees. The following eligibility criteria are used to establish this noteworthy accomplishment:

The quarterly report card grades are used as a basis for earning quality points:

- A point system is used for eligibility. One quality point is awarded for each weighted course grade at or above 95%; a .5 point for a class meeting on alternate days
- A total of 65 quality points is required to receive an Academic Varsity Letter
- High school courses taken in eighth grade that appear on the transcript are used to count towards total quality points
- Transfer students who attend at least one full semester at Gates Chili High School are considered for eligibility
- A student who completes a summer school program will have their grades reviewed for quality points
- A chevron will be earned by students attaining 15 or more quality points beyond the original needed to earn the Academic Varsity Letter.

## Advanced Placement Program

The Advanced Placement (AP) Program is a cooperative educational endeavor sponsored by the College Board. Based on the fact that many young people can complete college-level studies in their secondary schools, it represents a desire of schools and colleges to foster such experiences. Like other programs of the College Board, this program is national; its policies are determined by representatives of member institutions and its operational services are provided by the Educational Testing Service.

Advanced Placement serves three groups: students who wish to pursue college-level studies while still in secondary school, schools that desire to offer these opportunities, and colleges that wish to encourage and recognize such achievement. Participating colleges may grant credit and appropriate placement to students who have done well on the examination.

Although the program provides a curricular guide and examination in each field, all colleges do not follow the same or even similar procedures upon receipt of AP Examination grades. Many colleges grant credit and placement automatically for qualifying work on the examinations; some grant either placement or credit only; others are still establishing their policies. If you have any questions about the AP Program you should contact the Counseling Office. The District currently offers 18 AP courses:

- AP American Government and Politics
- AP American History
- AP Biology
- AP Calculus AB
- AP Calculus BC
- AP Chemistry
- AP Computer Science
- AP English Literature 12
- AP Environmental Science
- AP Language and Composition
- AP Micro and Macro Economics+
- AP Physics I
- AP-C Physics
- AP Psychology
- AP Spanish+
- AP Statistics
- AP World History I
- AP World History II

## Career Internship Program

The Career Exploration Internship Program is a paid or non-paid internship experience that provides individualized career placements for our students in different pathways of their choice. The students may earn either ½ unit or 1 full unit of credit during their junior or senior year.

The program provides students with the opportunity to gain insight and experience in occupations and careers based on their individual interests.

During their current year, students must apply and meet the criterion to be accepted into the program for the following year. This criterion includes excellent attendance, good academic standing, positive teacher evaluations, and current working papers. Schedules must allow time either through late arrival, early release, or out-of-school hours to complete the on-the-job portion of the internship.

Students must supply their own transportation to their internship placement. Each week interns meet with their mentors for approximately one period and also attend a seminar class with the Coordinator. Interns are responsible for handing in signed timesheets each week, completing journal entries that reflect on their experiences, and successful completion of a work portfolio including items such as a resume and cover letter.

## Hour Requirements

NYS Dept. of Education Credit	Internship Hours	Seminar Hours with Coordinator
½ unit	60	27 hours (1 period per week plus independent work)
1 unit	120	54 hours (1 period per week plus independent work)

## Career Shadowing Program

The Career Shadowing Program is designed to provide the students of Gates Chili High School with the opportunity to investigate, observe, and evaluate specific occupations which may be related to their potential career interests.

The purpose of the Career Shadowing Program is to provide an organizational framework that outlines an educationally sound process students can follow in order to explore occupations that are of interest to them. Students will spend a work day, or part of a work day, with a Career Shadowing Mentor who is currently employed in the occupation the student wishes to research.

## Crossroads Program

Crossroads is a program that assists students in meeting their academic needs in smaller, more structured classroom environments. The curriculum parallels that of the Regents school program and offers an active approach to learning. Goal setting, organization, study skills and critical thinking are the prime focus of our program.

## Course Load and Grade-Level Status Requirements

All students will be scheduled for at least 6.0 credits each year. We encourage all students to register for additional courses.

Minimum credit requirements needed to advance to the next grade level are:

From grade 8 to 9 must have successfully completed the 8th grade.

From grade 9 to 10 must have earned 5.5

From grade 10 to 11 must have earned 11.0

From grade 11 to 12 must have earned 16.5

In considering class status, units must be earned prior to September of the coming year. Class status will be changed only at the beginning of the school year.

## Course Selection

The academic requirements for Mathematics, Science, English and Social Studies are essentially the same for all students. The materials used, the depth of content studied, and the methodology varies depending upon the level of the selected course. Teacher recommendation for course selection will consider student academic achievement, ability in test taking skills, performance on standardized achievement tests, student effort, and interest in the subject matter.

Regents (R) – courses culminating in a Regents examination.

Honors (H) – courses for students who are eligible for enrichment and/or acceleration.

Dual Enrollment (+) - courses that offer students the opportunity to concurrently earn college and high school credit. In order to receive the college credit students are required to pay a reduced course fee.

Advanced Placement (AP) - courses that culminate in an Advanced Placement exam. High school students can earn college credit credit for qualifying AP exam scores. The college credit option does require a fee.

Courses in other subject areas, and/or electives, are designed for students to achieve success at all academic levels.

## Course Weighting

The following point values are added to a student's quarterly grades to encourage students to take rigorous and challenging courses.

Honors classes "5"

Dual Credit courses "8"

Advanced Placement courses "10"

Both weighted and non-weighted cumulative averages are reported on the Gates Chili High School transcript. We report both averages since the majority of our local and competitive universities use the non-weighted average for college admission decisions. The weighted average is used to determine Academic Varsity letter, Honor Roll, National Honor Society eligibility and senior class rank.

## Course Add/Drop Process

Students are expected to maintain a minimum course load of 6 credits each year. Course requests are shared with the students and their families early in the scheduling process. Students who have engaged in the course selection process should have a well planned schedule that does not require changes. A course can be added during the first two weeks of class and can only be dropped within the first five weeks of the class. Choose your courses carefully. Changes are only made for educational reasons and must follow the approved add/drop process.

# Dual Enrollment & New Visions Program

The Dual Enrollment Program is a cooperative educational endeavor presently between Gates Chili High School, Monroe Community College, Genesee Community College, Finger Lakes Community College and Syracuse University. There are numerous courses offered between the colleges and the language, technology, business and health departments at the high school. The New Visions Program also offers dual enrollment courses to students during their senior year. This offers students the opportunity to concurrently earn college and high school credit. In order to receive the college credit students are required to pay a reduced course fee. The following courses are offered for dual enrollment:

- Accounting
- AP Spanish
- Business and Personal Law
- Business Cinema
- Business Management & Marketing
- Career & Financial Management
- College Accounting
- Computer Aided Design & Drawing (CADD)
- Introduction to Criminal Justice
- Design & Drawing for Production
- The Developing Child II
- Digital Electronics
- Digital Photography
- Economics
- Electricity/Electronics
- Entrepreneurship/E-Commerce
- Exploring Humanities
- Forensic Science – SUPA
- French IV H
- French V H
- Italian IV H
- Italian V H
- Junior Achievement Economics
- Keyboarding/Web Communications
- Latin IV H – SUPA
- AP Micro and Macro Economics
- Microsoft Applications
- Online Personal Finance
- Peer Leadership I
- Peer Leadership II
- Photography I/Technical
- Spanish IV
- Spanish IV H
- Sports and Entertainment Marketing
- Studio Art II
- Wall Street 101

# Honor Roll Standards

## High Honor Roll

In order to qualify for the High Honor Roll, a student must earn an overall combined weighted average of 92 for the marking period.

## Honor Roll

To be eligible for the Honor Roll, a student must earn an overall combined weighted average of 85 for the marking period.



# Career Pathways

## College and Career Readiness

The Career Pathways program provides students with an opportunity to explore career interests, career possibilities and to develop the skills necessary to succeed in a post secondary environment. Students will be provided with opportunities to identify career areas and encouraged to complete research as they develop life long goals. A wide range of academic offerings will challenge students and equip them with the necessary skills to succeed in today's technological world.

Using an interdisciplinary approach, Gates Chili High School offers five Career Pathways. Each of these pathways provides students with the knowledge, skills and tools to succeed. The pathway includes many specialized programs, allowing students to explore their interest in this area. Students may gain practical experience through the use of co-op work experience, internships or shadowing programs. Alternative assessments and seminar programs encourage students to bridge theory with reality.

### Career Experiences:

- Career Exploration Internship Program
- Community Based Vocational Education
- Diversified Work CO-OP
- Job Shadowing
- New Visions
- Peer Leadership II
- School Store Intern
- Volunteering
- WEMOCO
- Youth Apprenticeship Program

## Arts and Communication

The Arts and Communication Pathway emphasizes courses in creating, performing and engaging in the media of communication while providing an excellent foundation in liberal arts and sciences. It draws upon foundations in the fundamental disciplines of the theory, and technology application of a breadth of visual, technical and theatrical communications. This pathway strives to be foremost in the minds of those interested in education and academic research on techniques, processes and systems for fine arts, performing arts and communications.

## Business and Information

The Business and Information Pathway is designed for students seeking a career in Business and Information, as well as those students seeking career enhancement skills. The pathway will teach a core of basic skills necessary in any business institution including accounting, marketing, economics, business management, and computer information systems. Through program electives, students will focus their interests into particular career opportunities by taking specialized courses.

## Health, Human, and Public Services

The Health, Human, and Public Services Pathway will prepare students for careers where people help people. These include community and social welfare agencies, community organizations, recreation and rehabilitation agencies, day care centers, elementary and secondary schools, geriatric care, cosmetology and the culinary arts. Students will apply technical skills and knowledge in a variety of situations. Special emphasis will be placed on developing and enhancing students' interpersonal skills.

## Medicine, Science, and Technology

The Medicine, Science, and Technology Pathway will prepare students who are interested in careers that include the fields of scientific research, engineering, medicine, manufacturing and construction. The acquisition of mathematical skills, hands on investigation, and communication skills will be the centerpiece of this pathway. Students will be able to apply these skills to entry level employment or further education.

## Liberal Arts

The Liberal Arts Pathway provides students with an opportunity to explore a wide range of academic opportunities. This interdisciplinary approach encourages students to develop a broad educational perspective. As a result, this solid educational basis will have introduced students to the arts/humanities, foreign languages, mathematics, natural and social sciences. This broad based foundation will assist students in determining whether they wish to continue a program of study in Liberal Arts or the selection of a specific career pathway.

Pathway to...

# Arts and Communication

The Arts and Communication Pathway emphasizes courses in creating, performing and engaging in the media of communication while providing an excellent foundation in liberal arts and sciences. It draws upon foundations in the fundamental disciplines of the theory and technology application of a breadth of visual, technical and theatrical communications. This pathway strives to be foremost in the minds of those interested in education and academic research on techniques, processes and systems for fine arts, performing arts and communications.

## Interests and Skills

- Active Listening Skills
- Artistic Talents
- Communication Skills
- Problem-solving Skills
- Public Speaking
- Self Expression
- Socializing

## Potential Careers

- Acoustic Engineer
- Actor/ Actress
- Advertising
- Animator
- Architect
- Art Appraiser
- Art Dealer
- Art Restorer
- Art Therapist
- Artist
- Broadcast Technician
- Camera Operator
- Choreographer
- Comedian
- Commentator
- Commercial Artist
- Composer
- Conductor
- Copy Writer
- Costume/ Set Designer
- Creative Writer
- Dance Instructor
- Desktop Publisher
- Disc Jockey
- Fashion Buyer
- Fashion Designer
- Film Critic
- Film Director
- Film Editor
- Film/ TV Producer
- Floral Designer
- Furniture Designer
- Graphics Designer
- Illustrator
- Industrial Designer
- Interior Decorator
- Jeweler
- Journalist
- Landscape Designer
- Lithographer
- Make-up Artist
- Medical Illustrator
- Model
- Music Therapist
- Musician
- News Reporter
- Novelist
- Photographer
- Picture Framer
- Potter
- Public Relations
- Radio/ TV Announcer
- Recording Engineer
- Script Writer
- Sculptor
- Set Designer
- Sign Maker
- Singer
- Stage Manager
- Talent Agent
- Tattoo/ Body Artist
- Teacher
- Technical Writer
- Toy Designer
- Website Designer

Scheduling model for...

# Arts and Communication

9th Grade	10th Grade	11th Grade	12th Grade
English I Social Studies I Math I Science (select one) <ul style="list-style-type: none"> <li>Physical Settings Science</li> <li>Living Environment</li> </ul> Art/Music (select one) <ul style="list-style-type: none"> <li>Music</li> <li>Studio Art I &amp; II</li> <li>Design &amp; Drawing for Production+</li> </ul> PE Foreign Language II or 5 unit sequence*	English 2 Social Studies 2 Math 2 Science (select one) <ul style="list-style-type: none"> <li>Physical Settings Science</li> <li>Living Environment</li> </ul> PE Foreign Language III or 5 unit sequence * Health Pathway Elective <i>Select 0.5 credits from Pathway list below</i>	English 3 Social Studies 3 Math 3 Science 3 PE Liberal Arts Elective <i>0.5 credits, any course</i> Pathway Elective <i>Select 1.5 credits from Pathway list below</i>	English 12 (select one) <ul style="list-style-type: none"> <li>English 12</li> <li>Exploring Humanities +</li> <li>AP English</li> <li>Public Speaking &amp; Creative Writing</li> </ul> Social Studies (select one) <ul style="list-style-type: none"> <li>AP Gov't/Economics</li> <li>DOC/JA Economics</li> <li>DOC/Economics</li> </ul> PE Math & Science-4th year <i>highly recommended</i> Liberal Arts Elective <i>1.0 credits, any course</i> Pathway Elective <i>Select 3.0 credits from Pathway list below</i>

The above course selections allow for 6.5 credits each year.

\* Foreign Language may be substituted for a 5 credit sequence in Career & Technical Education: Art, Music, Technology, Business, Family Consumer Sciences, WEMOCO.

## Pathway Electives

Advanced Algebra	Creative Writing	Latin IV H - SUPA+	Printmaking
Advanced Drawing	Intro to Culinary Arts I	Microsoft Applications+	Public Speaking
Advanced Women's Chorus	Intro to Culinary Arts II	Mixed Chorus	Residential Architecture
Advertising & Graphic Design	Drawing	Musical Keyboarding I	Spanish IV H+
French V H+	Digital Media	Musical Keyboarding II	Sports & Entertainment Marketing+
AP Spanish+	Digital Photography+	Music Technology I	Studio Art I
Architectural Design	Fashion I	Music Technology II	Studio Art II
Band 11-12	Fashion II	Music Theory	Studio in Video Arts
Careers & Financial Management+	French IV H+	Painting	Sculpture
Ceramics	Housing & Design	Photo I/Technical+	
Concert Choir	Italian IV H+	Photo II/Applied	
	Jewelry	Portfolio Prep/Adv. Studies	

+ Dual enrollment course



# Business and Information

The Business and Information Pathway is designed for students seeking a career in Business and Information, as well as those students seeking career enhancement skills. The pathway will teach a core of basic skills necessary in any business institution including accounting, marketing, economics, business management, and computer information systems. Through program electives, students will focus their interests into particular career opportunities by taking specialized courses.

## Interests and Skills

- Active Listening
- Critical thinking
- Decision-making
- Fact finding
- Leading
- Problem-solving skills
- Public speaking
- Reading comprehension
- Risk Taking
- Working with data
- Working with people

## Potential Careers

- Account Executive
- Accountant
- Accounting Clerk
- Administrative Assistant
- Administrator
- Advertising/Promotions Manager
- Agent (Sports)
- Bank Teller
- Billing Clerk
- Broadcasting
- Brokerage Clerk
- Buyer
- Comptroller
- Computer Programmer
- Court Reporter
- Customer Service Manager
- Customer Service Rep.
- Data Entry
- Entrepreneur
- Desktop Publisher
- Event Planner
- Executive Assistant
- Facility Manager

- Financial Planner
- Funeral Director
- Government Service
- Grocer
- Health Services
- Hotel Manager
- Human Resource
- Information Technology Specialist
- Insurance Clerk
- Internet Marketer
- Inventory Controller
- Law Careers
- Loan Officer
- Marketing Agent
- Marketing Research
- Medical Secretary
- Multi-media Designer
- Office Manager
- Paralegal
- Payroll Clerk
- Personal Advisor
- Personnel Director
- Product Promoter
- Public Relations
- Purchasing Agent
- Real Estate Agent
- Restaurant Manager
- Retail Manager
- Retail Merchandiser
- Sales Representative
- Senior TV Accountant
- Small Business Owner
- Software Product Manager
- Sports Equipment Manager
- Sports Front Office
- Sports Marketing
- Stock Broker
- Systems Analyst
- Talent Director
- Tax Preparer
- Tourism Careers
- TV Producer
- Video Game Designer
- Volunteer Coordinator
- Web Site Designer

Scheduling model for...

# Business and Information

9th Grade	10th Grade	11th Grade	12th Grade
English I Social Studies I Math I Science (select one) <ul style="list-style-type: none"> <li>Physical Settings Science</li> <li>Living Environment</li> </ul> Art/Music (select one) <ul style="list-style-type: none"> <li>Music</li> <li>Studio Art I &amp; II</li> <li>Design &amp; Drawing for Production+</li> </ul> PE Foreign Language II or 5 unit sequence*	English 2 Social Studies 2 Math 2 Science (select one) <ul style="list-style-type: none"> <li>Physical Settings Science</li> <li>Living Environment</li> </ul> PE Foreign Language III or 5 unit sequence* Health Pathway Elective <i>Select 0.5 credits from Pathway list below</i>	English 3 Social Studies 3 Math 3 Science 3 PE Liberal Arts Elective <i>0.5 credits, any course</i> Pathway Elective <i>Select 1.5 credits from Pathway list below</i>	English 12 (select one) <ul style="list-style-type: none"> <li>English 12</li> <li>Exploring Humanities +</li> <li>AP English</li> <li>Public Speaking &amp; Creative Writing</li> </ul> Social Studies (select one) <ul style="list-style-type: none"> <li>AP Gov't/Economics</li> <li>DOC/JA Economics</li> <li>DOC/Economics</li> </ul> PE Math & Science-4th year <i>highly recommended</i> Liberal Arts Elective <i>1.0 credits, any course</i> Pathway Elective <i>Select 3.0 credits from Pathway list below</i>

The above course selections allow for 6.5 credits each year.

\* Foreign Language may be substituted for a 5 credit sequence in Career & Technical Education: Art, Music, Technology, Business, Family Consumer Sciences, WEMOCO.

## Pathway Electives

Accounting+	College Accounting+	Math with Business Applications
Advanced Algebra	Computer Aided Design & Drawing +	Microsoft Applications+
Advanced Topics in Math	Digital Media	Psychology
Advertising	Diversified Co-Op	Public Speaking
AP Computer Science	Entrepreneurship/ E-Commerce	Sports & Entertainment Marketing+
AP Statistics	Graphic Processes	Store Operations Internship
Business Cinema+	Introductory Statistics	Wall Street 101+
Business and Personal Law+	Java	Web.com 101
Business Management & Marketing+	Keyboarding/Web Communications+	Web.com 202
Careers and Financial Management+		

+ Dual enrollment course

# Health, Human, & Public Services

The Health, Human, and Public Services Pathway will prepare students for careers where people help people. These include community and social welfare agencies, community organizations, recreation and rehabilitation agencies, day care centers, elementary and secondary schools, geriatric care, cosmetology and the culinary arts. Students will apply technical skills and knowledge in a variety of situations. Special emphasis will be placed on developing and enhancing students' interpersonal skills.

## Interests and Skills

- Compassion and empathy
- Computation
- Critical and creative thinking
- Flexibility
- Leadership skills
- Patience
- Physical Activity
- Self-directed
- Self-motivated
- Teamwork
- Volunteer work
- Working with people

## Potential Careers

- Administrative Judge/ Hearing Officer
- Archivist
- Athletic Trainer
- Athletic Trainer Aide
- Chef/ Head Cook
- Child Care Worker
- Cosmetologist/Barber
- Counselor
- Court Reporter
- Dental Hygienist
- Dietician
- Economist
- Educator
- Emergency Dispatcher
- Fast Food Cook
- FBI Agent
- Firefighter
- Food Preparation/ Service
- Food Science Technician
- Funeral Director/Mortician

- Government Investigator
- Government Service
- Historian
- Home Health Aide
- Internal Relations
- Lawyer
- Legal Secretary
- Librarian
- Manicurist
- Medical Lab Technician
- Medical Record Transcriber
- Military Service
- Museum Curator
- Occupational Therapist
- Physical Therapist
- Paralegal
- Parks and Recreation Manager
- Pharmacist
- Physical Therapist Assistant
- Physician/Dentist
- Police Officer
- Political Scientist
- Postal Worker
- Practical Nurse
- Private Detective/Investigator
- Psychologist
- Public Administrator
- Public Health Educator
- Receptionist
- Registered Nurse
- Security Guard
- Social Worker
- Sociologist
- Teacher Assistant
- Waiter/ Waitress

Scheduling model for...

# Health, Human, & Public Services

9th Grade	10th Grade	11th Grade	12th Grade
English I Social Studies I Math I Science (select one) <ul style="list-style-type: none"> <li>Physical Settings Science</li> <li>Living Environment</li> </ul> Art/Music (select one) <ul style="list-style-type: none"> <li>Music</li> <li>Studio Art I &amp; II</li> <li>Design &amp; Drawing for Production+</li> </ul> PE Foreign Language II or 5 unit sequence*	English 2 Social Studies 2 Math 2 Science (select one) <ul style="list-style-type: none"> <li>Physical Settings Science</li> <li>Living Environment</li> </ul> PE Foreign Language III or 5 unit sequence* Health Pathway Elective <i>Select 0.5 credits from Pathway list below</i>	English 3 Social Studies 3 Math 3 Science 3 PE Liberal Arts Elective <i>0.5 credits, any course</i> Pathway Elective <i>Select 1.5 credits from Pathway list below</i>	English 12 (select one) <ul style="list-style-type: none"> <li>English 12</li> <li>Exploring Humanities +</li> <li>AP English</li> <li>Public Speaking &amp; Creative Writing</li> </ul> Social Studies (select one) <ul style="list-style-type: none"> <li>AP Gov't/Economics</li> <li>DOC/JA Economics</li> <li>DOC/Economics</li> </ul> PE Math & Science-4th year <i>highly recommended</i> Liberal Arts Elective <i>1.0 credits, any course</i> Pathway Elective <i>Select 3.0 credits from Pathway list below</i>

The above course selections allow for 6.5 credits each year.

\* Foreign Language may be substituted for a 5 credit sequence in Career & Technical Education: Art, Music, Technology, Business, Family Consumer Sciences, WEMOCO.

## Pathway Electives

Advanced Algebra	AP Statistics	The Developing Child I	Latin IV H - SUPA+
Advanced Topics in Health	Business and Personal Law+	The Developing Child II+	Life and Death+
American Regional & Foreign Foods	Careers & Financial Management+	First Aid	Microsoft Applications+
AP Biology	Chemistry R	Forensic Science	Peer Leadership I+
AP Chemistry	Chemistry H	Forensic Science SUPA+	Peer Leadership II+
AP Environmental Science	Concept Physics	French IV H+	Physics R
French V H+	Introduction to Criminal Justice+	Health Education	Psychology
AP Physics I	Intro to Culinary Arts I	Housing & Design	Public Speaking
AP-C Physics	Intro to Culinary Arts II	Introduction to Sports Medicine	Sociology
AP Psychology	Current Issues	Introductory Statistics	Spanish IV H+
AP Spanish+		Italian IV H+	War & Holocaust

+ Dual enrollment course

Pathway to...

# Medicine, Science, & Technology

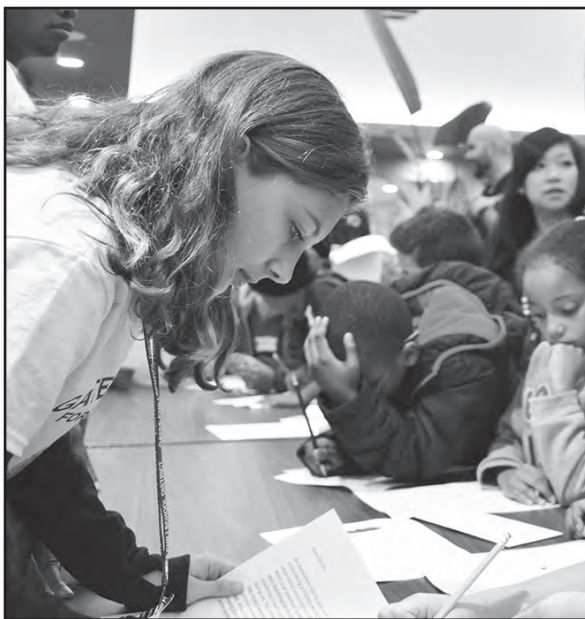
The Medicine, Science, and Technology Pathway will prepare students who are interested in careers that include the fields of scientific research, engineering, medicine, manufacturing and construction. The acquisition of mathematical skills, hands on investigation, and communication skills will be the centerpiece of this pathway. Students will be able to apply these skills to entry level employment or further education.

## Interests and Skills

- Communicate results
- Creative
- Knowing why things work
- Logical
- Mathematics
- Potential Careers
- Problem Solving
- Scientific discovery
- Work cooperatively
- Working with your hands

## Potential Careers

- Audiologist
- Construction worker
- Dentist
- Dental Assistant
- Electrician
- Engineer
- HVAC Technician
- Laboratory Assistant
- Machinist
- Meteorologist
- Nurse
- Pharmacist
- Pharmacy Technician
- Physical Therapist
- Physician
- Psychiatrist
- Radiological Technician
- Radiologist
- Research Assistant
- Scientist
- Surveyor
- Teacher
- Tool and Dye Technician
- Veterinarian
- Veterinary Assistant
- Web Designer
- Welder



Scheduling model for...

# Medicine, Science, & Technology

9th Grade	10th Grade	11th Grade	12th Grade
English I Social Studies I Math I Science (select one) <ul style="list-style-type: none"> <li>Physical Settings Science</li> <li>Living Environment</li> </ul> Art/Music (select one) <ul style="list-style-type: none"> <li>Music</li> <li>Studio Art I &amp; II</li> <li>Design &amp; Drawing for Production+</li> </ul> PE Foreign Language II or 5 unit sequence*	English 2 Social Studies 2 Math 2 Science (select one) <ul style="list-style-type: none"> <li>Physical Settings Science</li> <li>Living Environment</li> </ul> PE Foreign Language III or 5 unit sequence* Health Pathway Elective <i>Select 0.5 credits from Pathway list below</i>	English 3 Social Studies 3 Math 3 Science 3 PE Liberal Arts Elective <i>0.5 credits, any course</i> Pathway Elective <i>Select 1.5 credits from Pathway list below</i>	English 12 (select one) <ul style="list-style-type: none"> <li>English 12</li> <li>Exploring Humanities +</li> <li>AP English</li> <li>Public Speaking &amp; Creative Writing</li> </ul> Social Studies (select one) <ul style="list-style-type: none"> <li>AP Gov't/Economics</li> <li>DOC/JA Economics</li> <li>DOC/Economics</li> </ul> PE Math & Science-4th year <i>highly recommended</i> Liberal Arts Elective <i>1.0 credits, any course</i> Pathway Elective <i>Select 3.0 credits from Pathway list below</i>

The above course selections allow for 6.5 credits each year.

\* Foreign Language may be substituted for a 5 credit sequence in Career & Technical Education: Art, Music, Technology, Business, Family Consumer Sciences, WEMOCO.

## Pathway Electives

Advanced Algebra	Biotech/Research I	Food Science	Physics R
Advanced Topics in Health	Biotech/Research II	Forensic Science SUPA+	Pre-Calculus R
Advanced Topics in Math	Careers & Financial Management+	Forensic Science	Pre-Calculus H
AP Biology	Conceptual Physics	Introduction to Sports Medicine	Principles of Engineering
AP Calculus AB	Construction Systems	Introductory Statistics	Psychology
AP Calculus BC	Creativity & Innovation	Java	Public Speaking
AP Chemistry	Digital Electronics+	Life and Death+	Residential Architecture
AP Environmental Science	Digital Media	Manufacturing Systems	Transportation Systems
AP Physics I	Digital Photography+	Metals & Fabrication	Trigonometry R
AP-C Physics	Digital Video Making	Microsoft Applications+	
AP Psychology	Electricity/Electronics+	Peer Leadership I+	
AP Statistics	First Aid	Peer Leadership II+	
Architectural Design			

+ Dual enrollment course

## Pathway to...

# Liberal Arts

The Liberal Arts Pathway provides students with an opportunity to explore a wide range of academic opportunities. This interdisciplinary approach encourages students to develop a broad educational perspective. As a result, this solid educational basis will have introduced students to the arts/humanities, foreign languages, mathematics, natural and social sciences. This broad based foundation will assist students in determining whether they wish to continue a program of study in Liberal Arts or the selection of a specific career pathway.

## Interests and Skills

- Analytical skills
- Communication skills
- Comprehensive education
- Critical thinking
- Diverse cultures
- History
- Literature
- Organizational skills

- Personal development
- Problem-solving
- Research
- Well informed citizen

## Potential Careers

- Communications/Media
- Community Service
- Education
- Financial
- Government
- Legal
- Medical
- Sales
- Technological
- Transportation

9th Grade	10th Grade	11th Grade	12th Grade
English I Social Studies I Math I Science (select one) <ul style="list-style-type: none"> <li>• Physical Settings Science</li> <li>• Living Environment</li> </ul> Art/Music (select one) <ul style="list-style-type: none"> <li>• Music</li> <li>• Studio Art I &amp; II</li> <li>• Design &amp; Drawing for Production+</li> </ul> PE Foreign Language II or 5 unit sequence*	English 2 Social Studies 2 Math 2 Science (select one) <ul style="list-style-type: none"> <li>• Physical Settings Science</li> <li>• Living Environment</li> </ul> PE Foreign Language III * Health Liberal Arts Elective <i>0.5 credits, any course</i>	English 3 Social Studies 3 Math 3 Science 3 PE Liberal Arts Elective <i>2.0 credits, any course</i>	English 12 (select one) <ul style="list-style-type: none"> <li>• English 12</li> <li>• Exploring Humanities +</li> <li>• AP English</li> <li>• Public Speaking &amp; Creative Writing</li> </ul> Social Studies (select one) <ul style="list-style-type: none"> <li>• AP Gov't/Economics</li> <li>• DOC/JA Economics</li> <li>• DOC/Economics</li> </ul> PE Math & Science- <i>4th year highly recommended</i> Liberal Arts Elective <i>4.0 credits, any course</i>

The above course selections allow for 6.5 credits each year.

\* Foreign Language may be substituted for a 5 credit sequence in Career & Technical Education: Art, Music, Technology, Business, Family Consumer Sciences, WEMOCO.

**Liberal Arts Pathway Electives - Select any elective**

# WEMOCO

## An Education for the Real World

*Pre-requisite: Completion of algebra, good academic standing and good attendance record.*

Career and technical education offers you a first-hand opportunity to explore any of a number of career fields. Relying heavily on hands-on learning, it's an intensive, exciting way to learn if a particular career is the right one for you.

You can learn the skills you need for immediate employment, or prepare for a career that requires further education.

Either way, business and industry are waiting for you. Their need for skilled workers has never been greater, and WEMOCO can help you open the door to those opportunities.

### Did You Know?

- About 55 percent of the students who finish a program at WEMOCO find work in their field of study.
- Nearly 200 WEMOCO students are employed in their field of study before they graduate, thanks to WEMOCO's Cooperative Education Program.
- 95% of students in the co-op program are hired by their employers full time after graduation.
- WEMOCO students receive training in resume writing, job location and interviewing through a full-time, year-round placement office.
- Business and industry have relied on WEMOCO as a source for trained personnel for over 30 years.
- 500 WEMOCO students receive certificates of completion each June.
- 40 percent of WEMOCO graduates go on to college.
- WEMOCO offers over 20 different one- and two-year programs. The booklet briefly describes each course.
- WEMOCO course credits a student with a major sequence, including the Introduction to Occupations, for Regents high school graduation.
- 1000 students attend WEMOCO daily.

### One-Year Courses

- Baking
- Personal Fitness Training
- Dental Assisting
- Early Childhood Education+
- Heating & Air Conditioning+
- Plumbing & Heating

### Two-Year Courses

- Automotive Collision Repair Technology
- Automotive Technology+
- Carpentry
- Certified Nurse Assistant
- Advertising Design & Multi-Media Academy
- Computer Technology+
- Cosmetology
- Culinary Arts Academy+
- Engineering & Fabrication Academy+
- Heavy Equipment Operation and Maintenance
- Residential & Industrial Electricity
- Laboratory Technician+
- Outdoor Power & Marine Technology

Detailed course descriptions are available at [www.monroe2boces.org](http://www.monroe2boces.org).

## One-Year Courses

### Baking

Students learn the fundamentals of baking, customer relations, food handling and sanitation. Students operate a retail bakery in class that serves students, staff and the general public. Students also prepare baked goods for special luncheons and dinners served in conjunction with the Culinary Arts Class. Practical baking skills are reinforced by theory instruction in safety, sanitation and mathematics/measuring skills that are needed for large scale baking operations.

### Personal Fitness Training

Students will be able to design, implement, modify, track and update training programs based on individual needs. Students will be able to design appropriate exercise programs to meet the goals and needs of individuals and/or groups. Students will earn Red Cross certifications in First Aid, CPR and AED. Upon completion students will be prepared to take the American Council on Exercise (ACE) certification exam.

### Dental Assisting

Dental Assisting students learn the fundamental skills of chair side assistants. Skills include sterilization/disinfecting techniques, laboratory skills, record keeping, hygiene and oral health, x-ray, dental anatomy, patient relationship skills and knowledge of current dental procedures.

Optional: Clinic opportunity available to students outside of class.

+ Dual enrollment course



## **Early Childhood Education+**

Students in Early Childhood Education develop skills to work with young children of varying abilities and backgrounds. Students study child development including social, emotional, physical and cognitive growth. Guidance, safety, health and professionalism are also covered. Students work in an integrated pre-school program with typically developing and special education three and four-year old children.

## **Heating and Air Conditioning – Green Technology+**

Students learn the fundamentals of air conditioning, refrigeration, heating and piping principles for residential and commercial applications. Students explore energy efficiency, green technology, sustainable and renewable energy systems. Students read blueprints, drawings, and schematics and understand building codes for the installation of heating and cooling systems. Students apply their knowledge by installing, servicing and troubleshooting heating, air conditioning and refrigeration units that utilize state of the art, green technologies.

## **Plumbing and Heating**

Students learn the fundamentals of residential plumbing and heating installation. Students read blueprints, drawings, and schematics. Students learn to fit, assemble and prepare piping for a variety of distribution systems (drain, waste, vent and hot/cold water). Students learn about solar and green technologies. Students participate in the construction of a modular home in conjunction with the Carpentry and Industrial & Residential Electricity classes

## **Two-Year Courses**

### **Advertising Design & Multi-Media Academy**

Students will learn how individual creativity integrates with graphic/multi-media technical skills. Students will use this integrated construct to communicate purposeful, powerful visual and audio messages. Students will learn how to utilize industry-standard software to create, design, edit and produce graphic images for web pages, traditional print products and video (including moving images and sound).

### **Automotive Collision Repair Technology+**

Students learn to repair and refinish damaged vehicles. In addition, they learn the fundamentals of metal straightening, MIG-welding, plastic fillers, flexible bumper repair, major collision repair, hardware repair and service, detailing, painting and refinishing. Students will study and demonstrate competency in writing collision estimates and customer work orders. Students study the industry standard I-CAR curriculum in a technology based classroom and service vehicles in a state of the art lab.

+ *Dual enrollment course*

## **Automotive Technology+**

Students learn to repair and maintain a variety of vehicles. They learn to locate mechanical, electronic and computer problems through careful diagnosis. They perform the necessary repairs using state of the art equipment. Units of Study are delivered in four 20-week modules aligned to the Automotive Service Excellence standards (ASE). Instruction is provided in a high tech computer based classroom. Hands-on-experience is attained by servicing customer vehicles in a state of the art service facility. Successful completion of this course prepares students for the NYS certified automobile inspector exam.

## **Carpentry**

Students learn the fundamentals of residential carpentry and participate in the construction of a house on site. First year students learn the fundamental principles and theoretical concepts of wall, floor and roof framing, exterior finishes including windows, doors, siding and roofing. Second year students concentrate on finish work: dry wall, kitchens and baths, trim and painting. Students work on other related projects including furniture, sheds and decks.

## **Certified Nurse Assistant**

Units of study are focused on preparing students for the New York State Nurse Aide certification exam. Students learn the fundamentals of patient care and skills necessary for entry level employment in health care facilities such as nursing homes, hospitals and home health care. Students spend the first 20 weeks in a simulated hospital setting. Students participate in role play activities as patients and caregivers for their fellow classmates. Students spend part of the third marking period directly working with patients in a clinical setting.

## **Computer Technology +**

Students learn the fundamentals of digital and analog electronics, computer hardware, software and networking. This skill set prepares students for entry level positions as Computer Technicians. Students who complete Computer Technology will be able to assemble computer systems, install operating systems and troubleshoot computers, networks and peripherals via system tools and software. First year students will learn and practice the analog and digital electronic principles that underlie the computer technology industry. Second year students will learn how to set up and support individual PC's and PC networks.

## **Cosmetology**

Students learn the fundamentals of hair design, chemical services and nail and skin care. Extensive class time is spent studying concepts and terminology relevant to cosmetology. The course includes the theory and application of chemistry, anatomy, physiology and basic math skills to supplement the extensive practical work. Students are required to participate as models and operators. Students are prepared for the New York State Cosmetology licensing exam (both theory and practical) via the 1000 hours of classroom participation. In order to earn 1000 hours, students attend six weeks of summer school for two years. Students are required to take one AM session and one PM session.

## **Culinary Arts Academy+**

The Culinary Arts course is aligned with the National Restaurant Foundation ProStart® curriculum. Students study the service industry as it relates to travel and tourism, hospitality, hotels, and culinary skills. Students are introduced to marketing, accounting, food cost controls, customer relations, and restaurant and food service. Students learn the fundamentals of food production, preparation and dining room service. Students prepare and serve breakfasts, lunches and banquets in a commercial kitchen and dining room.

## **Engineering & Fabrication Academy+**

Students will learn to create industry-specific metal and plastic products. The creation process includes elements of design/function, blueprint creation and reading, and machining and welding technologies. Course completers will be able to operate machining and welding tools. Students will learn to use various design processes including leading edge software and technologies. Upon completion, students will have a global understanding of the designing and production process of metal/plastic products. Specifically, students will understand and be able to fabricate metal and plastic products used in a wide variety of industries.

## **Heavy Equipment Operation and Maintenance**

Students learn the operation and maintenance of earth moving equipment. Students learn to operate and maintain bulldozers, excavators, front-end loaders and dump trucks. Students apply skills through the continued development of Pineway Ponds Park in the Town of Ogden. Students learn preventative maintenance and basic equipment repair, including welding and torch use.

## **Laboratory Technician**

The Laboratory Technician class is designed for students who enjoy applied science within a laboratory environment. Scientific laboratory technicians are responsible for laboratory-based tasks, which include sampling, testing, measuring, recording and analyzing results in biological, chemical, physical and life sciences. They also provide all the required technical support to enable the laboratory to function effectively while adhering to correct procedures and health and safety guidelines. Scientific laboratory technicians carry out fundamental tests as part of a scientific team. These tests assist in the advancement and development of modern medicine and science. The work plays an important role in the foundation stages of research and development (R&D) and in scientific analysis and investigation.

## **Outdoor Power and Marine Technology**

Students learn to repair and maintain of recreational vehicles and service equipment, including: motorcycles, ATVs, snowmobiles, lawn machinery and personal watercraft. Students learn skills in marine propulsion maintenance, repair and rigging.

## **Residential & Industrial Electricity**

Students learn the fundamentals of electrical theory, residential wiring, and commercial wiring. Concepts include blueprint reading, industrial branch circuits, 3-phase motor controls, fire and security systems, process controls and programmable logic controllers. Students are involved in the construction of a modular home in conjunction with the Carpentry and Plumbing & Heating classes.

## Services and Trade Courses

### **Building Trades**

Students learn basic skills in carpentry, plumbing and electrical wiring. Students will learn basic safety, communication skills, and technical math as they relate to the field of building trades. Students apply their knowledge to various wood projects.

### **Food Service**

Food Service prepares students to serve under the supervision of chefs and other food service professionals. Instructional units include kitchen organization and operations, sanitation and quality control, basic food preparation and cooking skills, kitchen and kitchen equipment maintenance and quantity food measurement and monitoring. Students apply skills to prepare, set-up and deliver food items for school functions and short order services.

### **Personal Services**

Students learn workplace skills that are reinforced by the application of services provided to various classes and departments. Through activities in the classroom and supervised worksite experiences students are introduced to the basic elements of service occupations (housekeeping, kitchen and dining services, stockroom and laundry services).

*+ Dual enrollment course*

# New Visions Program

## New Visions Program: Professional Career Exploration

The New Visions Program at WEMOCO is an exceptional educational opportunity for college-bound high school seniors who are looking to prepare themselves for college, participate in community service, and gain experience in a career field of their choice. The New Visions approach features independent research, academic rigor, relevant interdisciplinary curriculum, student-mentor relationships, community outreach projects, and support of student leadership and initiative.

### New Visions Courses:

- Emerging Professions
- Health Professions
- Justice Professions

### Community Service:

*(Minimum of 100 hours)*

All students select a volunteer site where they make meaningful contributions while strengthening their connection to the community. The student, organization, and program all benefit from the time and effort that each individual spends with a site. Students are also involved in planning and participating in a number of outreach projects or events designed to contribute positively to the community at large.

### Internships/Shadowing:

*(Minimum of 100 hours)*

Weekly internship arrangements help students network with professionals, develop positive mentoring relationships, and understand the link between academics and the working world. Shadowing experiences throughout the year help provide the student with a variety of perspectives and a better overview of their chosen field.

### Transferable Skills:

New Visions builds upon a strong academic foundation while promoting the development of transferable skills to ensure quality life-long learning experiences. These skills include but are not limited to:

- Time management
- Application of technology
- Stress management
- Team-building

- Task prioritization
- Problem solving
- Effective communication skills
- Creative thinking
- Public speaking

### College Preparation:

*(SUNY Brockport, Monroe Community College)*

New Vision students attend class on campus at SUNY Brockport or have access to Monroe Community College, depending on the program in which they participate. As guests of the college, they are issued identification cards and have full access to facilities including computer labs, libraries, and the career planning resource centers. The rigorous project-based curriculum gives students, a realistic introduction to collegiate standards and expectations.

### High school credit:

English 12	1 credit
Career Exploration	3 credits
Economics	½ credit
Dynamics of Citizenship	½ credit

### College credit available:

*(Dual Enrollment Programs at Monroe and Genesee Community Colleges)*

Introduction to Economics (ECO 101)	3 credit hours (New Visions Programs)
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Community Service Learning Internship (SYL 101)	3 credit hours (New Visions Programs)
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College Orientation Seminar (COS 101)	1 credit hour (New Visions Programs)
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English Communications 1 (ENG 101)	3 credit hours (New Visions Programs)
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Foundations of Health and Wellness (HED 130)	2 credit hours (Health Professions)
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Introduction to Criminal Justice (CRJ 101)	3 credit hours (Justice Professions)
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Criminal Justice Education Internship (CRJ 121)	3 credit hours (Justice Professions)
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# New Visions Program - A Unique Senior Year Opportunity

**Action Learning, Community Service, Authentic Internships, & College Preparation for Motivated Students**

## Health Professions

**Monroe Community Hospital/  
The College at Brockport/  
Unity Hospital**

*Explore Opportunities and Career Network at...*

- Hospitals
- Outpatient Clinics
- Health Related Agencies

*Areas of Professional Inquiry:  
(Suggested but not limited to)*

- Nurse Practitioner
- Occupational Therapist
- Physician
- Physician's Assistant
- Physical Therapist
- Dental
- Pharmacy

For more information contact:

Pamela Suess  
psuess@monroe2boces.org  
395-5973

Todd Pschier 395-5985  
tpschie@monroe2boces.org

## Emerging Professions

*New Trends in Traditional  
& Modern Careers*

**The College at Brockport**

*Explore Opportunities and Career Network at...*

- Small Businesses
- Animal Hospitals
- Area Schools
- Local Agencies

*Areas of Professional Inquiry:  
(Suggested but not limited to)*

- Business Management
- Engineering
- Computer / IT
- Finance / Accounting
- Education
- The Arts
- Veterinarian

For more information contact:

Paul Root  
proot@monroe2boces.org  
395-5800

## Justice Professions

**Monroe County Sheriff's Office  
Public Safety Building**

*Explore Opportunities and Career Network at...*

- City/County Court
- Police Agencies
- Law Offices

*Areas of Professional Inquiry:  
(Suggested but not limited to)*

- Lawyer
- Police Officer
- Drug & Alcohol Counselor
- Corrections Officer
- Social Worker

For more information contact:

Stephanie Kula  
skula@monroe2boces.org  
777-6722

**Find out more at our website: [www.monroe2boces.org](http://www.monroe2boces.org) (See Career and Technical Education)**



# NCAA Eligibility

## Frequently Asked Questions

### Divisions I & II Eligibility Requirements

If you want to play NCAA sports at a Division I or II school, you need to register with the NCAA Eligibility Center at [www.eligibilitycenter.org](http://www.eligibilitycenter.org). You should plan to register during your sophomore year of high school. If you have questions about your eligibility or the registration process, call toll free (877)262-1492. The information here is intended to help walk you through the registration process.

To be eligible to practice, compete and receive athletic scholarships in your first full-time year at a Division school, you must graduate high school and meet ALL the following requirements:

#### DIVISION I

16 Core Courses:

- 4 years of English.
- 3 years of mathematics (Algebra I or higher).
- 2 years of natural/physical science (1 year of lab if offered by high school).
- 1 year of additional English, mathematics or natural/physical science.
- 2 years of social science.
- 4 years of additional courses (from any area above, foreign language or comparative religion/philosophy).

#### DIVISION II

16 Core Courses:

- 3 years of English.
- 2 years of mathematics (Algebra I or higher).
- 2 years of natural/physical science (1 year of lab if offered by high school).
- 3 years of additional English, mathematics or natural/physical science.
- 2 years of social science.
- 4 years of additional courses (from any area above, foreign language or comparative religion/philosophy).

\*Complete ten core course, including seven in English, math or natural/physical science, before the start of their seventh semester. Once the seventh semester has begun, courses may not be repeated for GPA improvement.

\*Earn at least a 2.3 GPA in core courses

\*Earn an SAT combined score or an ACT sum score that matches the core-course GPA on the Division I sliding scale for students enrolling on or after August 1, 2016.

#### When should a student register with the NCAA Eligibility Center?

Students should register with the eligibility center after the completion of their junior year in high school. At this time, a transcript that includes six semesters of grades should be sent to the eligibility center from the high school. Additionally, students should request all SAT or ACT test scores be forwarded directly to the eligibility center by entering code "9999" as a reporting selection when they register for the exam.

#### How are students prioritized for processing at the eligibility center?

Students who have their status requested by an NCAA institution are prioritized by the eligibility center for processing. Students with disabilities and students who individually request a preliminary status report will also be prioritized. If a student's eligibility status is not prioritized in one of these three ways, the eligibility center may not process the student's file.

#### How is the NCAA core-course grade-point average different from a student's overall grade-point average?

The NCAA core-course grade-point average is calculated using only NCAA-approved core courses in the required core academic areas (e.g., English, mathematics, natural or physical science, social science). High school grade-point averages generally include the grades from most or all courses attempted in grades nine through twelve. Please check your high school's list of NCAA-approved core courses for more information.

#### May weighted grades for honors or advanced placement courses be factored into the calculation of the student's core-course grade-point average?

A school's normal practice of weighting honors or advanced courses may be used as long as the weighting is used for computing grade-point averages. Weighting cannot be used if the high school weights grades solely for the purpose of determining class rank. Additionally, in no instance may the student receive greater than 1.000 additional quality point for purposes of calculating the core-course grade-point average for initial eligibility. It is the responsibility of the high school to provide the weighted grading scale to the eligibility center.

### **What options are available to students who do not meet the NCAA initial-eligibility standards?**

Students who do not meet the initial-eligibility standards may be granted a waiver of their deficiency through the NCAA initial-eligibility waiver process. NCAA academic committees are vested with the authority to authorize waivers of initial-eligibility requirements based on objective evidence that demonstrates circumstances that may warrant a waiver of the normal application of the legislation. The waiver may only be filed by an NCAA institution (college or university) on behalf of the student. Additionally, there is a waiver process for a student who needs a core course that was approved after the student's graduation and needs to be retroactively applied to a student's NCAA initial-eligibility certification. Either the high school or NCAA institution may contact the eligibility center to begin the "48-H Waiver" process. This particular waiver is done through the eligibility center.

### **May courses taken in the eighth grade that are high school core courses (e.g., Algebra I, Spanish I, Freshman Composition) be used to meet the core-course requirements?**

Yes, courses taken in the eighth grade that are high school core-course requirements, provided the eighth grade courses appear on the student's high school transcript and receive high school graduation credit.

### **May students use courses taken after high school graduation?**

Generally, students who enroll in an NCAA Division I institution may use only courses completed in grades nine through 12 or the international equivalent as specified in the NCAA Guide to International Academic Standards for athletics eligibility to meet the NCAA core-curriculum requirements. If a student graduates from high school within the core-curriculum time limitation (e.g., in a student's first eight semesters or 12 quarters), he or she may use one core course, completed in the year after graduation (summer or academic year), but not later than the end of the academic year immediately after the high school graduation date of the student's class. Students enrolling in Division II institutions and students with disabilities (enrolling in either Divisions I or II) may use core courses taken after high school graduation to meet the NCAA core-curriculum requirements, provided the courses are completed before full-time enrollment in a college or university.

### **Are vocational courses acceptable?**

Traditional vocational courses are not acceptable. These include courses such as agriculture, auto mechanics, accounting and health. The core-course review instructions (located on the High School Review Administration main page) explain in detail the NCAA's requirements for a core course.

### **May courses taken by a high school student at a local college be used to meet the core-course requirements?**

College courses may be used to satisfy core-curriculum requirements if the courses are accepted and awarded graduation credit by the high school for any student and meet all other requirements for core courses. For NCAA Division I only, such courses must be placed on the student's high school transcript. Courses taken at a college will not appear on the high school's list of NCAA-approved core courses. The high school's list of NCAA-approved core courses will include only those courses taught or offered by the high school.

### **Does a student with a disability have to submit information to the eligibility center to document their disability?**

Students with disabilities may receive accommodations in order to meet NCAA initial-eligibility requirements. To receive the accommodations, the student's disability must be documented. In Division I only, if a student uses approved core courses taken after the eighth semester of high school (including courses taken in the summer after high school graduation) and before initial full-time collegiate enrollment, certain documents must be submitted to the eligibility center. Those documents are:

- (1) a current signed copy of a professional evaluation report that states the diagnosis of the student's disability; and
- (2) a copy of the student's Individualized Education Plan (IEP), Individual Transition Plan (ITP) or Section 504 Plan or statement that relates to accommodations received by the student with the disability.

### **May students with a diagnosed disability use courses that are designated for students with a disability to meet NCAA core-course requirements?**

Students with appropriately diagnosed disabilities may use courses for students with disabilities for the purpose of meeting NCAA core-course requirements. Courses for students with disabilities must appear on the high school's list of NCAA-approved core courses (i.e., designated on the high school's list with an "=" sign) in order for a student to receive NCAA credit for the course.

### **Does the prohibition against special education, remedial or compensatory courses apply to students with disabilities?**

No. In order for courses designated for students with disabilities to be approved, the course must be substantially comparable, qualitatively and quantitatively, to an NCAA-approved core course offered in that academic area. Also, the course must be placed on the high school's list of NCAA-approved core courses.

### **What if a student's final high school transcript contains an error or the student has grade changes that are not included on the final transcript mailed to the eligibility center?**

Once the eligibility center has received all required documentation, including a final high school transcript with proof of graduation for a student, they are able to produce a final certification report. If a high school forwards a revised final transcript to the eligibility center, the eligibility center will not be able to use the changes to issue a revised final certification report. Instead, any changes to a student's final high school transcript must be approved through the initial-eligibility waiver process. Therefore, it is very important that final transcripts are checked for accuracy before being sent to the eligibility center.

### **May courses taken at high school "A" be accepted if they appear on high school "B's" transcript?**

No. High school "B" may provide the eligibility center with an official copy of high school "A's" transcript, but courses from one high school cannot be accepted on another high school's transcript.

### **May courses taught via nontraditional methods (i.e., independent study, Web based, correspondence courses) be used to meet the core-course requirements?**

Students may use courses taught via nontraditional methods to satisfy the core-curriculum requirements provided certain criteria are met. If approved, these courses appear on the high school's list of NCAA-approved core courses. The core-course requirements will explain in detail the NCAA's requirements for nontraditionally taught courses, which include the requirement that nontraditional courses be placed on the student's home (or graduating) high school transcript.

### **How is my core-course grade-point average calculated?**

Your core-course grade-point average may be calculated using your best grades from the required minimum number of core courses that meet the core-course distribution requirements. Core courses beyond the required minimum may be used to meet the core-course grade-point average if the distribution requirements are met.

### **How are courses taken over two years counted?**

A course that is normally taught in one year but spread over a longer period of time (i.e., two years, three semesters) is considered as one course and would receive a maximum of one core-course credit. A core course may never receive more than one unit of credit.

### **Where can I find a list of my high school's approved core courses?**

Each high school's list of approved core courses may be found by linking to the eligibility center Web site at [www.eligibilitycenter.org](http://www.eligibilitycenter.org).

## **NCAA Eligibility Center**

The NCAA Eligibility Center located in Indianapolis, Indiana, handles ALL inquiries regarding an individual's initial-eligibility status. The Eligibility Center also maintains and processes all of the initial-eligibility certifications.

### **Contacting the Eligibility Center**

8 a.m. to 6 p.m. Eastern time Monday through Friday. Have your Personal Identification Number (PIN) and Social Security Number ready.

NCAA Eligibility Center: 877-262-1492 (toll free in the USA)

- Lost PIN / Request a new PIN.
- Check the status of an academic certification.
- Questions regarding the process to become certified.
- Questions regarding your initial-eligibility status.
- Case-specific inquiries concerning amateurism cases.
- Questions about the amateurism certification process.
- Questions about the status of a core-course review.
- Questions regarding disability services.

To determine the status of documents sent or to check on your eligibility status, contact:

NCAA Eligibility Center  
Certification Processing  
P.O. Box 7136  
Indianapolis, IN 46207-7136

[www.eligibilitycenter.org](http://www.eligibilitycenter.org)

