

TUCSON UNIFIED
SCHOOL DISTRICT

Junior Handbook



ON TRACK TO GRADUATE

Tucson Unified School District
School Counseling Department

TUCSON UNIFIED SCHOOL DISTRICT

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TUCSON UNIFIED SCHOOL DISTRICT

TUSD School Counseling Dept.

(520) 225-6211

TUSD Counseling Centers

Catalina High School 232-8400 (<http://edweb.tusd1.org/Catalina/>)
Counseling Office 232-8414; SAT/ACT H.S. Code: 030475

Cholla Magnet High School 225-4000 (<http://edweb.tusd1.org/Cholla/>)
Counseling Office 225-4118; SAT/ACT H.S. Code: 030478

Palo Verde Magnet High School 584-7400 (<http://edweb.tusd1.org/paloverde/>)
Counseling Office 584-7418; SAT/ACT H.S. Code: 030493

Project MORE High School 225-2600 (<http://edweb.tusd1.org/MORE/>)
SAT/ACT H.S. Code: 030491

Pueblo Magnet High School 225-4300 (<http://edweb.tusd1.org/pueblo/>)
Counseling Office 225-4303; SAT/ACT H.S. Code: 030500

Rincon High School 232-5600 (<http://edweb.tusd1.org/Rincon/>)
Counseling Office 232-5600; SAT/ACT H.S. Code: 030502

Sabino High School 584-7700 (<http://edweb.tusd1.org/Sabino/>)
Counseling Office 584-7743; SAT/ACT H.S. Code: 030503

Sahuaro High School 731-7100 (<http://edweb.tusd1.org/Sahuaro/>)
Counseling Office 731-7210; SAT/ACT H.S. Code: 030504

Santa Rita High School 731-7500 (http://edweb.tusd1.org/Santa_Rita/)
Counseling Office 731-7511; SAT/ACT H.S. Code: 030513

Teenage Parent High School (TAP) (<http://edweb.tusd1.org/TAPP/>)
Counseling Office 225-3250; SAT/ACT H.S. Code: 030594

Tucson Magnet High School 225-5000 (<http://edweb.tusd1.org/thms/>)
Counseling Office 225-5125; SAT/ACT H.S. Code: 030530

University High School 232-5900 (<http://edweb.tusd1.org/uhs/>)
Counseling Office 232-5903; SAT/ACT H.S. Code: 030488

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Welcome Back Juniors!

Your junior year will be filled with great opportunities and challenging academic classes. We hope the next months are exciting, fun and fulfilling. Please keep the following in mind:

- Stay focused on academics. We know you are busy with extracurricular activities and outside jobs, but you must keep your schoolwork your priority! **Stay focused on academics. Your GPA counts!**
- Keep an accurate calendar or planner. You will need to keep track of many things, such as testing dates (PSAT, ASVAB) and more.
- You should narrow down some ideas regarding what you are going to do after you graduate and explore those choices. Remember you can explore a university, community college, apprenticeship, or the military.
- Complete a career exploration survey if you have not. Talk to relatives, job shadow someone in a position you have an interest in, research careers on the Internet. Ask your counselor for assistance.
- Continue to develop your hobbies and interests.
- Know where to find scholarship information at your school. Check out your career center.
- See your counselor often!
- Make use of the many resources available to you: this handbook, the Internet & the Career Center.
- Listen to or read the announcements everyday!

We cannot over emphasize the importance of your continued success and achievements during this year.

This handbook contains valuable information for you. Keep it handy and refer to it often during the school year. Begin now to create the life you want.

Have a great year!

SECTION ONE

ACADEMIC DEVELOPMENT

Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school across the life span.

Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

Standard C: Students will understand the relationship of academics to the world of work and to life at home and in the community.

11th Grade Domain: Academic Development

11.1.1	Completes a credit check for high school graduation.
11.1.2	Identifies post-secondary options consistent with interests, abilities, achievement and aptitude.
11.1.3	Uses problem solving and decision-making skills and assessment results in educational planning.
11.1.4	Demonstrates the ability to balance school studies, employment, extra-curricular, leisure time and family life.
11.1.5	Demonstrates research skills to describe entrance requirements for post-secondary options.
11.1.6	Prepares and takes college entrance exams, ASVAB and/or other tests required by post-secondary programs.

Adapted from the ASCA National Model Standards

JUNIOR PLANNER

AUGUST AND SEPTEMBER:

- _____ Check with your counselor about credits for graduation and make sure you are on track.
- _____ Take a strong academic prep program.
- _____ Prepare for the PSAT test. See your counselor about programs to help.
- _____ Organize a calendar with deadlines. Use your planner.

OCTOBER:

- _____ Take the PSAT Test in Oct. (results in about-6 weeks.) Top scores qualify for National Merit Scholarships (notification next fall.)
- _____ Attend TUSD College Night at the Tucson Convention Center.

NOVEMBER:

- _____ Develop a preliminary college list with parents and counselor.
- _____ Talk with military, college, and vocational school representatives who visit your school.
- _____ Take the ASVAB – (Armed Services Vocational and Battery)
- _____ Visit your schools career center.

DECEMBER:

- _____ If you are taking an Advanced Placement Course, ask about AP exams.

JANUARY:

- _____ Discuss PSAT scores with counselor, SAT/ACT prep courses.
- _____ Register to take a SAT or ACT!

FEBRUARY:

- _____ Prepare for SAT and ACT given this month.
- _____ Check transcript with counselor and plan senior year.

MARCH:

- _____ **Plan your Senior Class schedule. Check with your counselor to make sure you are on the way to graduation.**
- _____ Register for SAT and ACT for May or June if you haven't already taken it or need to re-take it.
- _____ Register for AP exams.
- _____ Write to colleges or other programs for brochures and admission information.

APRIL:

- _____ Notify your counselor of scholarships/academic awards received.
- _____ Prepare a resume, and begin looking for a summer job or volunteer program.

MAY:

- _____ AP Exams given this month.
- _____ Many colleges have summer school classes or programs you can take. Check them out!
- _____ Make appointments to visit colleges, universities and tech programs during the summer.
- _____ Do some volunteer work in field of interest.

JUNE:

- _____ SAT I and II, and ACT given this month.
- _____ Athletes get cleared by the NCAA by submitting on-line at www.ncaa.org

TUCSON UNIFIED SCHOOL DISTRICT
GRADUATION CHECKLIST
See The Graduation Requirements Next Page.

Student Name: _____ Counselor: _____

Information Date: _____
Cumulative GPA _____
Class Rank _____
Credits to Date _____
Credits Needed _____

Requirement Checklist

Please note: .5 credit = ½ credit = 1 semester & .25 credit = ¼ credit classes = 1 quarter

Please cross off any class you have passed.

English (09) _____	.5	.5												
English (10) _____	.5	.5												
English (11) _____	.5	.5												
English (12) _____	.5	.5												
Math (Algebra I, Algebra II, Geometry, _____)	.5	.5	.5	.5	.5	.5	.5	.5	.5	.5	.5	.5	.5	.5
Science (Biology, _____)	.5	.5	.5	.5	.5	.5	.5	.5	.5	.5	.5	.5	.5	.5
P.E. _____	.5	.5												
Health _____	.5													
Fine Arts or Career & Tech. Ed. _____	.5	.5												
World Hist. /Geog. _____	.5	.5												
American History _____	.5	.5												
American Govt./Econ _____	.5	.5												
Electives _____	.5	.5	.5	.5	.5	.5	.5	.5	.5	.5	.5	.5	.5	.5
Extra _____	.5	.5	.5	.5	.5	.5	.5	.5	.5	.5	.5	.5	.5	.5

Plans:

I have been notified of my present status involving credits and graduation. It is my responsibility to attend classes and complete the necessary work for graduation. I have notified my parents of this meeting.

Student Signature: _____ Date: _____

Counselor Signature: _____ Date: _____

TUCSON UNIFIED SCHOOL DISTRICT GRADUATION REQUIREMENTS

There are basic graduation requirements that will allow you to attain your diploma from TUSD. However, these requirements will not provide you with the needed curriculum necessary to be admitted to most 4-year colleges/universities, including our Arizona state universities. Please note the information listed below is for high school core classes. TUSD requires **23** credits and any state testing that may be required.

Each high school has its specific requirements and credit evaluation, and each college has specific entrance requirements. Please see your counselor for specific information.

Curriculum Subject Areas	Minimum Graduation Plan	College Prep Program Arizona State Universities	Rigorous College Prep Program
	Credits	Credits	Credits
English	4	4	4
Mathematics	4 Algebra I, II, Geometry & 4 th credit	4	4-5
Science	3 Biology by end of soph. year	3	4-5
Social Studies	3 Amer. Govt., Amer. History, World History and Economics	2	3
Physical Education	1		
Health	.5		
World Language	0	2	4-5
Fine Arts or Career & Technical Education	1	1*	1*
Electives	6.5		Computers
Total Credits	23	Minimum of the above 16	24 or more

*Arizona Board of Regents requires one credit of Fine Arts. Assured Admission is dependent upon being ranked in the top 25% of the graduating class with no course work deficiencies.

HOW TO CALCULATE YOUR SEMESTER'S G.P.A. (GRADE POINT AVERAGE)

A = 4.0 B = 3.0 C = 2.0 D = 1.0 F = 0

AP classes may add 1 point (i.e., A = 5.0, B = 4.0, etc.)

In calculating your Semester's G.P.A., see the points above. You may notice that a 4.0 is an A average.

1. Place your grade and points on the lines provided
2. Add all points for your classes and place in the total
3. Now divide the total number of classes taken (6, 7, or 8) by the total points you have earned.
4. See the following example and fill in your grades and points.

Worksheet

Sample Class	Semester #1		Semester #2	
	Grade	Points	Grade	Points
English	B	3	C	2
Math	A	4	B	3
Science	D	1	B	3
Social Studies/Tech/Elect.	B	2	B	3
Elective	A	4	B	3
Elective	B	3	C	2
		17		16

$$17 \text{ (S \#1)} + 16 \text{ (S \#2)} = 33 \div 12 \text{ (\# of classes)} = 2.75 \text{ G.P.A.}$$

Now it's your turn:

Your Classes	Semester #1		Semester #2	
	Grades	Points	Grades	Points
English	_____	_____	_____	_____
Math	_____	_____	_____	_____
Science	_____	_____	_____	_____
Social Studies/Tech/Elect.	_____	_____	_____	_____
Elective	_____	_____	_____	_____
Elective	_____	_____	_____	_____
		_____	Total	_____
				Total

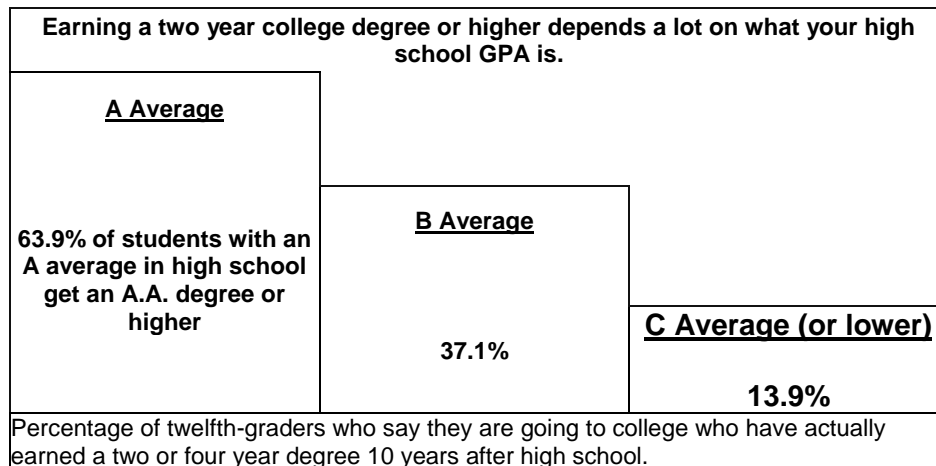
$$\text{_____ (S \#1)} + \text{_____ (S \#2)} = \text{_____} \div \text{_____ (\# of classes)} = \text{_____ G.P.A.}$$

WHAT YOU NEED TO DO IN HIGH SCHOOL IF YOU WANT TO GRADUATE FROM COLLEGE

Let's start by getting the cold, hard truth out in the open: Less than 40 percent of students who plan to go to college actually earn a two or four year degree within 10 years of graduating from high school. Do you know what it takes to succeed in college?

The simple answer is that if you take hard classes, do all of your homework, and get good grades in high school, you will be ready.

1. **GRADES MATTER.** Your high school grade point average is a great predictor of whether or not you will earn a college degree. Take a look at the chart (below). Less than 14 % of students with C averages or lower in high school earned a two or four year college degree. Even worse, 52 % of college students who had a C average (or lower) in high school didn't earn even one college credit! What are they doing while they are "in college"? They are spending time and money on remedial classes that repeat high school work and earn no college credit.



2. **HOMEWORK MATTERS.** Homework might seem like a waste of time, but it teaches you content, time-management, and discipline— all of which you'll need in college. 44% percent of high school seniors do less than 3 hours of homework in a week; only 14% of seniors do more than 10 hours. Interestingly enough, homework time strongly predicts college success. Over half the students who do more than 10 hours of homework a week will get a four year college degree; only about 16% of those doing less than 3 hours of homework a week will earn a bachelor's degree.
3. **MATH COURSES MATTER.** The further you go in math in high school, the better your chances of earning a college degree. Look closely at the chart (below). Completing Algebra II (or a higher course) is a huge help in earning a college degree. And if you really want a bachelor's degree, you better go as high as you can in math while you're still in high school.

**Getting a four year college degree depends a lot on how far
you go in high school math.**

79.8% OF HIGH SCHOOL STUDENTS WHO TAKE CALCULUS GET A B.A.

PRE CALCULUS: 74.3%

TRIGONOMETRY: 62.2%

ALGEBRA II: 39.5%

GEOMETRY: 23.1%

ALGEBRA I: 7.8%

Percentage of high school graduates earning a B.A. by highest level math course taken in high school.

If you don't go to college, your high school grade point average is still important because it predicts future income. High-school grades do not predict income right after high school, but they do strongly predict long-term income. If you don't go to college, an increase of one letter grade (from C to B) in your high school grade-point average typically predicts an increase of income by 13% by age 28! (Compared to people who haven't gone to college, a four year degree typically predicts an increase of income by about 14%.) So even if you don't go to college, improving your high school grades from C's to B's improves the chances that you will be able to support a family.

THE QUESTION: WHAT'S NEXT?

Life is full of questions. Some are relatively easy to answer, such as what to wear or what movie to see; but answering questions about your future can be confusing. There are so many things to think about, it's difficult to know where to start. For instance:

- Do I want to go to college? Do I want to go directly to work? Maybe it isn't an either/or situation.
- Will I be happy with a job I can get right out of high school? Do I want a job that requires more training? Can I get on-the-job training?
- Should I go directly to a four-year college? Should I go to a community college for two years? Could I transfer after two years if I decide that I want a four-year degree?
- Do I want to look only at in-state colleges? Would I like to look at colleges farther away? What about an international school?
- Will I go away to college? Will I live at home and commute?
- Should I go to work to earn money for college? Should I obtain a loan to pay for college? Could I get a paid internship or co-op while attending school?
- Should I enlist in military service? What can the military provide in terms of education, training, financial aid, and benefits? (See Appendix 4)
- Do I want to go to a technical or specialized school? Should I check out the community college?
- Do I want to live at home? Should I get an apartment with my friends?
- How can the classes I choose now influence future decisions?
- What can I do in high school that could help me prepare for the workplace of tomorrow?

The more you know about your interests and abilities, your career possibilities and educational options, the easier it will be to make sound decisions about your future. Since the U.S. Department of Labor predicts that you will make five to ten career changes in your lifetime, the decision-making skills you develop now will be valuable to you throughout your life. The purpose of this handbook is to help you understand the career decision-making process and explore the options available to you after high school.

THE ANSWER: THE 5 GATEWAYS*

*High school graduation is just around the corner! Most students don't realize there are 5 options to consider after high school. These options are called "**gateways**" and are listed below:*

1. POST-SECONDARY EDUCATION

- 1. 4- year Colleges and Universities*
- 2. 2- year Colleges and Community Colleges*
- 3. Technical and Professional schools and colleges*

2. MILITARY

- *Army*
- *Navy*
- *Air Force*
- *Marine Corps*
- *Coast Guard*

3. WORKFORCE

- *Full-time permanent jobs*
- *Combination of two or more part-time jobs*
- *Contract services on short-term basis*

4. APPRENTICESHIP AND INTERNSHIPS

- *Carefully monitored work experiences with intentional learning goals*

5. SELF-EMPLOYMENT AND ENTREPRENEURSHIP

- *Start a business*
- *Buy a business*
- *Take on a franchise*
- *Consult or freelance*

*** The gateway model is taken from *The Real Game™* Facilitator's Guide. *The Real Game™* can be found at <http://realgame.com/> .**

THE PLAN: DECISION-MAKING SKILLS

The Solution

What Do You Plan To Do With Your Life?

Decisions, decisions, decisions! Choosing a post-high school pathway essentially boils down to a decision-making process. The effectiveness of your decision-making relies heavily on the information available to you at the decision-making point. Information is power. The more information you have the easier it is to make a decision. Often an inability to choose one career path over another is an indication that you do not have sufficient information. Planning for life requires understanding self, exploring occupations, making decisions, and acquiring work skills. Enjoy the process.

“The future was plump with promise.” - Maya Angelou

While considering your next step, the following 7-step Decision-Making Model will help give you structure, while processing and identifying the necessary information.

Decision-Making Model

Step One: Identify the decision to be made

Before you begin gathering information, it is important that you have a clear understanding of what it is you are trying to decide. Think about what you want to achieve and state that as your goal. Some decisions you might be facing could include:

1. What do I want to do after graduation?
2. What will I do to prepare for the next phase of my life?
3. What are my short term and long-term goals?
4. Where do I want to be in five years and what is the best way to get there?

Step Two: Know yourself (self-assessment)

Before you begin exploring careers and trying to identify jobs and careers which will prove satisfying, you must first get a sense of what makes you “YOU” - your skills, interests, values, and personality characteristics. Your journey of self-knowledge will never end, but to get started, use an interest inventory and other available assessments in the Career Center or try AzCIS Online, available for use at school or at home using your school’s password (your career center specialist or counselor can give you the school password).

Questions you may want to ask yourself are:

Skills—

1. What can I do best?
2. What are my strengths and weaknesses?
3. What are my most prominent skills and abilities?
4. What skills do I want to use on the job?
5. What skills do I need to acquire?

Interests—

1. What am I interested in doing?
2. What activities have I enjoyed the most?
3. With what kinds of people would I like to go to school/work?
4. What kind of school/job settings would I enjoy?

Values—

1. What satisfactions do I seek in a career?
2. In what ways must I be challenged and rewarded on the job?
3. In what type of school/work environments would I be happy?

Personality—

1. What personal qualities do I possess that will help me on the job?
2. How will my personal style influence my career choice?
3. How will I get along with my supervisor? Co-workers?

Dream— (Dream BIG. Your crazy idea might not be so crazy.)

1. If I could do anything, what would my life look like?
2. What do I feel passionate about?
3. Imagine what your best workday would look like 10 years from now?
4. What makes you feel energized or connected?

Step Three: Identify options

1. Post Secondary-education.
2. Military.
3. Workforce.
4. Apprenticeship and internships.
5. Self-employment and entrepreneurship.
6. Other.

Step Four: Gather information and data

1. Examine the information and resources available to you.
2. Visit your counselor, career center, library, and the Internet.
3. Network – take advantage of all networking opportunities – with peers, recent graduates, parents, staff, college and military reps, business contacts, and community members.
4. Identify what additional information and resources you will need.
5. Seek out and utilize new information.
6. <https://azcis.intocareers.org/>- Use this website for academic and career planning.
7. Seek out learning through experience opportunities (volunteer, job shadow, etc.).

Step Five: Evaluate options that will solve the problem

If you have completed your research, you are now ready to evaluate each of the options that you have identified:

1. Identify the pros and cons of each alternative.
2. Identify the values and needs that are satisfied by each.
3. Identify the risks involved with each alternative.
4. Project the probable future consequences of selecting each.

Ask yourself these questions:

1. Will I feel good about this choice? How will my parents feel about it?
2. Will certain risks be involved? Am I willing to take such risks?
3. Will it be satisfying for me? How will I feel about this choice five years from now?

Step Six: Select one of the options

Based on the information you have gathered and analyzed, you should now be able to choose one of the options. Do you have enough information to choose one option over another? If not, you might need to do more research. Consult with your parents, counselors, school staff, experts in your field of interest, or other community members. Don't forget to talk with graduates who have just experienced a similar option.

Step Seven: Design a course of action to implement the decision

Having chosen one of the options, you can now begin developing and implementing a plan of action. Ask yourself these questions:

1. What information or resources are needed to complete each step?
2. What are the obstacles to implementing my decision and how can I overcome them?
3. Identify steps to implement the decision.
4. Identify when to begin and end each step.
5. Identify the information or resources needed to complete each step.
6. Take time to review your course of action and/or change direction if necessary.

Remember, not every course of action or career pathway is direct. Sometimes, it is during the process that we learn what the next step needs to be. Decision-making is a life long skill, so know you will have lots of opportunity to practice this important process. The more you are willing to contribute to the process and to be open to the variety of resources and people available to you, the more likely it is you will meet with success! A little luck helps, too!

COLLEGE CHOICE FACTORS

Deciding which colleges to apply to, much less which to attend is a significant life choice that will affect you for years. What are your values? What kind of environment do you want to live in? These and other questions will help guide you to select the proper school. (See Appendix 2, 3, & 5)

Location

How far away from home would you like to go to school? 10 miles/ 2,000 miles?

Size of College

Would you prefer to attend a school with a large enrollment (30,000 or more students), or a small one (around 1,500 students), or something in the middle? How large would you like the physical size of the campus to be?

Environment

Would you rather attend a community college or other 2-year institution, or a 4-year university? An urban, suburban, or a rural school? Is the location and size of the nearest city important to you? Do you prefer a co-ed or single-gender school? Does the school's religious affiliation make a difference to you?

Admissions/Requirements

At what schools do you have a high enough GPA, class ranking, test score, etc. to be admitted?

Academics

Which schools offer the major(s) you that are considering? What kind of student-faculty ratio and typical class size are you looking for, and which schools offer them?

College Expenses/Financial Aid

Does your college choice match your financial ability? How expensive a school can you afford to attend? Consider tuition, room and board, and other expenses including the application fee, deposits, etc. How many students receive financial aid at the schools you are considering?

Housing/Facilities

Would you rather live on campus in a dorm or commute to school from home? What type of academic, medical and recreational facilities should your college have?

Activities

What kind of clubs and organizations (including fraternities and sororities) do you want your college to offer? What types of athletic activities (including intramural teams) should be offered by the school you choose to attend?

Special Programs

Do you need a school with services or programs for the learning disabled? Have you thought you would like to study abroad? Do you need ESL studies in college? Are you looking for an honors program?

THE COLLEGE APPLICATION PROCESS—START NOW!

The Application Process	Locate application on school's website	Complete it thoroughly	Save a copy for your files!	Send all requested information	Submit online application
The Interview	Research the school	Practice your interview skills	Confirm date and time	Arrive early	Relax and do your best
Taking Tests	Take preparation courses	Practice taking the tests	Eat and rest well the night before	Be on time and take appropriate ID	Take a calculator, pencils and eraser
Letters of Recommendation	Request letters in a timely fashion	Give writers 2-3 weeks to complete	Give writers an idea of what you need	Give writers a brag sheet about yourself (or resume)	Send thank you notes
The Essay	Use requested topic	Start early and follow instructions carefully	Ask your teacher to proofread your draft	Make corrections	Save a copy and send with application
The Resume	Make sure it is updated and accurate	Include names of references	Include background information	Include experience & education	Include goals and objectives

- Allow yourself sufficient time to complete the application. A rush job may cause errors.
- Use the same name that is on your transcript on all your applications for colleges or scholarships.
- Read all questions on the application and think about your answers carefully.
- Ask your English teacher to proofread your essay.
- Be truthful!
- Avoid errors; when possible, use spell check and a dictionary.
- Answer all questions requested of you. If it does not apply, use N/A.
- Pay any application fees.
- Read directions carefully; print out a copy to use as a draft, and complete the online application; save a copy for your files.

Save a copy of everything you send to a college/university or scholarship agency. Keep a copy of all certificates, awards, letters, etc. in a safe place.

TEST MANIA



PSAT– Preliminary SAT

- College entrance exam provided by the College Board.
- Taken in October by 10th and 11th graders.

SAT– 4-year college entrance exam

- Register online at www.collegeboard.com as early as possible in the 11th grade.
- Re-take during the fall of 12th grade year if needed.
- Fee required.

ACT– 4-year college entrance exam

- Register online at www.act.org as early as possible in the 11th grade.
- Fee required.

CPT– Computerized Placement Test used by community colleges for Math and English placement purposes.



ASVAB– Armed Services Vocational Aptitude Battery

- Administered in November for 11th graders.
- This test helps to identify areas of skills and interests.
- It is a good predictor of job satisfaction.

SAT AND ACT EXAMINATION INFORMATION

Colleges/universities require some type of entrance or placement examination. Most colleges and universities in the U.S. will accept either the ACT (American College Test) or the SAT I. You may take either or both tests several times to improve your score. Please consult with the college or university of your choice for specific requirements.

Some colleges/universities require the SAT II (subject tests.) Check with the College Board or your selected college/university to see if they require the SAT II for admission. When college/universities require the SAT II tests they are measuring your ability in specific areas. Make a list of possible colleges/universities that you are considering and request your score to be sent to those schools. Deadlines are set for each test date. Late fees are assessed if it is past the deadline. Also, date changes and center changes after you have registered will be an additional charge. (See Appendix 2)

Registrations Options:

1. Online registration is preferred: Payment online is by Visa or MasterCard ONLY.

ACT: www.act.org

Mail the application before the deadline.

Enclose check or credit card information in the correct amount.

A signature is required.

SAT: www.collegeboard.org

2. By Mail: Pick up an application form in the Counseling Center.
Complete the application.

Important Reminders:

1. In order to register, you must have your high school code (see list below).
2. Athletes remember to send scores to the NCAA (National Collegiate Athletic Association).
3. You must take a picture ID to the test center to be admitted.
4. There are late registration deadlines for an additional fee.
5. You cannot take the SAT I and SAT II on the same day.

High School Code:

Catalina	030475	Pueblo	030500	Santa Rita	030513
Cholla	030478	Rincon	030502	TAP	030594
Palo Verde	030493	Sabino	030503	Tucson	030530
Project More	030491	Sahuaro	030504	University	030488

COMPARISON OF THE SAT AND ACT SCORES

Review your ACT composite score and your SAT I total score in the columns below. The score that is the highest on the ladder of either column is your best score. There are times when your score on one of the tests will be significantly higher than on the other.

Colleges/universities use this scale or a similar ACT/SAT I (equivalency table) to compute your Best Score.

Admission is based on these scores and your high school GPA in core classes.

<u>ACT</u>	<u>SAT</u>
No order of difficulty	Proceeds in an order of difficulty
Score choice	No score choice
Grammar & reading heavy	Vocabulary heavy
Need: Algebra, Geom, Alg II & Trig	Need: Algebra, Geom, Alg II
Based on school curriculum	Not based on school curriculum
Not as tricky/less distractions	Tends to be tricky
No guessing penalty	Guessing penalty
Science reasoning section	No Science
English grammar tested	Writing section added
Scoring: 0 - 36 points	Scoring: 200 - 800 points

Score Comparisons

ACT	SAT	ACT	SAT
36	2400	23	1590
35	2340	22	1530
34	2260	21	1500
33	2190	20	1410
32	2130	19	1350
31	2040	18	1290
30	1980	17	1210
29	1920	16	1140
28	1860	15	1060
27	1820	14	1000
26	1760	13	900
25	1700	12	780
24	1650	11	750

Assured admissions to state universities is dependent upon being ranked in the top 25% of the graduating class, with no deficiencies.

NCAA ELIGIBILITY CENTER QUICK REFERENCE GUIDE



Eligibility Center

NCAA Division I Initial-Eligibility Requirements

Core Courses: (16)

- **Initial full-time collegiate enrollment *before* August 1, 2016:**
 - **Sixteen (16) core courses** are required (see chart below for subject-area requirements).
- **Initial full-time collegiate enrollment *on or after* August 1, 2016:**
 - **Sixteen (16) core courses** are required (see chart below for subject-area requirements).
 - Ten (10) core courses completed before the seventh semester; seven (7) of the 10 must be in English, math or natural/physical science.
 - These courses/grades are "locked in" at start of the seventh semester (cannot be repeated for grade-point average [GPA] improvement to meet initial-eligibility requirements for competition).
 - *Students who do not meet core-course progression requirements may still be eligible to receive athletics aid and practice in the initial year of enrollment by meeting academic redshirt requirements (see below).*

Test Scores: (ACT/SAT)

- Students must present a corresponding test score and core-course GPA on the sliding scale (see Page No. 2).
 - **SAT:** critical reading and math sections.
 - Best subscore from each section is used to determine the SAT combined score for initial eligibility.
 - **ACT:** English, math, reading and science sections.
 - Best subscore from each section is used to determine the ACT sum score for initial eligibility.
- All ACT and SAT attempts *before* initial full-time collegiate enrollment may be used for initial eligibility.
- **Enter 9999 during ACT or SAT registration to ensure the testing agency reports your score directly to the NCAA Eligibility Center. Test scores on transcripts will not be used.**

Core Grade-Point Average:

- Only core courses that appear on the high school's List of NCAA Courses on the NCAA Eligibility Center's website (www.eligibilitycenter.org) will be used to calculate your core-course GPA. Use this list as a guide.
- **Initial full-time collegiate enrollment *before* August 1, 2016:**
 - Students must present a corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.000) on Sliding Scale A (see Page No. 2).
 - Core-course GPA is calculated using the **best 16 core courses** that meet subject-area requirements.
- **Initial full-time collegiate enrollment *on or after* August 1, 2016:**
 - Students must present a corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.300) on Sliding Scale B (see Page No. 2).
 - Core-course GPA is calculated using the **best 16 core courses** that meet both progression (10 before seventh semester; seven in English, math or science; "locked in") and subject-area requirements.

<p>DIVISION I Core-Course Requirement (16)</p> <ul style="list-style-type: none"> 4 years of English 3 years of math (Algebra I or higher) 2 years of natural/physical science (1 year of lab if offered) 1 year of additional English, math or natural/physical science 2 years of social science 4 years of additional courses (any area above, foreign language or comparative religion/philosophy) 	<p>DIVISION I – 2016 Qualifier Requirements <i>*Athletics aid, practice, and competition</i></p> <ul style="list-style-type: none"> • 16 core courses <ul style="list-style-type: none"> ○ Ten (10) core courses completed before the start of seventh semester. Seven (7) of the 10 must be in English, math or natural/physical science. <ul style="list-style-type: none"> ▪ "Locked in" for core-course GPA calculation. • Corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.300) on Sliding Scale B (see Page No. 2). • Graduate from high school. 	<p>DIVISION I – 2016 Academic Redshirt Requirements <i>*Athletics aid and practice (no competition)</i></p> <ul style="list-style-type: none"> • 16 core courses <ul style="list-style-type: none"> ○ No grades/credits "locked in" (repeated courses after the seventh semester begins may be used for initial eligibility). • Corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.000) on Sliding Scale B (see Page No. 2). • Graduate from high school.
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NCAA ELIGIBILITY CENTER QUICK REFERENCE GUIDE



Division II Initial-Eligibility Requirements

Core Courses

- **Division II currently requires 16 core courses.** See the chart below.
- **Beginning August 1, 2018**, to become a full or partial qualifier for Division II, all college-bound student-athletes must complete the 16 core-course requirement.

Test Scores

- **Division II** currently requires a minimum SAT score of 820 or an ACT sum score of 68. **Beginning August 1, 2018**, Division II will use a sliding scale to match test scores and core-course grade-point averages (GPA). The sliding scale for those requirements is shown on Page No. 2 of this sheet.
- The SAT score used for NCAA purposes includes **only** the critical reading and math sections. The writing section of the SAT is not used.
- The ACT score used for NCAA purposes is a **sum** of the following four sections: English, mathematics, reading and science.
- **When you register for the SAT or ACT, use the NCAA Eligibility Center code of 9999 to ensure all SAT and ACT scores are reported directly to the NCAA Eligibility Center from the testing agency. Test scores that appear on transcripts will not be used.**

Grade-Point Average

- Be sure to look at your high school's List of NCAA Courses on the NCAA Eligibility Center's website (www.eligibilitycenter.org). Only courses that appear on your school's approved List of NCAA Courses will be used in the calculation of the core GPA. Use the list as a guide.
- The current **Division II** core GPA requirement is a minimum of 2.000. **Division II** core GPA required to be eligible for competition on or after August 1, 2018, is 2.200 (corresponding test-score requirements are listed on the Sliding Scale on Page No. 2 of this sheet).
- The minimum **Division II** core GPA required to receive athletics aid and practice as a partial qualifier on or after August 1, 2018, is 2.000 (corresponding test-score requirements are listed on the Sliding Scale on Page No. 2 of this sheet).
- Remember, the NCAA core GPA is calculated using NCAA core courses only.

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).

SAT /ACT/ PSAT **REGISTRATION ONLINE**

PSAT Date: **Wednesday, October 19, 2016**

Only offered on this date.

ACT Go to www.actstudent.org

Cost: \$56.50 includes Writing Test

(Visa or MasterCard required)

Test Date

September 10, 2016
October 22, 2016
December 10, 2016
February 11, 2017
April 8, 2017
June 10, 2017

Registration Deadline

August 5, 2016
September 16, 2016
November 4, 2016
January 13, 2017
March 3, 2017
May 5, 2017

Additional fees apply for late registration.

.....

SAT Go to www.collegeboard.com

Cost: \$57.00 (Visa or MasterCard required)

Test Date

October 1, 2016
November 5, 2016
December 3, 2016
January 21, 2017
March 11, 2017
May 6, 2017
June 3, 2017

Registration Deadline

September 1, 2016
October 7, 2016
November 3, 2016
December 21, 2016
February 10, 2017
April 1, 2017
May 9, 2017

Additional fees apply for late registration.

See your counselor for Fee Waivers, which are available for eligible students.

My high school registration code is _____

SECTION TWO

CAREER DEVELOPMENT

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.

Standard C: Students will understand the relationship between personal qualities, education, training and the world of work.

Domain: Career Development

11.2.1	Conducts an online search for careers.
11.2.2	Demonstrates skills in preparing a resume and completing a job application.
11.2.3	Articulates the relationship between employee and employer as it relates to rights, responsibilities and expectations.
11.2.4	Describes strengths and abilities in preparing for an interview.
11.2.5	Lists characteristics of a successful employee in the work place.
11.2.6	Obtains a letter of recommendation.

Adapted from the ASCA National Model Standards

Arizona Career Information System

[ My CIS (portfolio) Sign In |  Create "My CIS (portfolio)"]

[ Log out]



Programs of Study
Undergraduate
School Sort
Arizona Schools
US Colleges &
Universities
Financial Aid Sort
Financial Aid
Graduate School Sort
Career Pathways

Occupations & Employment

Occupation Sort
Occupations
Self-Employment
Military Employment
Job Search
Keep That Job

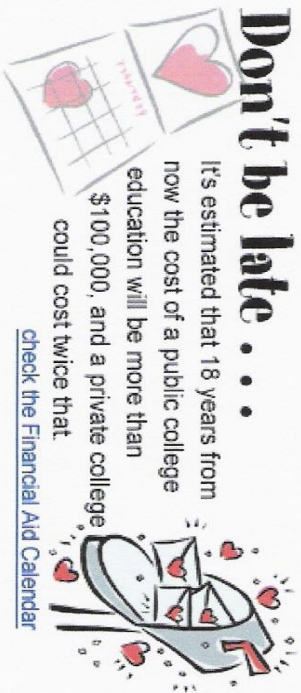
Assessment Tools

Assessment Link
Interest Profiler
SKILLS
Values: Work
Importance Locator

Don't be late . . .

It's estimated that 18 years from now the cost of a public college education will be more than \$100,000, and a private college could cost twice that.

[check the Financial Aid Calendar](#)



Groundhog Day

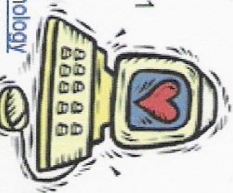
A groundhog is not the most reliable way to forecast the weather.....

Study meteorology and you'll be able to tell everyone what's coming!



"I Love You"

The computer virus infected 3.1 million computers in four days.



[Learn about jobs in Information Technology](#)

<http://www.azcis.intocareers.org>

Real World Interviews

They really do the job...

Computer Support



"You have to enjoy problem solving to enjoy this

job."

Preschool and Kindergarten



"It's a lot of fun to watch the kids grow and to help them learn."

Additional Resources

Site Map
Activities - Online CIS
Learning
More Learning Activities for Teachers
Standards for Success
Employer Locator

EMPLOYMENT AND COLLEGE APPLICATION GUIDELINES

Filling out an application is one of the most intimidating steps you can take when applying for a job or applying for admission to a college.

Do

- Read applications and directions carefully before you begin.
- Make copies of the application and complete as a draft. Ask someone to proofread it for you then use draft to complete online application.
- Make sure that everything that is supposed to be included is enclosed.
- Be truthful and don't exaggerate your accomplishments.
- Research the college or company.
- Keep a copy and be thorough.

Don't

- Leave blank spaces. Missing information may cause your application to be discarded.
- Be unclear. If the question calls for a specific answer, don't try to dodge it by being vague.

Before you step through the door for your interview, you should practice answering these *common interview questions*.

- Tell me a little bit about yourself.
- What qualifications do you have?
- Why do you want to work for us?
- Tell me about your current job?
- Why are you leaving that job?
- What did you like most about that job?
- What would you change about that job?
- Do you enjoy school? Why or why not?
- Do you plan to continue your education?
- What do you plan to do for work five years from today? What is your major strength?
- What is your greatest weakness?
- What motivates you to do a good job?
- Are you at your best when working alone or in a group?
- What are your goals?
- Do you have any questions for me? Try to have at least one question ready.

SCAN Skills

All students need employability or soft skills to be successful in work and higher education. The Secretary's Commission on Achieving Necessary Skills (SCANS) produced a national report that names the skills businesses and colleges want in an applicant.

RESOURCES: Identifies, organizes, plans and allocates resources.

Being able to explain:

- How to set goals or prepare for a project
- Materials needed
- Time it takes to complete
- Funds/ money/ budget
- Human resources to get the job done
- Steps needed to complete the project or reach goal

INTERPERSONAL: Works with others.

Being able to explain:

- Experiences of working with others as a member of a team
- Teaching others
- Being a team leader
- Negotiating conflicts or working with a variety of different people with varying backgrounds

INFORMATION: Acquires and uses information.

- Knowing whom to speak with
- Knowing where to go to find information necessary to complete projects
- Being able to describe how the information would be used

SYSTEMS: Understands complex interrelationships.

Being able to understand and explain:

- How things operate in relation to one another (like a school that has many departments)
- How to make suggestions or changes of policies within the system – that may have a positive or negative effect on the system or people within the system

TECHNOLOGY: Works with a variety of technology.

Being able to understand, select and use:

- The knowledge of technology – computers, the Internet, software programs and video or audio equipment – to successfully complete presentations, tasks or projects

THE RESUME

A resume is a brief description of your previous education, work experience, and additional relevant information. The purpose of a resume is:

- ◆ To introduce you to an employer;
- ◆ To serve as an example of how you think and express yourself;
- ◆ To catalogue skills, experience, training and achievements;
- ◆ To get you an interview!

Remember your main objective is to include:

- ◆ Name, address, city, state, zip, phone number with area code, e-mail address
- ◆ Honors, awards, fellowships and scholarships
- ◆ Licenses and certificates
- ◆ Memberships and activities, including leadership positions
- ◆ Special skills, such as computer knowledge and foreign languages
- ◆ Job history listed with most recent job first
- ◆ Previous job experience to include: title of position, name and address of employer, beginning and ending dates, job description and responsibilities
- ◆ Education with most recent or current school first; including degree, name of high school or college, address, major, and graduation date

Presenting the information:

- ◆ Create a scannable resume using white paper, standard fonts, and dark type.
- ◆ Put most important information at the top of the page
- ◆ Use as few words as necessary to present your information
- ◆ Be creative and professional
- ◆ Use active verbs like initiated, designed, supervised and developed
- ◆ Use past tense to describe former jobs and present tense to describe current jobs
- ◆ Spell everything out. Do not use abbreviations or acronyms
- ◆ Present candidates credentials in a positive manner
- ◆ Tailor the resume to the kind of job you are looking for
- ◆ Have someone proofread your resume

Qualities of a good resume:

- ◆ Easy to read
- ◆ Concise
- ◆ Professional. Print your resume, making sure copies are neat and clean. If the resume requires to be mailed, mail in large manila envelope.
- ◆ Emphasize key points or expressions by using bold type or underline.

Mistakes to avoid:

- ◆ Too short, too long (preferred length is one page)
- ◆ Misspellings, typographical errors, poor grammar
- ◆ Irrelevant information – height, weight, gender, marital status
- ◆ Disorganization
- ◆ Too wordy and vague; important qualifications should stand out
- ◆ Italics, underline, shadow or reverse type
- ◆ Vertical and horizontal lines, graphics or boxes

The sample below shows the kind of information usually included in a resume. Most post-secondary schools or employers will have their own special resume form that you will use, but the information that they all want is similar to what you see in this resume. You can make resume writing much easier by keeping accurate records of your accomplishments.

Sample Resume

You Bet I Can
1000 Try It Street
Tucson, AZ. 85700
Telephone: (520) 555-1234

Objective:

(Explain what you want to do, why you want to do it and how you plan to achieve your goal.) I intend to pursue a Bachelor of Science Degree with a major in Marine Biology and a minor in Computer Information Systems.

Education:

Chaparral High School (freshmen year to present goes here). GPA 4.0

Extracurricular Activities:

Grade

Aristocrats	12	
Baseball Manager	10	
Career Club	11	
VICA Leadership Conference Key Club	12	President 12
Key Club	10, 11, 12	Vice President 11, 12
Latin Club	9, 10, 11, 12	Treasurer 10
National Honor Society	10, 11, 12	President 12
Spanish Club	10, 11, 12	

Community Activities:

Adopt-A-Grandparent	12	Church Group
Chemical People Board Member	11	
Youth Against Cancer	12	U of A Medical Center
St. Peter's Youth Group	11	Mentor

Honors and Awards:

National Honor Society Letter
VICA State Skill Olympics
Straight "A" Award
Student of the Week - Kiwanis
Varsity Baseball Letter

Work Experience:

(Date started to present)	Shoe Department Manager/Cashier	Miller's Outpost Tucson, AZ
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References:

Mrs. Smith, Counselor, Cactus HS	520-555-1212
Mr. Jones, Minister, St. John's Church	520-555-1313

FINDING THE JOB

Successful job hunting refers not only to finding a job, but also to finding the best job possible. When employment is plentiful this may not present a problem, but when jobs are scarce, you may have to think creatively and investigate many sources.

Listed below are suggested resources

- Relatives, friends, and neighbors
- Counselors, teachers
- High school coordinators of professional technical programs
- Career centers
- Help wanted ads and bulletin boards
- Arizona Employment Commission
- Civil service, county, state, and federal agencies
- Private employment agencies
- Walk-in inquiries
- Job fairs
- Trade journals and directories (available in the library)
- Fellow employees
- Contacts made through volunteer activities
- Online job bulletin boards

How to Compete Successfully

- Develop a list of businesses that usually hire people with your skills and ask for an interview. Many job hunters use this approach and most get the jobs they want.
- Do not wait for businesses to advertise. Be assertive.
- Do not underestimate smaller businesses; most of the workforce is employed by small companies.
- Find out what new businesses are opening in your area and when they will begin hiring.
- Target jobs in rapidly expanding fields.

Letters of Recommendation

When requesting a letter of recommendation, please follow these helpful hints:

- Complete an information sheet (BRAG SHEET – listed at the end of this section) and make sure you attach the sheet to your written request. It is helpful to for the person writing the letter to make it personal and address the letter to the appropriate persons.
- Ask a teacher, counselor, administrator, employer, and/or a clergy who knows you well and can recommend you positively. Ask for your letter to be printed on letterhead.
- Plan ahead to meet your timeline. Allow 2 to 3 weeks for the completion of your letter. This person possibly has other letters to be written ahead of yours. Do not request last minute recommendations.

- Make your request personally to the one who is to write your recommendation and give the person a copy of your resume. Ask the individual to personalize the recommendation as much as possible.
- If the letter needs to emphasize a special accomplishment or skill such as leadership, community service, fine arts, etc., indicate the emphasis to the person writing the recommendation.
- If the letter is to be sent directly from the person writing the recommendation, be sure to supply an addressed, stamped envelope. Do not include a return address.
- Do not photocopy letters of recommendation. Current date and most recent academic data, plus an original signature, should be included in the recommendation.

Be sure to thank these individuals formally, in writing for their time and effort.

The Interview

Preparation

- Learn about the company/college and the position. Check out their web site and request information from the company's public relations department. Information that can prove useful is the company's size, its history, the main products and services they provide, and current news stories.
- Double-check the time and location of the interview. If it is in an area that is new to you, map out route or take a drive there before so you know how to get there.
- Prepare what you want to say in the interview. Think about your greatest strengths and weaknesses, your most significant work or school experiences, your future plans and your ideal job.
- Review your resume and think about how your experiences can be matched up with the job's requirements. Rehearse with a mock interview.

Interview Day

- Dress appropriately. Choose conservative clothing and keep jewelry and accessories to a minimum. **Be punctual.** Arrive a little early to allow yourself time to relax and focus.
- Bring along extra copies of your resume and a pad of paper and pen. Take notes on any interesting points or question. Your notes will come in handy when preparing for a second interview or writing a follow-up letter.
- Be sure to listen carefully throughout the interview. It is easy to spend all your time planning your answers, but remember this is a conversation. Listening carefully helps you to respond appropriately. Make eye contact with interviewers.
- **Avoid generalities** and clichés. Give concrete examples when describing your work experience. Always be positive. Don't be critical of previous co-workers or bosses. The way you talk about your former or current boss may be seen as an indication of how you will talk about your future boss.

- Demonstrate that you have thought seriously about this career path and this company by asking intelligent question about the position. Draw upon your research about the company or ask about the working conditions, the chances for advancement and major projects your prospective job would entail.
- Ask your interviewers for their business card(s) to ensure that you have the proper contact information when you follow-up.
- Emphasize you are interested in taking the process to next step and why you are the ideal candidate.
- Be yourself- sense of humor and all - and you will be well on your way to being hired!

The Follow-Up

- Send a follow-up letter. Thank the interviewer for taking the time to speak with you and let them know that you are still interested. Demonstrate your interest by describing how you could contribute to the company's future.
- Review what you have learned. What were the strongest parts of your interview? What were the weakest? Were you asked any questions you had not anticipated? What did you learn about this company or career track? Even if you didn't get the job, you can learn a lot from every interview.

Typical Interview Questions:

- What can you tell me about yourself?
- What do you perceive to be your greatest strength?
- What are your most important career accomplishments?
- What is the most difficult situation you have ever faced?
- What are your career goals?
- How do you cope with stressful situations?
- How do you see yourself working with others on the job?
- What are the things that motivate you?
- What do you value in a job?
- Why would you like to work for us?
- What do you want us to remember about you?

Questions to Ask the Interviewer:

- What is the potential for personal and professional growth opportunities within the company?
- What are the long-term goals for the company?
- What are the positive aspects of working for this company?
- What challenges would I face within this position?
- Are you clear on typical job duties and responsibilities?
- How does the job fit into the structure of the organization?
- Usually, do NOT ask about salary in the first interview.
- Be sure to know what the next steps are after the interview. When will you be contacted? Do they want you to follow up?

Junior Brag & Information Sheet

Full Name: _____ Date: _____

High Schools attended: _____ From: _____ to: _____
_____ From: _____ to: _____

1. List Honors, AP & PCC courses taken with grade earned:

2. Extracurricular Activities/Letters, Awards, Sports, Band, etc received:

3. Community Service/Other significant activities:

4. Family background. (Father/Mother's employment, number of brother & sisters at home. Please describe your living arrangements. Are you on free or reduced lunch? Outline your financial situation. Are you a first generation college student?

5. Do you work? Where? How many hours per week do you work?

6. What career choices are you considering, and to which schools will you apply?

7. List your strengths and weaknesses, as you perceive them.

8. Why should you be selected for a scholarship opportunity, rather than someone else? What would you like to be able to contribute to our society, thereby making it a better place to live?

9. What are some of your hobbies and why do you enjoy them?

10. List 3 people at school and in the community that you could request to write you a letter of recommendation.

11. Are you the first in your family to attend college? Yes No
Explain your family situation (optional).

I hereby sign that the information I have provided above is true and honest. This information will be used to write letters of recommendation for college admission and scholarship recommendations.

Signature: _____ Date: _____

SECTION THREE

PERSONAL/SOCIAL DEVELOPMENT

Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

Standard B: Students will make decisions, set goals and take necessary action to achieve goals.

Standard C: Students will understand safety and survival skills.

Domain: Personal/Social Development

11.3.1	Demonstrates positive ways for managing stress.
11.3.2	Identifies resource people in the school and community and knows how to seek help.
11.3.3	Demonstrates the ability to set personal boundaries.
11.3.4	Utilizes an effective personal time management system.

*indicates competencies that are on-going 9 – 12.

Adapted from the ASCA National Model Standards

TIME MANAGEMENT

Plan your time - Use a Planner

Success in school depends on how well you plan your time. Your time should be planned so that you can get your work done and still have time for yourself. Your schedule should be comfortable. You must plan your time to fit your needs, or it just won't work. Ask yourself these questions:

- How do I spend my time?
- Do I have time to do all the things I really want to do?

Keep a record of how you spend your time for one week.

At the end of the week, look at the planner and ask yourself these questions:

- What are three main ways I spend my time?
- Do I like the way I am spending my time?
- What would I like to change?

Now use the weekly list of priorities chart to plan next week. Plan a schedule for all the things you must do and the things you would like to do. Use the five steps for planning your time to help you outline your schedule.

Some weeks are busier than others, with **just too many** tasks to do. Sometimes it is hard to decide which important activity to do first. Following a time-management plan should help you complete your major tasks.

Steps for planning your time:

Step 1. List everything that you have to do for a whole week.

Step 2. Give every job or activity a time and place. Write this on a time chart.

Step 3. Make changes in your schedule, or revise your schedule, as the week progresses.

Step 4. Check off each item on the schedule after you have done it.

Step 5. Reward yourself when you finish a very hard task.

GREAT JOB!

What Stresses Teens Out?



ISSUE	Number of Times Mentioned	Percent
Homework/School <ul style="list-style-type: none"> <input type="checkbox"/> Grades <input type="checkbox"/> GPA <input type="checkbox"/> College <input type="checkbox"/> Finals Week 	138	55%
Parents/Family <ul style="list-style-type: none"> <input type="checkbox"/> Expectations <input type="checkbox"/> Pressure to do well <input type="checkbox"/> Not achieving <input type="checkbox"/> Blowing it 	37	15%
Social Life <ul style="list-style-type: none"> <input type="checkbox"/> Friends <input type="checkbox"/> Boyfriend/Girlfriend <input type="checkbox"/> Relationships <input type="checkbox"/> Extracurricular <input type="checkbox"/> Try outs <input type="checkbox"/> Shows <input type="checkbox"/> Sex 	22	9%
Time <ul style="list-style-type: none"> <input type="checkbox"/> No time <input type="checkbox"/> Deadlines <input type="checkbox"/> Keeping up <input type="checkbox"/> Lack of sleep <input type="checkbox"/> Doing two things at once <input type="checkbox"/> Unprepared 	20	8%
Sports	10	4%
Other	22	9%

Taken from *Palo Alto Medical Foundation* survey; completed by Becky Beacom, health education manager for PAMF, who surveyed 124 adolescents to explore what they find most stressful.

CHARACTER COUNTS! National office
9841 Airport Blvd., #300 Los Angeles, CA 90045

CHARACTER Counts!, "The Six Pillars of Character," and the "Pursuing Victory With Honor" sportsmanship campaign and service marks and projects of the Josephson Institute of Ethics.

A PERSON OF CHARACTER.....

- Is a good person, someone to look up to and admire.
- Knows the difference between right and wrong and always tries to do what is right.
- Sets a good example for everyone.
- Makes the world a better place.
- Lives according to the "Six Pillars of Character":

TRUSTWORTHINESS, RESPECT, RESPONSIBILITY, FAIRNESS, CARING, and
CITIZENSHIP

TRUSTWORTHINESS

Integrity

Do: Stand up for your beliefs • Follow your conscience • Be honorable and upright • Live by your principles no matter what others say • Have the courage to do what is right and to try new things even when it is hard, costly • Build and guard your reputation
Don't: do anything wrong • Lose heart if you fail or don't get what you want

Honesty

Do: Tell the truth and nothing but the truth • Be sincere • Be forthright and candid
Don't: Lie • Cheat • Steal • Be sneaky, tricky, or deceptive

Reliability

Do: Keep your promises • Honor your word and commitments • Be dependable • Do what you are supposed to do • Return what you borrow • Pay your debts • Be on time

Loyalty

Do: Stand by and protect your family, friends, school and country • Be a good friend • Look out for those who care about you • Keep secrets of those who trust you
Don't: Betray a trust • Let your friends hurt themselves • Do anything just so others will like you • Ask a friend to do anything wrong or spread gossip that could hurt others

RESPECT

Golden Rule	Do: Treat others the way you want to be treated • Respect the <u>dignity</u> , <u>privacy</u> and <u>freedom</u> of all individuals • Value and honor all people, no matter what they can do for you or to you • Respect others' property – take good care of property you are allowed to use and don't take or use property without permission • Respect the <u>autonomy</u> of others – tell them what they should know to make good choices about their own lives Don't: Use or <u>manipulate</u> others • <u>Abuse</u> , <u>demean</u> or mistreat anyone
Acceptance and Tolerance	DO: Judge others on their character, abilities and conduct without regard to race, religion, gender, where they live, how they dress, or the amount of money they have • Be <u>tolerant</u> , respectful, and accepting of those who are different from you • Listen to others and try to understand their <u>points of view</u>
Nonviolence	Do: Resolve disagreements, respond to insults, and deal with anger peacefully and without violence Don't: Use threats or <u>physical force</u> to get what you want or to express anger
Courtesy	Do: Use good manners • Be courteous, polite and <u>civil</u> to everyone Don't: Use put-downs insults or <u>ridicule</u> to embarrass or hurt others

RESPONSIBILITY

Duty	Do: Know and do your <u>duty</u> • Acknowledge and meet your legal and moral <u>obligations</u>
Accountability	Do: Accept responsibility for the <u>consequences</u> of your choices, not only for what you do but what you don't do • Think about consequences on yourself and others before you act • Think <u>long-term</u> • Do what you can do to make things better • Set a good example Don't: Look the other way when you can make a difference • Make excuses or blame others
Pursue Excellence	Do: Your best • <u>Persevere</u> • Don't quit • Be <u>prepared</u> • Be <u>diligent</u> • Work hard • Make all you do worthy of <u>pride</u>

Self Control

Do: Take charge of your own life • Set realistic goals • Keep a positive outlook • Be prudent and self-disciplined with your health, emotions, time and money • Be rational – act out of reason not anger, revenge or fear • Know the difference between what you have a right to do and what is right to do • Be self-reliant – manage your life so you are not dependent on others; pay your own way whenever you can

FAIRNESS**Justice**

DO: Be fair and just • Treat people equally • Make decisions without favoritism or prejudice • In imposing punishment be sure the consequences for wrongdoing are consistent, certain, and proportional (not too harsh or lenient) **Don't:** Take more than your fair share • Take advantage of or blame others unfairly

Openness

DO: Be open-minded and impartial – consider what people have to say before you decide • Be careful – get the facts, including opposing viewpoints, before making decisions (especially blaming or accusing another)

CARING**For Others**

Do: Be compassionate and empathetic • Be kind, loving, and considerate • Be thankful and express gratitude for what people do for you • Forgive others for their shortcomings
Don't: Be mean, cruel or insensitive

CONCERN**Charity**

Do: Be charitable and altruistic - give money, time, support, comfort without strings for the sake of making someone else's life better, not for praise or gratitude • Help people in need

CITIZENSHIP**Do Your Share**

Do: Be a good citizen and a good neighbor • Care about and pursue the common good • Be a volunteer – help your school and community be better, cleaner and safer • Protect the environment by conserving resources, reducing pollution, and cleaning up after yourself • Participate in making things better by voicing your opinion, voting, serving on committees, reporting wrongdoing and paying taxes

Respect Authority and the Law

Do: Play by the rules • Obey parents, teachers, coaches, and others who have been given authority • Observe just laws • Honor and respect principles of democracy

Appendix 1

GLOSSARY OF TERMS

Acceptance: Candidate is in; most colleges notify students by April. Student should reply if she/he will or will not attend the college.

Accreditation: Recognition of a college or university by any of the regional or national accrediting bodies indicating that the institution as a whole has been judged to be meeting its objectives.

ACT Assessment: A college entrance achievement examination that is a predictor for your college success. It is required or recommended by many colleges as part of the admission process. The ACT measures educational development in English, Mathematics, Reading, and Science.

Advanced Placement: Granting of credit and/or assignment to an advanced course on the basis of evidence that the student has mastered the equivalent of an introductory course. High schools implement the courses and administer the exams.

Apprenticeship Programs: During this process, the worker (apprentice) learns an occupation in a structured program sponsored jointly by employers and labor unions or operated by employers and employer associations.

Associate Degree: A degree granted after the satisfactory completion of a two-year full-time program of study or its part time equivalent. In general, the Associate of Arts (AA) or Associate of Science (AS) degree is granted after completing a program of study similar to the first two years of a four-year college curriculum.

ASVAB: This test shows your skills or various strong points that you may have in order for you to have a more successful life. This test is also given to determine people's ability to learn certain skills needed for every day life. This test is required for a career in the military.

Bachelor's Degree: A degree received after the satisfactory completion of a four or five year full-time program of study at a college or university.

College Entrance Exams: Tests that are used by colleges and universities for evaluation of applicants for admission or for placement in courses. Tests used most frequently are the ACT and the SAT I & II.

Community College (Junior College): Regionally accredited, post-secondary institutions at which the associate degree is the highest credential awarded. They offer comprehensive, technical, transfer, and continuing education or specialized curriculums.

Career-Oriented Program: A group of courses, which prepares students primarily for employment, often in a specific occupation. Such a program, which can last a few months or more than two years, may lead to a certificate, diploma, or associate degree.

College Transfer Courses: Courses that transfer as college credit to bachelor's degree programs elsewhere.

Cooperative Work-Study Education: A program through which some colleges grant course credit based on results of ACT scores or SAT Achievement scores, the ACT Proficiency Examination Program (PEP), the CEEB College-Level Examination Program (CLEP), or other examination.

Deferred Admission: The practice of some colleges to allow an accepted student to postpone enrollment for one year.

Early Action: Under early action, you follow an accelerated application process and apply by early October. Students are notified of a decision by mid-December; if accepted, students do not have to inform the institution of their decision until May 1.

Federal Pell Grant: Financial assistance, awarded by the federal government to undergraduate students on the basis of need. The grant may be used toward tuition, room and board, books or other educational costs. This money does not have to be repaid.

Federal Work Study: A federal financial aid program providing on and off campus work for college students.

Financial Aid Form (FAF): A form, which is required by some colleges as a supplement to the FAFSA. This is to be completed by the student and his/her parents.

Free Application for Federal Student Aid (FAFSA): The starting point in applying for financial aid in which information about the students total family income, assets and expenses, and analysis of the family's potential contribution toward college expenses is collected.

Grade Point Average (GPA): An indicator of the student's overall scholastic performance. The GPA is computed by totaling the number of grade points earned in each course (generally, A=4, B=3, C=2, D=1, F=0) and then dividing the sum by the total number of courses carried.

Honors Program: This includes any program offering opportunity for superior students to enrich their educational experience through independent, advanced or accelerated study.

Independent Study: An arrangement which allows the student to earn college credit through individual study, usually planned with and supervised by a faculty advisor.

Internships: Opportunities for "hands on" experience. Some internships are performed for pay, and some are performed as a volunteer.

Job Shadowing: This process allows students to be taken to a place of business in order to observe the employees going about their daily work. Shadowing is a relatively short unpaid experience. It can be only a few hours in length or it can extend over a few days.

Letters of Recommendation: Letters that student's request of teachers, parents, friends, counselors, employers, etc. to support their applications for college admission and/or scholarships and employment. Most out-of-state colleges and universities require some form of recommendation (either a letter or a rating sheet.) Be considerate. Give the person at least two weeks to write a letter for you.

Loans: Monies borrowed that must be repaid along with interest.

Major: The subject of study in which the student chooses to specialize and pursue in college; a series of related courses, taken primarily in the junior or senior years of college. This may be in any number of subject areas or fields. Scholarships are often associated with majors.

Mentorship: Working with a student on a one-to-one basis. Mentors typically dedicate a few hours each month to familiarize their student with the workplace, offer insight on basic skills needed, or assist with school projects and personnel issues.

Minor: A secondary subject of study the student chooses to specialize and pursue in college.
NCAA (National Collegiate Athletic Association): If you are planning to enroll in college as a freshman and you wish to participate in Division I or II intercollegiate athletics, your initial-eligibility status must be determined by the NCAA Clearinghouse. You should apply for certification after your junior year in high school.

NCAA Student Release Form: This form authorizes high schools to release student transcripts - including grades, proof of graduation, and other academic information to the Clearinghouse. It also authorizes the Clearinghouse to release this information to the colleges that request it.

Non-Traditional Career: Occupations that require working in a field that has been traditionally dominated by 70% of the other gender. These jobs usually require post-secondary vocational or technical training. These jobs break the stereotypes of "men's work" and "women's work".

Open Admissions: The policy of some colleges of admitting virtually all high school graduates, regardless of academic qualifications such as high school grades and admission test scores.

Portfolio: A collection of work that documents a student's educational performance and employment experiences over a range of time. Portfolio files are a collection of the best examples of a student's work.

Preliminary SAT (PSAT): A program designed to provide a practice test for juniors as a warm-up and preparation for the SAT.

Rank: A student's standing in his/her high school graduating class. Rank is based on grade point average and is expressed in percentiles or rank order.

Reserve Officers Training Corps (ROTC): Air Force, Army and Navy programs on certain campuses which combine military education with baccalaureate degree study.

Resume: An outline of your life from grades 9-12. It should contain important information about you, which will paint a picture for admissions and scholarship committees as well as for employers.

SAT: Achievement test of critical reading and mathematical skills, which are given at specified test centers throughout the year. Required or recommended by colleges as part of the admission process as it is considered a predictor of college success.

Scholarship: A merit-based award for students with outstanding achievements; students with high grades and ACT or SAT scores; athletes; musicians; artists, etc. Many scholarships are available from corporations, community agencies, civic and military associations, and more. The competition for them is rigorous.

Transcript: Official record of high school or college courses, GPA and class rank. This is generally required as part of the college application.

Work Experience Programs: Offers all students and Special Education students the opportunity to receive on-the-job training during the school day.

Appendix 2

Websites For The 21st Century Graduate

College Information

Tucson Colleges

University of Arizona www.arizona.edu
Pima Community College www.pima.edu

Arizona Colleges

Arizona State University www.asu.edu
Northern Arizona University www.nau.edu
Grand Canyon University www.gcu.edu
DeVry Institute of Technology-Phoenix www.phx.devry.edu
Embry Riddle Aeronautical University www.erau.edu
Community Colleges www.ade.state.az.us/resourcecenter
Arizona 2-yr. Colleges http://a2zcolleges.com/two_year/arizona.html
Arizona 4-yr. Colleges & Universities <http://a2zcolleges.com/undergrad/arizona.html>
AZ School Counselors Assoc. www.azsca.org
Member Guidebook in PDF format

College Resources

AzCIS Portal <http://www.azcis.intocareers.org/>
ACT www.act.org
Colleges by State <http://www.50states.com/college>
College Board www.collegeboard.com
Campus Tours www.campustours.com
NACAC for parents & students www.nacacnet.org/Pages/default.aspx
Collegeview Search www.collegeview.com
Peterson's Guide to Colleges and Universities www.petersons.com
COLLEGENET www.collegenet.com
CollegeXpress www.collegexpress.com
College Information www.azstarnet.com/education
College Parents of America www.collegeparents.org
NCAA Eligibility Guide www.ncaaclearinghouse.net
The Princeton Review www.princetonreview.com
Metropolitan Education Commission – Regional College Access Center <http://metedu.org/rcac/>

Career Information

AzCIS Portal	http://www.azcis.intocareers.org/
Career Browser	www.collegeboard.com
Planning a Career	www.adventuresineducation.org
The Career Key	www.careerkey.org
The Keirsey Temperament Sorter	www.keirsey.com
Occupational Outlook Handbook	www.umsl.edu/services/govdocs/ooh20002001/1.htm
Career Interest Game	http://career.missouri.edu/career-interest-game
University Career Centers	www.careerresource.net
Fedworld.gov	www.fedworld.gov
Job Hunter's Bible	www.jobhuntersbible.com
America's Job Bank	www.ajb.dni.us
Military Career Center	http://www.todaysmilitary.com
Career Magazine	www.careermag.com
Job Board	www.collegeJobBoard.com

Scholarship/Financial Aid Information

Metropolitan Education Commission - RCAC	http://metedu.org/rcac/
FAFSA Express	www.fafsa-application.com
Financial Aid Estimator	www.finaid.org/calculators/finaidestimate.phtml
Horace Mann Scholarships	www.horacemann.com
Financial Aid Tips from NASFAA	www.nasfaa.org
Free Scholarship Info.	www.freschinfo.com
FastWeb	www.fastweb.com
FinAid	www.finaid.org
Wiredscholar.com	www.wiredscholar.com
The Educational Planning	http://www.educationplanner.org
CollegeNet's Mach25 Scholarship Search	www.collegenet.com/mach25
FASTAID Scholarship Search	www.fastap.org
United Negro College Fund	www.uncf.org
Educaid (First Union Bank)	www.educaid.com

Testing and Study Skills

College Board Online	www.collegeboard.org
ACT	www.act.org
TESTPREP.COM	www.testprep.com
College Admission Testing (Kaplan)	www.kaptest.com
Study Skills Resources	www.studyweb.com
AP Exam Review	www.apexlearning.com
Study Skill Sites	www.ucc.vt.edu

Appendix 3

Budget Planning Worksheet (Make copies first. One per college.)

Income source	Monthly Total	Yearly Total
Money from parents	_____	_____
Money from savings	_____	_____
Salary	_____	_____
Work-study	_____	_____
Scholarships	_____	_____
Grants	_____	_____
Loans	_____	_____
Spouse's wages	_____	_____
Other	_____	_____
Total	_____	_____
Expenses		
Tuition	_____	_____
Fees	_____	_____
Loan interest payments	_____	_____
Books/supplies	_____	_____
Rent/housing	_____	_____
Gas/electricity	_____	_____
Telephone	_____	_____
Other	_____	_____
Childcare	_____	_____
Transportation (gas, insurance, auto payment, parking, public transportation)	_____	_____
Food (groceries, restaurants, snacks)	_____	_____
Clothing (clothes, laundry/dry cleaning)	_____	_____
Entertainment	_____	_____
Credit card payments	_____	_____
Medical/dental	_____	_____
Miscellaneous/personal	_____	_____
Total expenses	_____	_____
Total income less total expenses	_____	_____

If your expenses are greater than your income, you'll need to look at options for reducing your expenses and/or supplementing your income. A financial advisor can help.

Childcare

Appendix 4

GENERAL MILITARY ENLISTMENT QUALIFICATIONS

-Age

Must be at least 17 and not yet 35 years old. Consent of parent or legal guardian required if 17.

-Citizenship Status

Must be either (1) U.S. citizen, or (2) an immigrant alien legally admitted to the U.S. for permanent residence and possessing immigration and naturalization documents.

-Physical Condition

Must meet minimum physical standards listed below to enlist. Some military occupations have additional physical standards.

-Weight

There are minimum and maximum weights, based on percentage of body fat.

-Vision

There are minimum correctable vision standards.

-Overall Health

Must be in good health and pass a medical exam. Certain diseases or conditions may exclude persons from enlistment. i.e. diabetes, severe allergies, epilepsy, alcoholism, and drug addiction.

-Education

High school graduation is desired by all services and is a requirement under most enlisted options.

-Aptitude

Armed Services Vocational Aptitude Battery (ASVAB):

- requires a minimum entry score which may vary by service and occupation.
- is a test that can help you with educational and career planning.
- provides academic and occupational composite scores.
- is a three-hour free exam administered at your high school.
- does not incur a military obligation.
- may be taken by tenth, eleventh, or twelfth graders.

-Moral Character

Must meet standards designed to screen out persons likely to become disciplinary problems. Standards cover court convictions, juvenile delinquency, arrests, and drug use.

-Marital Status and Dependents

May be either single or married.

-Waivers (case-by-case basis)

www.army.mil - Army

www.navy.mil - Navy

www.af.mil - Air Force

www.marines.mil - Marine Corps

www.uscg.mil - Coast Guard

www.nationalguard.mil - National Guard

-For additional information see the Military Career Guide at www.militarycareers.com.

Appendix 5

State Community Colleges

- Arizona Western College (Yuma) - <http://www.azwestern.edu/>
- Central Arizona College (Coolidge) - <http://www.centralaz.edu/>
- Chandler-Gilbert Community College - <http://www.cgc.maricopa.edu/>
- Cochise College - <http://www.cochise.edu/>
- Coconino Community College - <http://www.coconino.edu/>
- Dine College - www.dinecollege.edu/
- Eastern Arizona College - <http://www.eac.edu/>
- Estrella Mountain Community College (Avondale) - <http://www.estrellamountain.edu/>
- Gateway Community College - <http://www.gatewaycc.edu/>
- Glendale Community College (Glendale) - <http://www2.gccaz.edu/>
- Maricopa County Community Colleges (Tempe) - <http://www2.maricopa.edu/>
- Maricopa Skill Center - <http://www.maricopaskillcenter.com/>
- Mesa Community College (Mesa) - <http://www.mesacc.edu/>
- Mohave Community College (Kingman) - www.mohave.edu/
- Northland Pioneer College - <http://www.npc.edu/>
- Paradise Valley Community College (Phoenix) - <http://www.pvc.maricopa.edu/>
- Phoenix College (Phoenix) - <http://www.phoenixcollege.edu/>
- Pima Community College (Tucson) - <http://www.pima.edu/>
- Rio Salado Community College (Tempe) - <http://www.riosalado.edu/>
- Scottsdale Community College (Scottsdale) - <http://www.scottsdalecc.edu/>
- South Mountain Community College (Phoenix) - <http://www.southmountaincc.edu/>
- Southwest Skills Center (Avondale) - <http://www.estrellamountain.edu/southwest-skill-center>
- Yavapai College (Prescott) - <http://www2.yc.edu/>

State Universities

- Thunderbird School of Global Management (Glendale) - <http://www.thunderbird.edu/>
- Arizona State University (Tempe) - <http://www.asu.edu/>
- Arizona State University Polytechnic Campus (Mesa) - <http://www.poly.asu.edu/>
- Arizona State University West (Glendale) - <http://campus.asu.edu/west/>
- Embry Riddle Aeronautical University (Prescott) - <http://prescott.erau.edu>
- Grand Canyon University (Phoenix) - <http://www.gcu.edu/>
- Northern Arizona University (Flagstaff) - <http://nau.edu/>
- Northern Arizona University - (Other Az Campuses) - <http://ec.nau.edu/campussearch.aspx>
- University of Advancing Technology (Tempe) - <http://www.uat.edu/>
- University of Arizona (Tucson) - <http://www.arizona.edu/>

Appendix 6

HIGH SCHOOL 4-YEAR EDUCATIONAL PLAN

Name: _____

Matric#: _____

Date: _____ Counselor: _____

Grade: _____

Freshman

Semester 1	Semester 2

Summer School: _____

Credits: _____

Sophomore

Semester 1	Semester 2

Summer School: _____

Credits: _____

Junior

Semester 1	Semester 2

Summer School: _____

Credits: _____

Senior

Semester 1	Semester 2

Summer School: _____

Credits: _____

TUSD Requirements for Graduation

Curriculum

Subject Areas

English/Language Arts

Mathematics

Science

Social Studies

Physical Education

Health

Fine Arts or Career &

Technical Education

World Language

Electives

Total credits

Minimum

Credits

4

4 Algebra I, II, Geometry & 4th credit

3 Biology by end of soph. year

3 Amer. Govt., Amer. History,
World History & Economics

1

.5

1

0

6.5

23

Recommended

Testing Schedule

9th Grade

AzCIS

10th Grade

PSAT, AzCIS,

11th Grade

ASVAB, PSAT, AzCIS

SAT/ACT

12th Grade

Interviews &

College Applications