

FHS



**GT High School
Port**

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FOUR YEAR PLAN WORKSHEET

FRESHMAN

Semester 1

Period 1 English 1 or Pre-AP English 1
Period 2 World History or Pre-AP W. History
Period 3 Biology or Pre-AP Biology
Period 4 Algebra 1 or Geometry
Period 5 Physical Education or Athletics
Period 6 _____
Period 7 _____
Period 8 _____

Semester 2

Period 1 English 9 or Pre-AP English
Period 2 World History or Pre-AP W. History
Period 3 Biology or Pre-AP Biology
Period 4 Algebra 1 or Geometry
Period 5 Physical Education or Athletics
Period 6 _____
Period 7 _____
Period 8 _____

SOPHOMORE

Semester 1

Period 1 English 2 or Pre-AP English 2
Period 2 U.S. History or Pre-AP U.S. History
Period 3 Chemistry or Pre-AP Chemistry
Period 4 Geometry or Algebra 2
Period 5 _____
Period 6 _____
Period 7 _____
Period 8 _____

Semester 2

Period 1 English 2 or Pre-AP English 2
Period 2 U.S. History or Pre-AP U.S. History
Period 3 Chemistry or Pre-AP Chemistry
Period 4 Geometry or Algebra 2
Period 5 _____
Period 6 _____
Period 7 _____
Period 8 _____

JUNIOR

Semester 1

Period 1 English 3 or Dual Credit English

Period 2 Govt./Econ. or AP Govt./Econ.

Period 3 Physics or Env. Science

Period 4 Algebra 2 or Pre Calculus

Period 5 _____

Period 6 _____

Period 7 _____

Period 8 _____

Semester 2

Period 1 English 3 or Dual Credit English

Period 2 Govt./Econ. or AP Govt./Econ.

Period 3 Physics or Env. Science

Period 4 Algebra 2 or Pre Calculus

Period 5 _____

Period 6 _____

Period 7 _____

Period 8 _____

SENIOR

Semester 1

Period 1 English 4 or Dual Credit English

Period 2 Env. Science, Physics, E & Space Sci.

Period 3 Pre Calculus or Calculus

Period 4 _____

Period 5 _____

Period 6 _____

Period 7 _____

Period 8 _____

Semester 2

Period 1 English 4 or Dual Credit English

Period 2 Env. Science, Physics, E & Space Sci.

Period 3 Pre Calculus or Calculus

Period 4 _____

Period 5 _____

Period 6 _____

Period 7 _____

Period 8 _____

Activities/Clubs/Organizations

Name	Sponsor	Season in Months
Fellowship of Christian Athletes (FCA)	Jaret King	All year
Future Farmers of America (FFA)	Ashley Mitchell	All year
National Honor Society	Chelsey Vinzant	All year
One Act Play	Mike Wiseman	2 nd semester
Robotics	Jim Tindall	All year
Student Council	Chelsey Vinzant	All year

Music/Fine Arts

Name	Sponsor	Season in Months
Band	Heather Chitty	All year
Flag Corp	Betsy Foster	All year

Athletics

Name	Sponsor	Season in Months
Baseball	Sebastian Stargell	Spring
Softball	Sunni Boles	Spring
Basketball	Scott Albritton (B) Nicole Anderson (G)	All year
Cheerleading	Cindy Owens	All year
Cross Country	Jaret King	Fall
Football	Paul Gould	Fall
Golf	Scott Albritton	Spring
Powerlifting	David Thomas (B) Patrick Davis (G)	All year
Tennis	Landon Grimes	Spring
Track	Alec Wofford	Spring
Volleyball	Lisa Hokit	Fall

Ten Tips for Talking to Teachers

1. **Make an appointment to meet and talk.** By setting a specific time to meet with a teacher, it shows that you are serious about advocating for yourself; it also shows that you have respect for your teacher's busy schedule. Make sure to be on time to your set appointment.
2. **If you know other students who feel the way you do, consider approaching the teacher as a team.** Don't think of this step as "ganging-up" on the teacher, because you will handle your issue with maturity. A teacher is more likely to change her classroom habits if more than one student is affected.
3. **Plan what you would like to say before you go to your meeting.** Write down your questions and concerns. You may even want to pull out the list of your concerns during the meeting, and you and your teacher can consult the list during your meeting – or you could even give the list to your teacher before the meeting so you both know what will be discussed.
4. **Choose your words.** Try not to be offensive when discussing your concerns. Instead of saying "The assignments are boring and take too much time." think about saying, "Is there another way I could satisfy this homework requirement?" Avoid saying class and work are "boring" or a "waste of time." Don't offend a teacher.
5. **Don't expect the teacher to do all of the work or propose all of the solutions.** Be prepared ahead of time to make suggestions or recommend what you think could be done to solve the issue. Your teacher will appreciate your willingness to help with the resolution.
6. **Be tactful and respectful.** Teachers have feelings. The purpose of your meeting is not confrontation. Consider your meeting more like a cordial conversation. Try not to approach the meeting feeling angry because that will only block progress between you and your teacher.
7. **Focus on your needs, not what you think is wrong.** The more the teacher knows about you and what you think you need, the more willing she will be to help. The more defensive and attacked a teacher feels, the less willing she will be to help you. Instead of saying, "Your lectures are confusing and boring." you might say, "I am a visual learner. Are there ways that your lectures could be accompanied by images that may help me understand what you are saying?"
8. **Don't forget to listen.** Teachers may also have some suggestions and insight about what you could do to improve your understanding in the class. You must be willing to meet the teacher half way.
9. **Bring your sense of humor.** Oftentimes there are misunderstandings in the classroom. If you and your teacher can communicate openly, you may find that part of the issue was just miscommunication.
10. **If your meeting isn't satisfactory, get help from another adult.** It's important to discuss your needs with your teacher BEFORE you go to a counselor or principal. When you are willing to advocate for yourself, it shows your teacher that you are maturing and take your education seriously. If you have discussed your needs with your teacher and you still find yourself struggling, then it may be time to get support from another resource.

GT Field Trip Approval Form

Name: _____ Organization: _____ Date of Trip: _____

Period(s): 1 2 3 4 5 6 7 8 Departure Time: _____/all day

PERIOD	CLASS	ASSIGNMENT(S)	TEACHER INITIALS
1			
2			
3			
4			
5			
6			
7			
8			

Absences for school-approved trips and activities will be excused; however, the student is required to notify his/her teachers and coaches of a pending absence and **MAKE UP WORK IN ADVANCE**, turning the assignments into the teacher BEFORE the absence, if the student has ample time to do so.

Parent Signature: _____

Date: _____

FHS Selection Application

(Please print clearly.)

Application Date: _____ Area of Interest: _____

Student Name: _____ Grade: _____ Age: _____

Contact #: _____ School Email: _____

Check the option(s) you are interested in and list three areas you would like to explore.

Job Shadowing

Mentorship

Internship

1. _____

1. _____

1. _____

2. _____

2. _____

2. _____

3. _____

3. _____

3. _____

Initial below that you understand the expectations listed.

___ It is the responsibility of the student to schedule a time and date with entity, as well as notify Guidance or GT Coordinator.

___ Transportation to and from a job shadow, internship, or mentorship opportunity is the student's responsibility.

___ The student is required to fill out a Field Trip Permission Slip.

___ Documentation of time with supervisor's signature is needed and will be turned in after each meeting.

___ If a student is not respectful or does not represent FISD in a positive manner, the student will be suspended from job shadowing, internship, and mentorship for a period determined by administration.

Parent Permission:

I release Frankston Independent School District and the participating business/university from any and all liability resulting from an accident or injury that may occur during job shadowing, internship, or mentorship experiences. I acknowledge that the expense of any accident or injury is my responsibility. I also understand that if I do not want my child to participate due to weather conditions, or other reasons, I need to inform the school.

Student Signature: _____

Date: _____

Parent Signature: _____

Date: _____

GT/Guidance Signature: _____

Date: _____

Freshman

Freshman Seminar

October _____ - Program Introduction (Wimmer/Owens)

Discussions of Freshman Seminar purpose, pass out folders, and explain papers inside, discuss high school rules and expectations, and introduce students to GT opportunities.

October _____ -Community Service/Volunteer (Vinzant)

Students will participate in community service or volunteer trip.

- Nursing Home
- Reading to Elementary Students

November _____ - College Planning (Vinzant/Standifer)

Students will investigate the characteristics of academic performance—skills, study habits, study abroad, and interest areas—and predict how these may influence personal future choices. GPA importance also discussed. Coping mechanisms to deal with stress in gifted learners and stress reduction techniques will be discussed.

February _____ -Community Service/Volunteer (Vinzant)

Students will participate in community service or volunteer trip.

- Nursing Home
- Reading to Elementary Students

April _____ - Resume and Activity List Creation (Vinzant)

Students will discuss resumes as a communication tool to inform others of their abilities, involvement, and skills. Students will create a resume and activity list to build upon through their high school years. Students will also start an Activity List to catalogue activities and competitions for future use.

May _____ - GT Seminar Folder Prep and Class Evaluation (Vinzant/Standifer)

Student portfolios will contain completed Four-Year Plans, personal resume, college search results, and preferred college profiles. Students will complete an evaluation.

Freshman:

- Meet with the counselors to go over your 4-year plan and update them on majors and college ideas or decisions.
- Ask counselors to keep you informed of special programs and extracurricular activities.
- Make a list of activities you are involved in, updating it every year.
- Check out college websites that you are interested in, as it will help you sign-up for the right courses.
- Keep all addresses and phone numbers, so you will have contact information available if you need a reference, recommendation, or help.
- Be respectful to teachers. You will need recommendations.
- Read local papers to find opportunities for summer programs, internships, and contests.
 - www.petersons.com
 - www.acacamps.org
 - www.supercamp.com
- Volunteer.
 - www.servicelearning.org/instant_info/kids_teens/index.php
 - www.volunteermatch.org
- Create a portfolio to house all important papers.

If you like...	Then...
Architecture	Build a house with Habitat for Humanity
Forestry	Be a guide at a state park
Social Work	Work at a soup kitchen
Vet Medicine	Help at an animal shelter or zoo
Ecology	Work at a wildlife sanctuary
Medicine	Hospitals/nursing homes
Music	Work for a radio station
Education	Help with an after-school program
Technology	Set up email accounts for elementary students or work on a school or church website
History	Be a museum guide
Political Science	Work on a campaign or cause
Law	Serve at a legal aid center
Math	Tutor younger students in your school district

Autonomous Learner Model

The Autonomous Learner Model (ALM) is a program designed to help learners work towards the goal of independent or autonomous learning. The model was originally developed to meet the diversified cognitive, emotional and social needs of gifted and talented secondary students but has now been successfully adapted for use in the primary years.

The model consists of five major dimensions:

1. **Orientation** - understanding giftedness, group building activities, self/personal development
2. **Individual Development** - inter/intra personal understanding, learning skills, use of technology, university/career awareness, organizational and productivity skills
3. **Enrichment** - courses, explorations, investigations, cultural activities, community service, excursions, camps
4. **Seminars** - small group presentations of futuristic, problematic, controversial, general interest or advanced knowledge topics.
5. **In-Depth Study** - individual projects, group projects, mentorship, presentations, assessment of self and others

An autonomous learner is "one who solves problems or develops new ideas through a combination of divergent and convergent thinking and functions with minimal external guidance in selected areas of endeavor". (Betts and Knapp, 1981)

SMART Goal Setting: A Surefire Way To Achieve Your Goals

S = Specific

M = Measurable

A = Attainable

R = Realistic

T = Timely

Specific

Goals should be straightforward and emphasize what you want to happen. Specifics help us to focus our efforts and clearly define what we are going to do. Specific is the What, Why, and How of the SMART model.

WHAT are you going to do? Use action words such as direct, organize, coordinate, lead, develop, plan, build etc.

WHY is this important to do at this time? What do you want to ultimately accomplish?

HOW are you going to do it? (By...)

Ensure the goals you set are very specific, clear and easy. Instead of setting a goal to lose weight or be healthier, set a specific goal to lose 2cm off your waistline or to walk 5 miles at an aerobically challenging pace

Measurable

If you can't measure it, you can't manage it. In the broadest sense, the whole goal statement is a measure for the project. There are usually several short-term or small measurements that can be built into the goal.

Choose a goal with measurable progress, so you can see the change occur. How will you see when you reach your goal? Be specific! "I want to read 3 chapter books of 100 pages on my own before my birthday" shows the specific target to be measured. "I want to be a good reader" is not as measurable. Establish concrete criteria for measuring progress toward the attainment of each goal you set. When you measure your progress, you stay on track, reach your target dates, and experience the exhilaration of achievement that spurs you on to continued effort required to reach your goals.

Attainable

When you identify goals that are most important to you, you begin to figure out ways you can make them come true. You develop that attitudes, abilities, skills, and financial capacity to reach them. You begin seeing previously overlooked opportunities to bring yourself closer to the achievement of your goals. Goals you set which are too far out of your reach, you probably won't commit to doing. Although you may start with the best of intentions, the knowledge that it's too much for you means your subconscious will keep reminding you of this fact and will stop you from even giving it your best. A goal needs to stretch you slightly, so you feel you can do it and it will need a real commitment from you. For instance, if you aim to lose 20lbs in one week, we all know that isn't achievable. But setting a goal to lose 1lb and when you've achieved that, aiming to lose a further 1lb, will keep it achievable for you. The feeling of success that this brings helps you to remain motivated.

Realistic

This is not a synonym for "easy." **Realistic, in this case, means "do-able."** It means that the learning curve is not a vertical slope; that the skills needed to do the work are available; that the project fits with the overall strategy and goals of the organization. A realistic project may push the skills and knowledge of the people working on it, but it shouldn't break them. Devise a plan or a way of getting there which makes the goal realistic. The goal needs to be realistic for you and where you are now. A goal of never again eating sweets, cakes, crisps and chocolate may not be realistic for someone who really enjoys these foods.

For instance, it may be more realistic to set a goal of eating a piece of fruit each day instead of one sweet item. You can then choose to work towards reducing the number of sweet products gradually as and when this feels realistic for you. Be sure to set goals that you can attain with some effort! Too difficult and you set the stage for failure, but too low sends the message that you aren't very capable. **Set the bar high enough for a satisfying achievement!**

Timely

Set a timeframe for the goal: for next week, in three months, by fifth grade. Putting an end point on your goal gives you a clear target to work towards. If you don't set a time, the commitment is too vague. It tends not to happen because you feel you can start at any time. Without a time limit, there's no urgency to start taking action now. Time must be measurable, attainable and realistic. Everyone will benefit from goals and objectives if they are SMART. SMART, is the instrument to apply in setting your goals and objectives.

<http://www.goal-setting-guide.com/goal-setting-tutorials/smart-goal-setting>

Stress Management

Adapted from http://www.helpguide.org/mental/stress_management_relief_coping.htm

- Identify stressors in your life
- Avoid unnecessary stress
 - Learn to say “no”
 - Avoid people and things that stress you out
 - Take control of your environment
 - Avoid hot-topic conversations
 - Scale down your to-do list
- Alter the situation
 - Express your feelings instead of bottling them up
 - Be willing to compromise
 - Be more assertive
 - Manage your time better
- Adapt to the stressor
 - Reframe problems
 - Look at the big picture
 - Focus on the positive
- Accept the things you cannot change
 - Don't try to control the uncontrollable
 - Look for the upside
 - Share your feelings
 - Learn to forgive
- Try healthy ways to relax and recharge
 - Go for a walk
 - Spend time in nature
 - Call a good friend
 - Workout
 - Write in a journal (how you feel, reasons, reaction, how you overcame stress)
 - Take a long bath
 - Take a nap
 - Take a break from social media
 - Light scented candles
 - Drink warm tea or coffee
 - Play with a pet
 - Work in a flowerbed or garden
 - Get a massage
 - Read a good book
 - Listen to music
 - Go on a drive
 - Watch a funny movie
- DO NOT
 - Engage in inappropriate or unhealthy practices
 - Overeat/under eat
 - Withdraw
 - Sleep too much or too little
 - Procrastinate in getting some help
 - Take stress out on others
 - Zone out through technology

Sophomore

Sophomore Meetings

October _____ - Program Introduction (Wimmer/Owens)

Discuss expectations, GT opportunities, with an overview of the GT program and schedule for the year.

November _____ - Community Service/Volunteer (Standifer)

Students will participate in a community service or volunteer trip.

- Nursing Home
- Reading to Elementary Students

January TBA-1/2 day _____ - College Visit #1 (Vinzant)

Students will visit a junior college to become familiar with campus life. *Aligned to their career interest inventory

February TBA-All day _____ - College Visit #2 (Vinzant)

Students will visit a university. *Aligned to their career interest inventory

March _____ - Community Service/Volunteer (Vinzant)

Students will participate in a community service or volunteer trip.

- Nursing Home
- Reading to Elementary Students

May _____ - Class Evaluation: (Standifer)

After an introduction to the CollegeBoard web site and its college planning exploration tools, students will apply previous learned knowledge about personal academic performance to generate a preferred college list using the website's College Matchmaker feature. Students will reflect upon the seminar topics and instruction and offer assessment and feedback.

Sophomores:

- Focus on your GPA.
- Homework help:
 - www.gomath.com
 - www.bjpinchbeck.com
 - www.biography.com
 - <http://www.americanrhetoric.com/>
- Revise and/or update your portfolio and lists.
- Start looking into colleges.
- Think about...
- Where you want to live (distance, location)
- Size
- Sports/Extracurriculars
- Reputation
 - www.mymajors.com
 - www.myplan.com
- Begin exploring possible career paths.
 - www.theU.com
 - www.dreamit-doit.com

Applying and Interviewing Information

A lot of work goes into looking, interviewing, and applying for a job. Below are tips and information to help you. Talking with parents, counselors, teachers, and friends will also aid in finding a job.

Letter of Inquiry:

Submit a Letter of Inquiry if a business does not have an opening, but you are interested in employment. This type of letter allows you to introduce yourself, as well as inform the employer you are interested. Include your resume with the inquiry.

Letter of Application:

If a business has advertised a specific position, complete an application letter. This type of letter allows you to introduce yourself and express the interest you have in the advertised employment position. Include your resume with the application.

Job Applications:

- Print legibly in black ink
- Answer every question
- Get an extra copy of the application in case you need to rewrite

Job Interview:

- Learn as much as you can about the employer and type of work done.
- Arrive alone and a few minutes early.
- Dress neatly and in attire that would be expected if you worked at the company.
- Bring your driver's license and social security card.
- Maintain good posture, eye contact, and focus.
- Do not chew gum during the interview.
- Be prepared to tell why you want the position.
- Have questions to ask, so the employer will know you are interested.
- Benefits
- Expectations
- Discuss if there are any conflicts with scheduling
- School
- Extracurricular activities
- Do not criticize former employers.
- Do not discuss salary until the job is offered to you.
- Thank the employer for the interview.
- Send a thank-you card or letter.
- Follow up with a phone call if you do not hear anything in a timely manner.

****Most job applications are now online.**

Sample Job Application

Fill out this sample application using your personal information. Include all applicable information and addresses.

PLEASE NOTE: Complete all parts of the application. If your application is incomplete, or does not clearly show the experience and/or training required, your application may not be accepted. If you have no information to enter in a section, please write N/A.

Name and Address	
Name (First, MI, Last)	Social Security Number
Mailing Address	
City, State, and Zip Code	
Home Phone	Message Phone
E-mail Address	May we use e-mail to contact you? Yes <input type="checkbox"/> No <input type="checkbox"/>

Additional Information	
Have you been an employee of this organization in the past? Yes <input type="checkbox"/> No <input type="checkbox"/>	
I certify that I am in compliance with the provisions of the Selective Service Act (Draft Registration). ** Yes <input type="checkbox"/> No <input type="checkbox"/>	
I certify that I am a U.S. citizen, permanent resident, or a foreign national with authorization to work in the United States. ** Yes <input type="checkbox"/> No <input type="checkbox"/>	
Have you ever been convicted of, or entered a plea of guilty, no contest, or had a withheld judgment to a felony? ** Yes <input type="checkbox"/> No <input type="checkbox"/> If Yes, please explain:	
** These questions must be answered in order to be considered for employment	

Education (Schools attended or special training received)			
School	From	To	Did you graduate?
Location		Type of degree or diploma	
School	From	To	Did you graduate?
Location		Type of degree or diploma	

Sample Letter of Inquiry

Home Address

Date

Employer's Name

Address

Dear _____,

I am very interested in working for your company and would like to know if there are any anticipated openings soon to be available in _____field-secretary, sales, etc._____.

I am a _____ at Frankston High School. My course work has included: _____Business 101, Communication Skills, etc._____. I have maintained an ___ average in these courses. I also have experience in this area from _____volunteering at...., working part-time at..._____. I have attached my resume, showing my complete background.

I appreciate you taking the time to aid me in searching for a position within the company. At your request, I would like the opportunity to complete an interview. I look forward to hearing from you.

Sincerely,

Your name

Sample Letter of Application

Home Address

Date

Dear _____,

I read in *The Frankston Citizen* that you are seeking a ____sales clerk, cook, etc.____.

I am a ____ at Frankston High School. During high school, I have followed the required academic program, completing courses in _____communication, business, computer literacy, etc._____. I have also worked part-time at _____. In this position, I gained experience in _____customer service, etc._____.

I am very interested in obtaining a _____-time position and would like to be considered for this position. I have enclosed a copy of my resume and will gladly come in for an interview at your convenience.

I look forward to hearing from you.

Sincerely,

Your name

Sample Interview Thank-you Letter/Card

Home Address

Date

Employer's Name

Address

Dear _____,

Thank you for taking time to meet with me to discuss your opening in _____ . I really enjoyed talking with you. I am available to being work immediately if I am chosen for the position.

I look forward to hearing from you.

Sincerely,

Your name

Juniors

Junior Session

October _____ - Program Introduction (Wimmer/Owens)

Discussions of Junior Session purpose, pass out folders, and explain papers inside. Discuss expectations, GT opportunities, with an overview of the GT program and schedule for the year.

November _____ - Trade School Visit (Vinzant)

Students will visit two trade schools. _____ and _____

January _____ - College Visit (Vinzant)

Students will visit a university. _____

March _____ - Community Service/Volunteer (Standifer)

Students will participate in a community service or volunteer trip.

- Nursing Home
- Reading to Elementary Students

May _____ - College, Senior Year Expectations, Evaluation (Vinzant)

Students will discuss what colleges look at when evaluating an applicant and information regarding funding their education, as well as expectations for high school senior year. Students will also complete an evaluation of Junior Session.

Juniors:

- Concentrate on your grades and GPA.
- Do well on the ITED/PSAT test.
- Attend College Fairs and Career Days
- College Visits
- Scheduling a time to visit is important. For example, if you go during exams, who wouldn't be able to stay overnight. If you schedule during the summer, you will see a more laid-back environment versus mid-week visits.
- It is important to SCHEDULE the visit, so you will receive a tour, meet possible professors, and talk with administration.
- Bring a list of questions.
- You can look at some campus layouts online:
 - www.campoustours.com
 - www.ecampustours.com
- Remember that not all college student impressions are accurate. For example, you might talk to a freshman who is having a hard time or a junior who is doing great. Determine which source is more reliable based on questions you ask.
- Talk to the counselors:
- Am I on the right track with courses?
- Will you help me with scholarships and financial aid applications?
- What are the dates for ACT/SAT tests?
- Will you give me information on NCAA (National Collegiate Athletic Association) forms?
- https://web1.ncaa.org/eligibilitycenter/general/index_general.html
- Do you know of any volunteer work I can do?
- Take as many AP courses as you can.
- Prepares students for rigors of a college classroom.
- Selective schools expect you to have taken an AP course.
- Courses are smaller, cheaper, and some students feel easier, than equivalent college courses.
- Find a summer job or internship in your area of interest. It will look great on your resume.
- Explore:
 - Studyabroad.com
 - www.unv.org (United Nations Volunteer Program)
 - cityyear.org
 - planetedu.com
 - www.vfp.org (volunteers For Peace)
- Take the ACT or SAT.
 - Allow 4 to 6 weeks for your scores to arrive.

Countdown to College: 21 'To Do' Lists for High School

Valerie Pierce with Cheryl Rilly

Admission Matters

by Sally P. Springer, John Reider, Marion R. Franck 2nd Edition

Admission Committees Look At:

- Academic Record
 - Grades
 - Class Rank
 - Rigor of Curriculum
- Standardized Test Scores
 - SAT/ACT
 - SAT Subject Tests
- Engagement Outside the Classroom
 - Extracurricular activities
 - Community service
 - Work experience
- Personal Qualities
 - Letters of recommendation
 - Essays
 - Interview report
- Hooks and Institutional Priorities
 - Legacy connection
 - Donation potential
 - Underrepresented race or ethnicity
 - Recruited athlete status
 - Socioeconomic and geographic background
 - Exceptional talent

When picking a college, answer the following questions:

- What are your academic interests?
- What kind of student are you?
 - Are you self-motivated or less ambitious? Are you competitive, what all resources at your fingertips?
- How do you learn best?
 - Think of class format. Do you like a small class size or large?
- What activities outside of class matter most to you?
- How important is prestige to you?
- Do you want a diverse college with regards to gender, race, ethnicity, religious preference, etc.?
- What kind of social and cultural environment would you like best?
 - Think about fraternity or sorority, politics, arts, conservative, liberal, etc.
- Where do you want to live for the next four years?

- Think about whether, rural, urban, on or off campus, fast-past life or relaxed, etc.

Scholarships:

- READ eligibility rules
- don't quit trying if don't get any freshman year
- Beware of scams
- send thank you card for scholarships you receive
- Look at local organizations
 - Lions Club
 - Rotary Club
 - VFW
 - Businesses
 - Churches
 - Stores (Target, Wal-Mart, JCPenney)
 - Call State Financial Aid Office

Applications:

- check grammar
- make neat
- watch mistakes
- type if you can unless directions want print
- read directions
- include attachments (letter of recommendation, transcripts)
- make sure all transcripts are sealed and official
- if done online, make sure file is readable (pdf)
- answer all questions
- get application in before deadline
- make sure recommendation letters go along with career choice
- check yes for the work study program just in case you need it for later

Essays: www.myessay.com PROOFREAD!!!!

- not researched, but from the heart and with your thoughts
- pre-write 500 words
- black ink if handwritten
- try to know judges (old, soldiers, females only, etc.)
- sometimes must reapply each year
- state if you want to double major
- ok to talk about overcoming
- Possible topics:
 - Who made an impact on your life?
 - How can one person make a difference?
 - Why is volunteering important?

Collegiate Preparation Information

Applications:

- Check grammar
- Complete neatly
- Review for mistakes
- Type if you can unless directions require print (print in black ink)
- Read directions
- Include attachments (Letter of Recommendation, transcripts)
- Make sure all transcripts are sealed and official
- If done online, make sure file is readable (PDF)
- Answer all questions
- Get application in before deadline
- Make sure recommendation letters go along with career choice
- Check yes for the work study program just in case you need it for later

Resumes:

- Done on Word/Pages/PDF
- Header (info)
- Objective (incorporate some skills in statement)
- Work experience
- Education (don't list AP/Honors courses separately (Various Honors and AP Courses)
- Academic awards
- Extracurricular activities
- Volunteer information and hours

Interviews:

- Have confidence (body and mind)
- Dress business attire (no jeans, minis, cleavage)
- Eye contact/shake hands
- LISTEN!!! Don't interrupt!
- No arm crossing
- Pause before answering-no ummms's, uughhh's, like's
- Look over application for that college before interview
- Possible questions: (answer positively)
 - What are your career goals?

- Why did you choose this career?
- Do you think you will make a difference with this career choice?
- Where do you see yourself in five years?
- How can you help community after you begin your career?
- Name someone who had an impact on your life?
- What is your best/worst quality?
- Why do you need/should receive this scholarship?
- Describe yourself in three words?
- If you could change one thing in education, your life, community, world, what would it be and how would you change it?

Resources

www.actstudent.org

Register for ACT test

College tips and checklists

Career/major info

Financial aid info

Test preparation

www.princetonreview.com

Career search

Scholarship search

College search

Test preparation online

www.cappex.com

College search

Scholarship search

“What are my chances?”

www.collegeboard.com

College search engine

Scholarship search

Career/major profiles

Financial aid calculators

Test preparation

www.collegeanswer.com

www.icansucceed.org

Scholarship search

Financial aid assistance

College search

Tips for students and parents

www.fastweb.com

National scholarship search

www.zinich.com

College search/match

Free scholarship search

www.scholarship.com

Scholarship search

College search

Sweepstake opportunities

www.salliemae.com

College savings

College planning

Loans

www.collegenet.com

Scholarship searches

College searches

College applications

www.students.gov

Pay for your education

Plan your education

Career development

Online study help

Military service help

Your government online

www.fastaid.com

Free scholarship search

www.finaid.org

Scholarship searches

Loans

Savings

Military Aid

Calculators

www.tuitionexchange.org

Allows usage of scholarships at member schools

Seniors

Senior Center

September_____ - Opportunities, Schedule, Websites, and Admission Matters (Vinzant)

Discussions of Senior Center purpose, pass out folders, and explain papers inside. Discuss expectations, GT opportunities. Websites for college and financial aid, as well as admission information for colleges are discussed.

October_____ -Community Service/Volunteer (Vinzant)

Students will participate in a community service or volunteer trip.

- Nursing Home
- Reading to Elementary Students

January_____ - Social/Emotional (Standifer)

Students will go over behaviors, friendships, relationships, college life, and employment as it relates to those identified as gifted.

March_____ -Community Service/Volunteer (Standifer)

Students will participate in a community service or volunteer trip.

May_____ -Transition College, Independent Living, Evaluation (Vinzant)

Student will learn what is needed as they transition to college: money and time allocation, bills, credit, being safe, job benefits, need vs. want, etc. Students will go through Quintessential Careers: Your First Year of College: 25 Tips to Help You Survive and Thrive Your Freshman Year and Beyond. Students will also complete an evaluation of Senior Center.

Seniors:

- Update your paperwork (resume, activity list, volunteer hours, etc.)
- Make sure all applications are completed/submitted.
- Most colleges require an application fee, so log onto www.commonapp.com to pay one fee and send your application to multiple colleges.
- Notify college of any scholarships received.
- Send official transcripts to the college.
- ASK for recommendations.
- During the summer, work or internship in an area related to your college major.
- Make sure to secure a checking account.
 - Make sure you get an account with no fees, no minimum balance, online accessibility, and ATM access.
 - Get an account at the same bank as your parents, so they can transfer money in when you need it.
 - Get a debit card.
 - A debit card works as a credit card. Maybe stores will ask you if you want credit or debit. Here is the difference:
 - The bank puts a limit on the amount a person can spend each day. A typical 'debit' limit is \$500.00, but a 'credit' limit is around \$2500.00. Banks do this to protect their customers in case a card is stolen or lost.
 - So, if you go to the ATM, you can use your debit card to withdraw \$500, but no more. You can still use your debit card to purchase items as a credit card only.
- Don't give up if you are wait-listed or denied. Keep trying and looking for another college.
- Don't let senioritis affect your grades or performance. Colleges look at your final transcript.

Student Information Worksheet

Names: _____

Grade: _____

Address for letter: _____

Future goals: _____

Plans for post-high school education (college or applicable training or school): _____

Awards, honors, etc.: _____

School (clubs, extracurricular activities, offices): _____

Non-school activities (church, volunteer work, community, employment): _____

Describe yourself in a statement that includes your strengths, skills, and characteristics that may help you succeed in your post-high school education. _____

Funding Your Education

Financial Aid:

- Pell Grant-don't pay back
- FAFSA-fill out as it shows colleges whether you received aid or not
- Done yearly
- Based on you and your parent's income
- Number of immediate members attending college that year
- Money sent directly to colleges (college financial aid office determines amount received)

Loans: (last resort)

- Subsidized-interest starts after graduation
- Unsubsidized-interest is paid while in college
- Grants-don't pay back

Scholarships:

- READ eligibility rules
- Don't quit trying if don't receive during freshman year
- Beware of scams
- www.fraud.org
- www.ftc.gov/scholarshipscams
- Send thank you card for scholarships you receive
- Look at local organizations:
- Lions Club
- Rotary Club
- VFW
- Businesses
- Churches
- Stores (Target, Wal-Mart, JCPenney)
- Call State Financial Aid Office

Colleges look at:

- GPA
- HS ranking
- ACT/SAT scores
- Academic activities
- Honors
- Clubs/Volunteer Work
- Extracurricular
- Essays
- Recommendations

Communicate home issues:

- Divorce
- Health/Death
- Low Income

College Bound:

- Check on when you need a physical turned in for collegiate sports.
- Get a copy of your health insurance card from your parents.
- Purchase books through the following means, as it will save you a ton of money:
 - www.half.com
 - www.ecampus.com
- Ask people who are finishing the class.
- Look on bulletin boards.
- Be aware of deadlines.
- Make sure your final transcript is sent to the college.
- Learn as much as you can about the college you are attending:
 - Orientations
 - Classes
 - Library/Media/Computer Labs
 - Cafeteria
 - Restaurants
 - Hang-out locations
 - Parking
 - Frats/Sorority
 - Laundry Mats
 - Doctor/Hospital
- Become familiar with the college's location.
 - Places to get your hair done, nails, etc.
 - Places you can work.
 - Wal-Mart or similar stores to buy supplies.
- Depending on what you bring to college, get a small safe to cover valuables.

Factors influencing performance:

- Study habits
- Motivation, effort, work ethic
- College choice
- Academic background
- Health

Deciding on a degree.

- Major is 30 credit hours.
- Must have a major to graduate.
- Minor is 15 credit honors.
- Certification is 28 credit hours

- Purchase/Bring the following items:
 - Twin sheets
 - Blankets/quilts
 - Pillows
 - Baskets/storage for under your bed
 - Over-the-door rack
 - Shower caddy
 - Shower shoes
 - Towels and rags
 - Soap, shampoo, conditioner
 - Toothbrush and paste/gel
 - Hairbrush, dryer, iron
 - Calculator
 - Calendar/planner
 - Bulletin board
 - Full length mirror
 - CD player
 - Flashlight with batteries
 - Iron/small ironing board
 - Dishes/silverware
 - Food storage containers
 - Surge protectors/extension cord
 - Alarm clock
 - Hangers
 - First aid kit
 - Ear plugs/headphones
 - Light packing for t-shirts
 - Lamp
 - Rugs (if want)
 - One season of clothing w/ a little of other seasons

- Extras:
 - Refrigerator
 - Microwave
 - TV

Top 10 Reasons College Students Leave/Drop-Out

1. Too much fun at the expense of classes and grades
2. A sense of not belonging; a sense of isolation, homesickness
3. Academically unprepared; burned-out on education
4. Financial constraints; low on funds
5. Personal family issues
6. Academic climate/fit
7. Choice of wrong major; major not offered
8. Lack of advising, guidance
9. Demands from part-time or full-time employment
10. Move to a different geographic location

(Source: A variety of college institutional research sources)

Quintessential Careers:

Your First Year of College: 25 Tips to Help You Survive and Thrive Your Freshman Year and Beyond by Randall S. Hansen, Ph.D.

Perhaps you were class president in high school. Or perhaps you were a member of the honor society. You could have graduated in the top percentile of your graduating class; perhaps you were even valedictorian. Maybe you were in the honors program or the International Baccalaureate program. **It doesn't really matter what you did in high school as you make the transition to college. High school success (or lack of it) doesn't automatically apply to college.**

You start college with a clean academic slate, along with a lot of independence and a myriad of critical decisions as you begin the transition into adulthood. The decisions that you make and the actions you take during this first year of college will have a major impact on the rest of your college experience.

According to American College Testing (ACT), one in every four college students leaves before completing their sophomore year - and nearly half of all freshmen will either drop out before obtaining a degree or complete their college education elsewhere.

But wait! This article is not meant to scare you or take away any of the joy, excitement, and anticipation you feel about going to college. Quite the opposite. This article is all about the things you need to do to not only survive your first year of college, but to thrive in college. And many of the tools, skills, and habits you develop through this article can not only be used to help you succeed in college, but in your future career as well.

The first few weeks on campus are extremely critical for all new students. It is during this time that you make critical decisions that will influence the rest of your life. Some of these 25 tips are critical during your first weeks, while the others are meant for longer-term guidance and survival. Whatever you do, be sure to be yourself and try to enjoy your college experience as much as possible. Expect to feel some stress and homesickness, but don't let these issues wear you down.

Go to all orientations. Do you really need to go on yet *another* campus tour? Yes. The faster you learn your way around campus -- and around all the red tape -- the more at ease you'll feel and the better prepared you'll be when issues arise.

Get to know your roommate and others in your residence hall. The people you live with, most of whom are going through similar experiences and emotions, are your main safety net -- not only this year, but for all your years. You may change roommates after the first semester or you may stay roommates for all four years -- just take the time to get to know your fellow first-year students.

Get Organized. In high school, the teachers tended to lead you through all the homework and due dates. In college, the professors post the assignments -- often for the entire semester -- and expect you to be prepared. Buy an organizer, a PDA, a big wall calendar -- whatever it takes for you to know when assignments are due.

Find the ideal place for you to study. It may be your dorm room or a cozy corner of the library but find a place that works best for you to get your work done -- while avoiding as many distractions as possible.

Go to class. Obvious, right? Maybe, but sleeping in and skipping that 8 am class will be tempting at times. Avoid the temptation. Besides learning the material by attending classes, you'll also receive vital information from the professors about what to expect on tests, changes in due dates, etc.

Become an expert on course requirements and due dates. Professors spend hours and hours preparing course syllabi and calendars so that you will know exactly what is expected of you -- and when. One of the lamest excuses a student can give a professor: "I didn't know it was due today."

Meet with your professors. Speaking as a professor, I can assure you there are only upsides to getting to know your professors, especially if later in the semester you run into some snags. Professors schedule office hours for the sole purpose of meeting with students -- take advantage of that time.

Get to know your academic adviser. This is the person who will help you with course conflicts, adding or dropping courses, scheduling of classes for future semesters, deciding on majors and minors. This person is a key resource for you -- and should be the person you turn to with any academic issues or conflicts. And don't be afraid of requesting another adviser if you don't click with the one first assigned to you.

Seek a balance. College life is a mixture of social and academic happenings. Don't tip the balance too far in either direction. One of my favorite former students always used to say her motto was to "study hard, so she could play hard."

Get involved on campus. A big problem for a lot of new students is a combination of homesickness and a feeling of not quite belonging. A solution? Consider joining a select group -- and be careful not to go overboard -- of student organizations, clubs, sororities or fraternities, or sports teams. You'll make new friends, learn new skills, and feel more connected to your school.

Strive for good grades. Another obvious one here, right? Remember the words of the opening paragraph; while good grades could have come naturally to you in high school, you will have to earn them in college -- and that means setting some goals for yourself and then making sure you work as hard as you can to achieve them.

Take advantage of the study resources on campus. Just about all colleges have learning labs and tutors available. If you're having some troubles, these resources are another tool available to you. Another idea: form study groups.

Make time for you. Be sure you set aside some time and activities that help you relax and take the stress out of your day or week. Whether it's enlisting yoga techniques, watching your favorite television shows, or writing in a journal, be good to yourself.

Don't feel pressured to make a hasty decision about a career or a major. It doesn't matter if it appears everyone else seems to know what they're doing with their lives -- believe me, they don't -- college is the time for you to really discover who you are, what you enjoy doing, what

you're good at, and what you want to be. It's not a race; take your time and enjoy exploring your options.

Take responsibility for yourself and your actions. Don't look to place the blame on others for your mistakes; own up to them and move on. Being an adult means taking responsibility for everything that happens to you.

Make connections with students in your classes. One of my best students said his technique in the first week of classes was to meet at least one new person in each of his classes. It expanded his network of friends -- and was a crucial resource at times when he had to miss a class.

Find the Career Services Office. Regardless of whether you are entering college as undeclared or have your entire future mapped out, seek out the wonderful professionals in your college's career services office and get started on planning, preparing, and acting on your future.

Don't procrastinate; prioritize your life. It may have been easy in high school to wait until the last minute to complete an assignment and still get a good grade, but that kind of stuff will not work for you in college. Give yourself deadlines -- and stick to them.

Stay healthy/Eat Right. A lot of problems first-year students face can be traced back to an illness that kept them away from classes for an extended period of time that led to a downward spiraling effect. Get enough sleep, take your vitamins, and eat right. If you haven't heard the jokes about college food, you soon will. And without mom or dad there to serve you a balanced meal, you may be tempted to go for those extra fries or cookies. Stay healthy and avoid the dreaded extra "Freshman 15" pounds by sticking to a balanced diet.

Learn to cope with homesickness. It's only natural that there will be times when you miss your family, even if you were one of those kids who couldn't wait to get away. Find a way to deal with those feelings, such as making a phone call or sending some email home.

Stay on campus as much as possible. Whether it's homesickness, a job, or a boyfriend or girlfriend from home, try not to leave campus too soon or too often. The more time you spend on getting to know the campus and your new friends, the more you'll feel at home at school. And why not take advantage of all the cultural and social events that happen on campus?

Seek professional help when you need it. Most colleges have health and counseling centers. If you're sick or feeling isolated or depressed, please take advantage of the many services these offices provide students. You don't have to face these issues by yourself.

Keep track of your money. If you've never had to create a budget, now is the time to do so. Find ways to stretch your money - and as best you can, avoid all those credit card solicitations you'll soon be receiving. The average credit card debt of college grads is staggering.

Don't cut corners. College is all about learning. If you procrastinate and cram, you may still do well on tests, but you'll learn very little. Even worse, don't cheat on term papers or tests.

Be prepared to feel overwhelmed. There's a lot going in your life right now. Expect to have moments where it seems a bit too much. As one student says, be prepared to feel completely unprepared. The trick is knowing that you're not the only one feeling that way.

Pursue Passion, not A's. Think curiosity, interest, what you WANT to learn. Adults don't ask you what your grades were. Grades become irrelevant. Ambition and innovation trumps grades every time.

Get comfortable with failure. You will not get everything right the first time, maybe not the second or third.

Useful Resources

[Choosing a College Major: How to Chart Your Ideal Path](#)

[College Professor Pet Peeves and Positive Student Behaviors](#)

[How College is Different from High School](#)

[It's Never Too Early -- or Too Late -- to Visit Your College Career Office](#)

[10 Tips for Getting Good \(or Better\) Grades](#)

[What Good is a College Education Anyway? The Value of a College Education](#)

[Teen Life/College Life Resources](#)

Glossary

ACT (American College Test): 4-year college admission test covering English, reading, science, reasoning, and mathematics.

PLAN: A version of the ACT administered in October to sophomores. This test offers help in college admission planning, study skills, and student interests.

PSAT/NMSQT (Preliminary Scholastic Aptitude Test/National Merit Scholar Qualifying Test): A version of the SAT offered in October for high school juniors and select sophomores. Scores may help in college admission and/or planning, as well as qualifying for National Merit Scholarships.

SAT I (Scholastic Aptitude Test): A 4-year college admission exam testing verbal and math reasoning, plus a standard written English test recommended or required by many colleges as part of the admissions process.

SAT II: One-hour exams offered in 26 subjects. Certain colleges may require three SAT II tests for admission.

Class Rank:

Class ranking is a mathematical summary of a student's academic record as compared with other students in her class. It usually considers both the degree of difficulty of the courses a student is taking (AP®, honors, college-preparatory, or regular courses) and the grade she earns in those courses. The compilation of courses and grades is converted to an overall grade point average (GPA), and the higher the GPA, the higher the student's class ranking.

GPA:

GPA (Grade Point Average) is the measure of a student's academic achievement; calculated by dividing the total number of grade points received by the total number attempted.