



# High School Advisory Guide

Videos

Discussion Questions

Self-Reflection Questions

Lesson Plans



## High School Advisory Guide

*“If even one person in a school knows him well enough to care, a student's chances of success go up dramatically. In small groups that can focus on a range of subjects, teachers and students are forming new bonds and setting new standards for a more personal education.”* (Horace, September 1990).

High school advisory programs allow students to discuss and address certain issues that are unique to a high school student's life. As the advisory leader, your role is to listen and respond to students, asking open rather than closed questions and working to create an engaging climate of trust, sharing, participation and self-reflection among your students.

Connect with Kids video resources, along with discussion questions and activities, provide the platform. Business experts call it “see-feel-change,” fueling action by sparking emotion. Connect with Kids calls it **educating the heart**: using the power of storytelling and peer-to-peer connections to create heart-felt associations. Research shows that children and adults who emotionally connect with an experience are more likely to make life-long behavioral change than those who just receive information about that experience. Students realize that they are not alone in their feelings and challenges, sometimes referred to as “strength in numbers.”

This is a suggested guide for advisory session video and print resources, all of which stream on [GWC.ConnectwithKids.com](http://GWC.ConnectwithKids.com). Log on to the [Advisory and Classroom Resources](#) section.

# Advisory Guide for Grade 9

Session	Program Title and Description	Link to Content on GWC.ConnectwithKids.Com
<b>1</b>	<b>Resilience: Against All Odds - Part 1</b> Four kids tell their stories of overcoming adversity against all odds.	Click here for video resources: <a href="http://gwc.connectwithkids.com/against-all-odds-kv/">http://gwc.connectwithkids.com/against-all-odds-kv/</a>  Click here for lesson plan: <a href="http://content.connectwithkids.com.s3.amazonaws.com/websource/Student_channel/downloads/against-all-odds/against-all-odds-1.pdf">http://content.connectwithkids.com.s3.amazonaws.com/websource/Student_channel/downloads/against-all-odds/against-all-odds-1.pdf</a>
<b>2</b>	<b>Resilience: Against All Odds - Part 2</b> Clive Aden and Guadalupe Fonseca learn adversity does not have to be permanent	Click here for video resources: <a href="http://gwc.connectwithkids.com/against-all-odds-kv/">http://gwc.connectwithkids.com/against-all-odds-kv/</a>  Click here for lesson plan: <a href="http://content.connectwithkids.com.s3.amazonaws.com/websource/Student_channel/downloads/against-all-odds/against-all-odds-2.pdf">http://content.connectwithkids.com.s3.amazonaws.com/websource/Student_channel/downloads/against-all-odds/against-all-odds-2.pdf</a>
<b>3</b>	<b>Resilience: Against All Odds - Part 3</b> Heather Bandy is blind, but doesn't let her disability keep her from succeeding in life.	Click here for video resources: <a href="http://gwc.connectwithkids.com/against-all-odds-kv/">http://gwc.connectwithkids.com/against-all-odds-kv/</a>  Click here for lesson plan: <a href="http://content.connectwithkids.com.s3.amazonaws.com/websource/Student_channel/downloads/against-all-odds/against-all-odds-3.pdf">http://content.connectwithkids.com.s3.amazonaws.com/websource/Student_channel/downloads/against-all-odds/against-all-odds-3.pdf</a>
<b>4</b>	<b>Resilience: Against All Odds - Part 4</b> Berhane Azage overcomes poverty and hardship by not measuring himself up with what he doesn't have. Instead he learned from his parents that adversity is not personal and can be overcome.	Click here for video resources: <a href="http://gwc.connectwithkids.com/against-all-odds-kv/">http://gwc.connectwithkids.com/against-all-odds-kv/</a>  Click here for lesson plan: <a href="http://content.connectwithkids.com.s3.amazonaws.com/websource/Student_channel/downloads/against-all-odds/against-all-odds-4.pdf">http://content.connectwithkids.com.s3.amazonaws.com/websource/Student_channel/downloads/against-all-odds/against-all-odds-4.pdf</a>
<b>5</b>	<b>Resilience: Against All Odds - Part 5</b> Kids need to be educated through real life examples that adversity does not have to be permanent, pervasive, or personal.	Click here for video resources: <a href="http://gwc.connectwithkids.com/against-all-odds-kv/">http://gwc.connectwithkids.com/against-all-odds-kv/</a>  Click here for lesson plan: <a href="http://content.connectwithkids.com.s3.amazonaws.com/websource/Student_channel/downloads/against-all-odds/against-all-odds-5.pdf">http://content.connectwithkids.com.s3.amazonaws.com/websource/Student_channel/downloads/against-all-odds/against-all-odds-5.pdf</a>

Session	Program Title and Description	Link to Content on GWC.ConnectwithKids.Com
6	<b>College and Career Readiness: Is a GED Valuable?</b> A short video segment on the realities of the GED vs. a high school diploma, with accompanying discussion and self-reflection questions.	Click here for video resources and discussion questions: <a href="http://gwc.connectwithkids.com/is-a-ged-valuable/">http://gwc.connectwithkids.com/is-a-ged-valuable/</a>
7	<b>College and Career Readiness: Getting Organized</b> Review organizational skills including syllabi review, use of the planner and creating checklists.	<a href="http://gwc.connectwithkids.com/middle-high-college-career/">http://gwc.connectwithkids.com/middle-high-college-career/</a> Discussion questions and lesson plan also included in this guide.
8	<b>College and Career Readiness: Test Taking</b> Review test preparation and test taking strategies for before, during and after the test.	<a href="http://gwc.connectwithkids.com/middle-high-college-career/">http://gwc.connectwithkids.com/middle-high-college-career/</a> Discussion questions and lesson plan also included in this guide.
9	<b>College and Career Readiness: Studying Techniques</b> Students will review individual and group strategies on how to prepare for a test.	<a href="http://gwc.connectwithkids.com/middle-high-college-career/">http://gwc.connectwithkids.com/middle-high-college-career/</a> Discussion questions and lesson plan also included in this guide.
10	<b>College and Career Readiness: Creating a Study Guide</b> Review strategies and an outline for creating a study guide.	<a href="http://gwc.connectwithkids.com/middle-high-college-career/">http://gwc.connectwithkids.com/middle-high-college-career/</a> Discussion questions and lesson plan also included in this guide.
11	<b>College and Career Readiness: Research Strategies</b> Review techniques and tips to authenticate websites used in research.	<a href="http://gwc.connectwithkids.com/middle-high-college-career/">http://gwc.connectwithkids.com/middle-high-college-career/</a> Discussion questions and lesson plan also included in this guide.
12	<b>College and Career Readiness: Managing Test Anxiety</b> Practice relaxation techniques to manage test anxiety.	<a href="http://gwc.connectwithkids.com/middle-high-college-career/">http://gwc.connectwithkids.com/middle-high-college-career/</a> Discussion questions and lesson plan also included in this guide.
13	<b>College and Career Readiness: Report Card Self-Reflection</b> Help students to review current grades and plan for future improvement.	<a href="http://gwc.connectwithkids.com/middle-high-college-career/">http://gwc.connectwithkids.com/middle-high-college-career/</a> Discussion questions and lesson plan also included in this guide.

14	<p><b>College and Career Readiness: Understanding Your Transcript</b> Help students review their high school transcript to understand its elements and what it is used for.</p>	<p><a href="http://gwc.connectwithkids.com/middle-high-college-career/">http://gwc.connectwithkids.com/middle-high-college-career/</a> Discussion questions and lesson plan also included in this guide.</p>
15	<p><b>College and Career Readiness: Goal Setting – Role Models for Success</b> Help students to learn about the importance of goal setting and to select some role models.</p>	<p><a href="http://gwc.connectwithkids.com/middle-high-college-career/">http://gwc.connectwithkids.com/middle-high-college-career/</a> Discussion questions and lesson plan also included in this guide.</p>
16	<p><b>College and Career Readiness: Interview Skills – Interview 411</b> Review techniques to help prepare for an interview.</p>	<p><a href="http://gwc.connectwithkids.com/middle-high-college-career/">http://gwc.connectwithkids.com/middle-high-college-career/</a> Discussion questions and lesson plan also included in this guide.</p>
17	<p><b>College and Career Readiness: Resume Building</b> Help students learn to create a baseline resume.</p>	<p><a href="http://gwc.connectwithkids.com/middle-high-college-career/">http://gwc.connectwithkids.com/middle-high-college-career/</a> Discussion questions and lesson plan also included in this guide.</p>
18	<p><b>Life Skill: Caring and Compassion</b> Watch the real-life story of teen Carey Strongwater, whose compassionate nature is evident in the care that he gives to animals, elderly neighbors and vulnerable classmates.</p>	<p><a href="#">Click here</a> to open the resources on Character and Life Skills. Scroll down the page to click open the high school video segment on <b>Caring and Compassion</b>. <a href="#">Click here</a> for the accompanying Lesson Plan.</p>
19	<p><b>Attendance and Achievement Disconnect: Why Kids Skip School Part 1</b> Explore trends in school dropout rates and the reasons that students are disengaged from their education.</p>	<p>Click here for video resources: <a href="http://gwc.connectwithkids.com/disconnect-why-kids-skip-school-cv/">http://gwc.connectwithkids.com/disconnect-why-kids-skip-school-cv/</a>  Click here for lesson plan: <a href="http://content.connectwithkids.com.s3.amazonaws.com/websource/Student_channel/downloads/disconnect/Disconnect1.pdf">http://content.connectwithkids.com.s3.amazonaws.com/websource/Student_channel/downloads/disconnect/Disconnect1.pdf</a></p>
20	<p><b>Attendance and Achievement Disconnect: Why Kids Skip School Part 2</b> Danielle Anzalone shares her story of not wanting to attend school because of the bullying and harassment that she experienced. Experts say that many students don't want to go to school because they are afraid of what might happen.</p>	<p>Click here for video resources: <a href="http://gwc.connectwithkids.com/disconnect-why-kids-skip-school-cv/">http://gwc.connectwithkids.com/disconnect-why-kids-skip-school-cv/</a>  Click here for lesson plan: <a href="http://content.connectwithkids.com.s3.amazonaws.com/websource/Student_channel/downloads/disconnect/Disconnect2.pdf">http://content.connectwithkids.com.s3.amazonaws.com/websource/Student_channel/downloads/disconnect/Disconnect2.pdf</a></p>
21	<p><b>Attendance and Achievement Disconnect: Why Kids Skip School Part 3</b> Karina and Gina both decided that getting good grades was less important than fitting in with their friends. They each found a</p>	<p>Click here for video resources: <a href="http://gwc.connectwithkids.com/disconnect-why-kids-skip-school-cv/">http://gwc.connectwithkids.com/disconnect-why-kids-skip-school-cv/</a>  Click here for lesson plan: <a href="http://content.connectwithkids.com.s3.amazonaws.com/websource/Student_channel/downloads/disconnect/Disconnect3.pdf">http://content.connectwithkids.com.s3.amazonaws.com/websource/Student_channel/downloads/disconnect/Disconnect3.pdf</a></p>

	teacher who was able to motivate them and guide them on the right path.	<a href="http://www.connectwithkids.com/websource/Student_channel/downloads/disconnect/Disconnect3.pdf">ws.com/websource/Student_channel/downloads/disconnect/Disconnect3.pdf</a>
22	<p><b>Attendance and Achievement Disconnect: Why Kids Skip School Part 4</b></p> <p>Dwayne Hamilton Frost describes how it took the help of his friend, mom, cousin and English teacher to turn his life around at a crucial time before he joined a gang.</p>	<p>Click here for video resources: <a href="http://gwc.connectwithkids.com/disconnect-why-kids-skip-school-cv/">http://gwc.connectwithkids.com/disconnect-why-kids-skip-school-cv/</a></p> <p>Click here for lesson plan: <a href="http://content.connectwithkids.com.s3.amazonaws.com/websource/Student_channel/downloads/disconnect/Disconnect4.pdf">http://content.connectwithkids.com.s3.amazonaws.com/websource/Student_channel/downloads/disconnect/Disconnect4.pdf</a></p>
23	<p><b>Attendance and Achievement Disconnect: Why Kids Skip School Part 5</b></p> <p>Explore how keeping kids engaged at school requires the work of not only the entire school administration, but the parents as well.</p>	<p>Click here for video resources: <a href="http://gwc.connectwithkids.com/disconnect-why-kids-skip-school-cv/">http://gwc.connectwithkids.com/disconnect-why-kids-skip-school-cv/</a></p> <p>Click here for lesson plan: <a href="http://content.connectwithkids.com.s3.amazonaws.com/websource/Student_channel/downloads/disconnect/Disconnect5.pdf">http://content.connectwithkids.com.s3.amazonaws.com/websource/Student_channel/downloads/disconnect/Disconnect5.pdf</a></p>
24	<p><b>Life Skill: Participation and Leadership</b></p> <p>Watch a video about teen David Lockett and how participation and leadership activities changed his confidence level and his life.</p>	<p>Click the following link to open the resources on Character and Life Skills. Scroll down the page to click open the high school video segment on Citizenship, Participation and Leadership <a href="http://gwc.connectwithkids.com/participation-and-leadership/">http://gwc.connectwithkids.com/participation-and-leadership/</a></p> <p>Click here for lesson plan: <a href="http://content.connectwithkids.com.s3.amazonaws.com/websource/Student_channel/downloads/misc/Participation-and-Leadership.pdf">http://content.connectwithkids.com.s3.amazonaws.com/websource/Student_channel/downloads/misc/Participation-and-Leadership.pdf</a></p>
25	<p><b>Bullying Prevention and Cyberbullying Sticks and Stones -- Part 1</b></p> <p>Students discuss and overview of bullying issues.</p>	<p>Click here for video resources: <a href="http://gwc.connectwithkids.com/sticks-and-stones-cv/">http://gwc.connectwithkids.com/sticks-and-stones-cv/</a></p> <p>Click here for lesson plan: <a href="http://content.connectwithkids.com.s3.amazonaws.com/websource/Student_channel/downloads/sticks_and_stones/sticks_and_stones1.pdf">http://content.connectwithkids.com.s3.amazonaws.com/websource/Student_channel/downloads/sticks_and_stones/sticks_and_stones1.pdf</a></p>
26	<p><b>Bullying Prevention and Cyberbullying Sticks and Stones -- Part 2</b></p> <p>The Halligan family and experts discuss cyberbullying, the type of bullying that resulted in the suicide of 13-year-old Ryan Halligan.</p>	<p>Click here for video resources: <a href="http://gwc.connectwithkids.com/sticks-and-stones-cv/">http://gwc.connectwithkids.com/sticks-and-stones-cv/</a></p> <p>Click here for lesson plan: <a href="http://content.connectwithkids.com.s3.amazonaws.com/websource/Student_channel/downloads/sticks_and_stones/sticks_and_stones2.pdf">http://content.connectwithkids.com.s3.amazonaws.com/websource/Student_channel/downloads/sticks_and_stones/sticks_and_stones2.pdf</a></p>

27	<p><b>Bullying Prevention and Cyberbullying Sticks and Stones -- Part 3</b></p> <p>A gay student shares his bullying experiences.</p>	<p>Click here for video resources:  <a href="http://gwc.connectwithkids.com/sticks-and-stones-cv/">http://gwc.connectwithkids.com/sticks-and-stones-cv/</a></p> <p>Click here for lesson plan:  <a href="http://content.connectwithkids.com.s3.amazonaws.com/websource/Student_channel/downloads/sticks_and_stones/sticks_and_stones3.pdf">http://content.connectwithkids.com.s3.amazonaws.com/websource/Student_channel/downloads/sticks_and_stones/sticks_and_stones3.pdf</a></p>
28	<p><b>Bullying Prevention and Cyberbullying Sticks and Stones -- Part 4</b></p> <p>A female teen shares the rumors and sexual harassment she faced and a subsequent lawsuit against the school system.</p>	<p>Click here for video resources:  <a href="http://gwc.connectwithkids.com/sticks-and-stones-cv/">http://gwc.connectwithkids.com/sticks-and-stones-cv/</a></p> <p>Click here for lesson plan:  <a href="http://content.connectwithkids.com.s3.amazonaws.com/websource/Student_channel/downloads/sticks_and_stones/sticks_and_stones4.pdf">http://content.connectwithkids.com.s3.amazonaws.com/websource/Student_channel/downloads/sticks_and_stones/sticks_and_stones4.pdf</a></p>
29	<p><b>Bullying Prevention and Cyberbullying Sticks and Stones -- Part 5</b></p> <p>Experts review the signs of bullying and discuss actions to take. Can we legislate bullying prevention?</p>	<p>Click here for video resources:  <a href="http://gwc.connectwithkids.com/sticks-and-stones-cv/">http://gwc.connectwithkids.com/sticks-and-stones-cv/</a></p> <p>Click here for lesson plan:  <a href="http://content.connectwithkids.com.s3.amazonaws.com/websource/Student_channel/downloads/sticks_and_stones/sticks_and_stones5.pdf">http://content.connectwithkids.com.s3.amazonaws.com/websource/Student_channel/downloads/sticks_and_stones/sticks_and_stones5.pdf</a></p>
30	<p><b>A Review of Advisory Highs and Lows</b></p> <p>Through discussion and self-reflection questions, students look back over the year to review what has been accomplished and what is yet to be addressed.</p>	



# WebSource

## For the Classroom

### College and Career Readiness: Organizational Skills: The Planner

#### Discussion Questions

- What does it mean to be organized?
- Do you consider yourself an organized person? If not, what is preventing you?
- Why is it important to stay organized? What are some of the potential consequences of disorganization?

#### Activity: Getting Organized

Students will demonstrate organization skills that will help them succeed in high school and prepare them for the future.

##### PROCEDURE

*NOTE: This lesson can be improvised depending upon the timeframe within the school year (i.e., beginning of year mid-year, beginning of new semester.) For example, teachers and advisory facilitators might begin this activity by asking students to look at their daily planners and see how they are being used as an organizational tool. Are assignments and completed tasks noted? Is the cover worn or does it appear untouched? What new organizational techniques could help in the next semester?*

1. Following your group discussion (see above questions as a guideline), explain to the group that while organizational skills can impact all aspects of life, being organized throughout their high school years will have a large impact on academic success. **If students can remain organized, they will have more time to focus on the work that needs to be done rather than searching for it.** If they are not usually organized, now is the perfect time to start new habits.
2. Direct students to take out their agenda notebooks and coursework syllabi for the year. First, ask students to write down three organizational goals on the inside of their agenda notebooks. As a class, read over a selected class syllabus together. Have students write down important dates (tests, projects, presentations, assignment due dates, etc.) in their agenda notebooks. Once they finish going through the syllabus, have them do the same for their other classes. They should then add any personal notes they may have. (Appointments, practices, games, work, etc.)
3. Next, have students create a daily checklist of everything that needs to get done. List should be prioritized.
4. Now, as a class, have students organize their desks, binders, backpacks and lockers. There should be no loose papers, trash, etc. Explain to students, when they get home, they should also organize their bedrooms, study areas, etc. The more organized each of us are with all aspects of life, we will have fewer distractions and more time to focus on the task at hand.
5. To close lesson, review with students what it means to be organized. Create a list on the board with the class, ways to remain organized and prepared. For example:
  - Review planner and daily agenda each evening
  - Pack backpack night before
  - Pick clothes out night before
  - Pack lunch/money night before
  - Keep bedroom, locker, backpack, etc. clean





# WebSource

## For the Classroom

### College and Career Readiness Test Taking Skills: Preparation

## Discussion Questions

- Why is it important to prepare for a test?
- How soon before a test should you begin to prepare?
- How do you usually feel before taking a test? During a test? After a test?

## Activity: Before, During and After

Students will demonstrate their knowledge and readiness of how to prepare for a test by listing strategies with their classmates and teacher.

### MATERIALS

- Notecards (3 per student)

### PROCEDURE

1. Explain to the class that studying for a test is not the only way to prepare for it. There are strategies one can use while taking a test that will help improve their performance, as well as reflection strategies that will help prepare them for future tests. As a class, make three lists on the board: Before, During, and After.

### BEFORE:

- Pay attention in class
- Take good notes
- Study when you receive notice of test
- Complete homework assignments/review corrected homework assignments
- Review study materials on a regular basis
- Manage your time – save enough room for studying so you aren't cramming
- Go to study review sessions
- Ask questions in class
- Ask instructor what areas of information will be emphasized on test
- Review all documents from class and look over textbook
- Always eat before a test – it gives you energy!
- DON'T pull an all-nighter
- Try to show up to class at least 5 minutes early before test so you are not flustered
- Try to use the restroom before taking a test

## DURING

- Bring at least two sharpened pencils with erasers/calculator if appropriate
- Make sure your name is on the test
- Wear a watch to help pace yourself
- Remain relaxed/take a few deep breaths
- Don't worry about how your classmates are doing/if they're moving along more quickly than you are
- When you first receive the test, look through it so you can manage your time and know which areas will take the most time to complete
- Do the easiest problems first/don't waste too much time stuck on a problem
- Do the problems with the greatest point values first if time allows
- Pace yourself, don't rush
- If you have a question, ask instructor for clarification
- Write neatly – you don't want the instructor to mark it wrong for not being able to read it
- If you have enough time, go back and review your answers

## AFTER

- Always look over the test to make sure there are no grading errors
- Look over the test and make sure you now understand your mistakes. If not, look up the answer or ask a classmate for help
- If the teacher goes over the test as a class, be sure to take notes on how she/he would have liked it answered
- If you are not satisfied with your grade, ask the teacher if there will be chances to bring your grade up. (i.e., make up tests, extra credit, etc.)
- Save the test as material to study for future cumulative tests

(Discuss each bullet point with class as it goes up on the board.)

2. Hand out 3 notecards to each student. Have them label one notecard "BEFORE", one notecard "DURING", and one notecard "AFTER". Now have them copy these lists onto their notecards.
3. Inform students they should keep these notecards and look them over on a regular basis so they can prepare appropriately for future tests.



# WebSource

## For the Classroom

### College and Career Readiness

#### Reviewing for a Test: Studying Techniques

## Discussion Questions

- Why is it important to study? How do you study/prepare for tests?
- What comes to mind when you hear the word “study”? What feelings do you associate with this word?
- Do you think studying can be fun?

## Activity: Thinking (and Studying) Outside the Box

Students will demonstrate knowledge of different techniques used to study by creatively presenting information to their classmates.

### PROCEDURE

1. Begin this activity by reviewing with students that each of us learns in different ways. There are visual learners who learn by seeing, auditory learners who learn by hearing and tactile learners who learn by feel. You can ask, by a show of hands, who believes they fall into each category – or who believes that they are a combination of the three styles.
2. Knowing that there are different learning styles, remind students that there are infinite ways to study for a test and not all of them are traditional. In fact, some of them can be fun – each playing to the type of learning techniques discussed above. As a class, create a list of study and memorization techniques on the board. Some suggestions include:
  - Create a poem
  - Write a song/rap
  - Create a comic
  - Draw out a story and leave descriptions for others to fill out
  - Make flashcards
  - Use hashtags to emphasize key words
  - Use mnemonics
3. As a class, review each technique and provide examples.
4. Have students take out (relevant book) and open to (relevant chapter). Explain to students they will each choose a section of the chapter and create a fun way to organize (and learn and memorize) the information covered in that section. They can choose a technique from the board or come up with one of their own.
5. When time is up, have students present their techniques to the class. Students should take notes on each presentation and refer back to these notes when studying for upcoming test.
6. Close the lesson with these wrap-up questions: Did you learn new ways to study? Did you enjoy this lesson? What was your favorite technique used today? Will you use any of these techniques in the future?



# WebSource

## For the Classroom

### College and Career Readiness

#### Study Skills: Creating a Study Guide

## Group Discussion: Are You Listening?

Begin this advisory session by asking your students to listen as you recite this list of 12 words: Glass, Flashdrive, Basketball, College, Medium, Hello, Vacation, Ready, Frame, Shoes, Spoil, Final. Next ask students to take out a piece of paper and write down as many of the 12 words that they can remember. Ask, how did you do? Were you able to recall all 12 words? If so, you have excellent concentration and memory skills.

We all probably can use a little assistance when it comes to memory and concentration! Factors that can impact memory include the way that you organize information, how you use your brain during the study process and whether you allow enough time for recall. Tell your students that next we will work together to review the elements of creating a study outline to make test preparation more efficient.

## Activity: Creating a Study Guide

Students will demonstrate their ability to create study guides in order to help them prepare them for tests. Prior to the beginning of the session, make copies of the Sample Study Guide for each student.

### PROCEDURE

1. Explain to students that a study guide is something that can help them review and organize their materials in order to make study time more efficient.
2. The first step is to gather all of the materials that have been created or provided for the particular class: notes taken in class, homework, handouts, previous exams, textbooks and other resources. Group these materials into manageable groups: Pile notes together, homework in a separate stack, handouts in another. It can also be helpful to group chronologically, either from the order in which the materials were taught or when the topics actually happened in history (if that's the subject at hand.)
3. Divide the class into three or four groups according to common subjects they are studying for which they can begin to create a study guide (e.g., science, English, history.) If students share common classes, break into groups to begin to complete a sample study guide as a group exercise. This can also be an individual exercise.

<p><b>Key Facts/Important Points</b>  <i>Some clues to look for are bolded print, italicized words, etc.</i></p>	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> </ol>
<p><b>Key Words and Definitions</b>  <i>Some clues to look for are bolded print, italicized words, etc.</i></p>	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> </ol>
<p><b>Key Dates to Remember</b></p>	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>

<b>Unfamiliar Terms To Review</b>	1.  2.  3.  4.
<b>Key Quotes</b>	1.  2.  3.  4.
<b>Questions for Additional Review with your teacher</b>	1.  2.  3.  4.



# WebSource

For the Classroom

College and Career Readiness

Research Strategies

## Discussion Questions

- What are the steps you take when researching a topic?
- How do you choose what information to use while researching a topic?
- Many of us complete online research. Why is it important to access the authenticity and accuracy of your resources?

## Activity:

# Determining Authenticity of a Website

Students will be able to determine authenticity of a website.

### MATERIALS

- Computer access

### PROCEDURE

Explain to the students that in order to help them learn how to determine authenticity of a website they are going to prepare to write a research paper. For this exercise, let's say the task at hand is to research role models in the media. To start, request that each student choose his or her role model.

Next, explain to the students that they are going to research their role model using the internet, finding authentic websites that offer valuable information on their role model. To determine whether or not these sites are authentic, they will use the **Is This Site Legitimate?** Checklist, which follows. See if students can add any additional criteria to this suggested list:

- Are his/her credentials listed?
- Is the author qualified to write on the specific topic?
- Who is the intended audience? Experts or general public?
- What is the purpose of the site? To teach, persuade or sell?
- Is the information covered fact, opinion or propaganda?
- Is the author's point of view objective or impartial?
- Is the language free of bias?
- Does the content of the page have the official approval from the owners of the topic being covered?
- Are the sources for factual information clearly listed so that the information can be verified?
- Is it clear who has the ultimate responsibility for the accuracy of the content of the material?

- Can you verify any of the information in independent sources or from your own knowledge?
- Has the information been reviewed or refereed?
- Is the information free of grammatical, spelling, or typographical errors?
- Does the information on the site appear to be valid and well-researched or is it unsupported evidence?
- What institution/company supports the information?
- Have you heard of the supporting companies?
- Does the information seem to be up to date?
- Is there an indication when the site was last updated?
- Are all the links on the website still active?
- Do the links appear to be useful to the topic of the site?

Dismiss students to computers to begin their research. As students are searching the web for information on their role models, remind them that they should go through their checklist to make sure the information on each website is authentic. If so, have students write down the website with a few notes, so they can refer back to it.

When time is up, have students share their findings. Did they come across websites that were not authentic? How many? Was it hard to find authentic websites?





# WebSource

## For the Classroom

### Research Strategies

#### Determining Authenticity of a Website: Is this Site Legitimate?

Consideration	Yes/No	Notes
Are his/her credentials listed?		
Is the author qualified to write on the specific topic?		
Who is the intended audience? Experts or general public?		
What is the purpose of the site? To teach, persuade or sell?		
Is the information covered fact, opinion or propaganda?		
Is the author's point of view objective or impartial?		
Is the language free of bias?		
Does the content of the page have the official approval from the owners of the topic being covered?		
Are the sources for factual information clearly listed so that the information can be verified?		
Is it clear who has the ultimate responsibility for the accuracy of the content of the material?		
Can you verify any of the information in independent sources or from your own knowledge?		
Has the information been reviewed or refereed?		
Is the information free of grammatical, spelling, or typographical errors?		
Does the information on the site appear to be valid and well-researched or is it unsupported evidence?		
What institution/company supports the information?		
Have you heard of the supporting companies?		
Does the information seem to be up to date?		
Is there an indication when the site was last updated?		
Are all the links on the website still active?		
Do the links appear to be useful to the topic of the site?		



# WebSource

## For the Classroom

### Research Strategies:

## 10 Tips to Evaluate Website Legitimacy

The Internet contains some extremely valuable, high-quality information sources, along with some very unreliable, biased sources of misinformation. That puts the burden on you as a researcher to evaluate the quality of each website you use, whether it's for a class assignment or personal use.

1.	Look for contact information on the website: a physical address, email support, and, most of all, a phone number. Many scam sites have no contact information. Send an email if there is an address. Ask for more information. A real website will be glad to accommodate you.
2.	Search the Internet for other users who have reported improprieties. Type the website's name into a search engine with another keyword like "scam" or "complaint" for possible forums online where others have posted their experiences.
3.	Look for consistency in design and critique of the flow and "readability" of the website. Ask yourself if images and text are arranged in a way that is easy to follow. Are there grammatical errors? Legitimate websites expend the necessary resources to have copy proofread and edited by professionals.
4.	Look for websites that specialize in the kind of information you're seeking. If you're writing about a new medical treatment, check out medical websites, and so on.
5.	Look for the most up-to-date information available; look for a "last updated" date on the page or site. If a website seems old, it's probably best to steer clear.
6.	Look for an "About" or "More about the Author" link at the top, bottom or side bar of the webpage. Some pages will have a corporate author rather than a single person as an author. If you have the name of the author, you can always Google him or her to check their credentials.
7.	Avoid Anonymous Authors. Articles or studies whose authors are named are often - though not always - more reliable than works produced anonymously.
8.	Check the Links Reputable websites often link to each other. See which sites the website links to.
9.	Check out the suffix on the domain name (the three-letters that come after the dot.) The suffix is usually (but not always) descriptive of what type of entity hosts the website. Examples include: .edu = educational; .com = commercial, .mil = military, .gov = government, .org = nonprofit.
10.	If you are in doubt, ask your instructor or a media center coordinator for assistance.



# WebSource

## For the Classroom

### College and Career Readiness: Managing Test Anxiety

#### Discussion Questions

- How do you prepare for a test?
- How do you feel before taking a test?
- How do you feel while taking a test?

#### Activity: Relaxation Techniques

Students will rehearse different techniques to manage test anxiety.

##### PROCEDURE

1. Continue the discussion by explaining to students that a little nervousness before a test is normal and may actually sharpen your mind and focus your attention. Yet, feelings of anxiety and self-doubt can also interfere with your test-taking performance and abilities. Of course, the best approach is to study and be prepared for the exam at hand. That said, techniques can help us relax and re-focus. Let's give a few a try:
2. **Positive Self-Talk:** This helps you tap your inner strength. Let's think of some examples of positive messages we can send: I am good at \_\_\_\_\_. I have prepared for this and will focus my attention. I can do this!
3. **Deep breathing:** Breathe in through the nose and let the air fill the bottom of your lungs first, breathe right down to your stomach, then breathe out slowly, concentrating on letting the muscles of your body relax.
4. **Focused breathing:** Breathe in through the nose and as you breathe out say a positive statement to yourself like "relax" or "calm down".
5. **Stretching:** Before an exam begins, take a moment to stretch out muscles, reach the arms above the head and stretch, or just stretch whatever part of the body you feel needs it. Let's give it a try, but remain quiet and focused.
6. **Visualization** – Picture a pleasant place, somewhere you like to be and where you feel comfortable and safe. Use slow breathing through your nose, shut your eyes and picture yourself in that place.
7. **Simple Meditation** – Start by getting comfortable and aware of your breathing. Breathe in, breathe out, breathe in, and breathe out. Start to count after each breath. Breath in, breath out, one, breath in, breath out, two, breath in, breath out, three – up to ten. Then start again. If you lose count, return to one. Do this just for a few minutes to calm yourself and focus your concentration.
8. Conclude the discussion by asking if any of the techniques in particular resonate. Does anyone feel more relaxed following the breathing exercises? Suggest that students try some of these techniques throughout the day, even when there is not a test looming.



# WebSource

For the Classroom

## College and Career Readiness: Report Card Self-Reflection

### Discussion Questions

- Were you satisfied with your last report card?
- What do you usually do with your report card? Have you ever really looked it over and thought about what it says about both your accomplishments and areas that might need a little improvement?

### Activity:

## *Really Reading Your Report Card*

Students will self-reflect on their previous grades and make plans to improve in the future.

#### MATERIALS

Copies of the Report Card Self-Reflection Chart

#### PROCEDURE

1. Explain to the students that they are going to take a look at a recent report card and make a plan on how they can improve in the future.
2. Download the Report Card Self-Reflection Chart and give each student a copy.
3. Have students fill out the report card reflection handout while referring back to their report cards.
4. When time is up, have students share with the class, ways they are going to improve their education skills in the future.
5. Collect the handouts when time is up. As their advisor, review the charts and provide feedback to each student.



# WebSource

For the Classroom

## Report Card Self-Reflection Worksheet

Name \_\_\_\_\_

Course Title	Your Grade	Were you successful? Why? Does this course need more attention?	What was the most important thing you learned?	What was easiest?	What was the most difficult?



# WebSource

For the Classroom

## Your Transcript

### Discussion Questions

- What is a transcript?
- What are they used for?

### Activity:

## What is a Transcript?

Students will learn what a transcript is and what it is used for.

#### MATERIALS

- Sample transcript (one per student)

#### PROCEDURE

1. Explain to the class that when they apply for colleges, they will need to submit a transcript. Explain to the class what a transcript is.
  - A high school transcript shows a student's grades, classes and GPA.
2. As a class, create a list on the board of why the information on a transcript is so important.
  - It will show student's steadiness in grades.
  - It will help show college admission officers if a student is ready for their college or not.
  - It reflects a student's dedication to the work they put in while in high school.
  - It will show types of classes a student took. (AP/IB classes – serious about preparation for college.)
  - It will show the number of pass/fail classes.
  - Some transcripts show a behavior record.
3. Pass out sample transcripts, one to each student, and have students take out something to write with.
4. As a class, go over the sample transcript. Explain to them what each section represents. Write notes on the board for each section – students should also write notes on their sample sheet.

## HIGH SCHOOL TRANSCRIPT SAMPLE

Name: Jane Doe  
 Address: 1234 Blueberry Rd  
 Big Town, State, Zip

Gender: F      Birth Date: 01/04/2001

School Name: Blueberry Hill High  
 Phone: 111-222-3333

Graduation Date: 5/2017  
 Person to Contact: Dad or Mom's Name

Grade	Year	Course Title	1 <sup>st</sup> Semester		2 <sup>nd</sup> Semester		Final		Yearly Cumulative Totals	
			Grade	Credit	Grade	Credit	Grade	Credit	Credits	GPA
9	01-02	Algebra I	B	0.50	B	0.50	B	1.0	6.5	3.2
		Geography	B	0.50	B	0.50	B	1.0		
		Grammar & Composition I	A	0.25	A	0.25	A	0.5		
		Literature I	A	0.25	A	0.25	A	0.5		
		Biology I	C	0.50	A	0.50	B	1.0		
		Biology I Lab	B	0.25	B	0.25	B	0.5		
		PE	A	0.25	B	0.25	A	0.5		
		Health	B	0.25	B	0.25	B	0.5		
		Art I	B	0.50	B	0.50	B	1.0		
10										
11										
12										

Credits and Grading Scale: A 90-100; B 80-89; C 70-79; D 60- 69; F below 60

Weight for one-credit courses (120 hours): A=4; B=3; C=2; D=1; F=0      AP Courses: A=5; B=4; C=3

Activities: Library Volunteer, DAR Member, Art Guild Member, Museum Volunteer

ACT Score \_\_\_\_ date \_\_\_\_      SAT Score \_\_ date \_\_\_\_



# WebSource

## For the Classroom

### College and Career Readiness: Goal Setting

#### Discussion Questions

- How do you define a goal?
- What are some of your goals?
- Why is it important to set goals?

#### Activity: Goals Lead to Success

Students will learn the importance of goal setting while learning about some of their role models.

##### MATERIALS

Grade-level appropriate autobiographies (one for each student).

*Note: Before lesson, the advisory leader or instructor should pull autobiographies from the school media center or library, enough for each student to have his or her own.*

##### PROCEDURE

1. Call on students to share with the class, some of their role models in either their personal life or public figures. Have them acknowledge what accomplishments they are known for. Explain to the class that each and every one of those role models had a goal in mind and steps they needed to take to achieve that goal.
2. Have students choose pre-selected autobiographies. Explain to the students that they are going to read about their chosen role model and put together a short presentation for the class. Students should determine what their role model's major accomplishment was (they should focus on one if there are more) and what steps they took in order to achieve their goal.
3. Students should write a short paper on their role model. When time is up, call on students to present their findings to the class.

##### EXTENSION

Have students write down one of their major goals and steps they are going to take to achieve this goal. If time allows, students should share their goals with the class.





# WebSource

## For the Classroom

### College and Career Readiness: Interview Skills

#### Discussion Questions

- Have you ever been on an interview? What was it for?
- Did you prepare for it? If so, how?
- What interviews might be in your future?
- How does that prospect make you feel?

#### Activity: Interview 411

Students will demonstrate knowledge of how to properly prepare for an interview.

##### PROCEDURE

1. Explain to the class that when it comes to interviews, confidence and preparedness is key. It is extremely important to be prepared at least the day before the interview. As a class, come up with a list of all the ways students should prepare the day before. Suggestions include:
  - Choose the outfit to wear to avoid scrambling at the last minute to find something.
  - Know the location of the interview and how to get there. You might even want to do a trial run.
  - Get a good night sleep the night before the interview.
  - Eat before the before the interview to provide energy.
  - Bring the appropriate materials. They may be asked to provide a resume or review a portfolio.
  - Develop a list of possible questions from the interviewer and practice answering them.
  - Prepare questions to ask the interviewer. An interview is a two way street, and although they are being interviewed to see if they are right for the job, they also have to decide if the job is right for them.
  - Research and become familiar with the company, school or position for which you are interviewing.
2. Then, as a class go back through the list and discuss each bullet point. Give the class examples of jobs and ask them what style of clothes they should wear for that specific job. Example: If I am going to interview for a teaching position, what should I wear? Business casual? Jeans and a T-shirt? Etc. Use students in the class as examples for what they should and should not wear to specific interviews. Example: If someone is wearing a dress, ask the class if it is appropriate to wear to an interview for carpentry, teaching, etc.
3. Continue the discussion by explaining that an interview starts from the moment they walk in the door. It is important to behave professionally and represent themselves the best they can. Teach the students how to properly exchange a handshake. Students should know to ALWAYS shake hands with each introduction. Handshakes should be firm and not limp. Students should know to always make eye contact when shaking someone's hand. They should also repeat the name of the person they are meeting. Example: Hi Ben, I'm Alex. It's nice to meet you.

4. Have students practice the firm handshake. Remind students to maintain eye contact and repeat the name of the person they are interviewing with.
5. While in the interview, remember to sit upright with good posture. Students should refrain from fidgeting during the interview. Remind students to turn off their phone to assure that beeps, messages and ringtones do not distract or interrupt.
6. Next, have students also practice asking each other the common interview questions so they can be prepared to answer the best they can when it comes time. Examples might include the following:
  - So, tell me about yourself.
  - What are three strengths and weaknesses you have?
  - If your co-workers or friends were here, what would they say about you?
  - What motivates you to do a good job?
  - Describe a challenge you have had and how you dealt with it.
  - Explain why I should hire you for this job/admit you to this school.
7. Ask for volunteers to answer a question or two. Ask the volunteer how the experience felt and ask the class for constructive criticism – and compliments.
8. Copy and share the Interview 411 task chart to help your students prepare for their next interview opportunity.



# Interview 411

<b>Task</b>	<b>Notes</b>
<b>The Outfit:</b> What I am going to wear.	
<b>The Location:</b> Where is the interview and how do I get there?	
<b>Materials:</b> What do I need to bring?	
<b>Their Questions/My Answers:</b> Develop a list of possible questions and answers.	
<b>My Questions:</b> What do I need to ask the interviewer to demonstrate my interest?	
<b>Research:</b> What I need to know about this organization.	



# WebSource

For the Classroom

College and Career Readiness

Resume Building

## Discussion Questions

- What is a resume?
- What is it used for?
- What does a resume look like?

## Activity: Building Your Resume

Students will learn how to create a resume.

### PROCEDURE

1. Explain to the students that they are going to create their own resumes today. Create a list of the following parts of a resume on the board and explain each section individually.

- Name and contact information
- Objective or summary statement
- Education
- Work experience
- Extracurricular activities
- Special skills

2. The objective portion includes a brief summary explaining the type of position they are looking for. It should also include a brief description of their employment goals. This statement should always be related to the position being applied for – adjust accordingly.

In the education section, list the name of the high school you are attending. Be sure to include your expected graduation date. This section of your resume will grow as your educational experiences continue.

The work experience portion can seem intimidating because as students those experiences are naturally limited. In this section, be sure to list all previous jobs no matter how big or small they were. Remember, the goal is also to demonstrate the qualities that future employees seek (reliability, responsibility, your ability to meet deadlines and work under pressure.) For example, a babysitting job may go in this section, as well as a summer waitressing job. Be sure to include any internships as well. In this section, you should list the dates you worked each job, as well as a brief description of what the job entailed.

In the Extracurricular Activities portion, list all your volunteer experiences, hobbies, etc. This will show the employer that you are committed and determined. Be sure to list any leadership roles in this section, as well. In the special skills section, list any valuable skills you can offer to a company. This could mean any computer skills, additional languages you are fluent in, etc.

Tips:

- Each resume you submit should be altered to the specific job you are applying for. Once you learn what the company/position is looking for, add your personal information to the resume that could benefit the company.
- Reread your resume. Be sure there are no spelling errors. You do not need full sentences on a resume, but it should show consistency in how it is written.
- Ask others to look it over for you as an extra set of eyes to look for misspellings and grammatical errors.

<http://www.livecareer.com/resume-samples>

The website above has excellent examples of resume samples according to specific jobs. Read over a few with the class. Now, have the students begin writing their own resumes, using the following handout to provide structure. Advisors, be sure to offer help and answer any questions.



# WebSource

## A Sample Resume

First Name Last Name

Street Address, City, State and ZIP Code

home: XXX.XXX.XXXX

cell: XXX.XXX.XXXX

email: \_\_\_\_\_@\_\_\_\_\_

### Objective/Goal

A weekend part-time position in a retail store that sells music, books or sporting supplies.

A camp counselor or assistant position to support summertime arts and sporting programs for young children.

### Education

**Name of High School, City, State**

20XX - 20XX, *expected graduation date*

**Name of School, City, State**

20XX - 20XX

### Experience

#### Pet Care

20XX- 20XX

Provide pet sitting services including dog walking, feeding and yard care.

#### Child Care

20XX - Present

- Provide child care for several families after school, weekends and during school vacations.

### Achievements

- National Honor Society
- Academic Honor Roll (list dates)

### Volunteer Experience

- Little League Coach
- Positions in your church or community
- Run for Life

### Interests / Activities

- Member of Baseball Team
- Piano or Dance Team

### Technical Skills

- Proficient with Microsoft Office, Internet and Social Media



# WebSource

## Advisory Review and Recap

### Discussion Questions

- What were some of the more memorable moments and discussions shared in our advisory sessions this past year?
- What did you enjoy the most?
- What might we change for our incoming freshman class?

### Activity: This summer I plan to...

#### MATERIALS

Note cards

#### PROCEDURE

Distribute small notecards or cut copies of the following handout to each student. Ask each student to write a goal for the summer months ahead. Advisory leaders can collect the notecards and re-distribute at the beginning of advisory sessions at the start of the coming school year, or allow each student to take the card as a reminder.

**This summer I plan to...**

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**Signature** \_\_\_\_\_

**This summer I plan to...**

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---

---

**Signature** \_\_\_\_\_

**This summer I plan to...**

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**Signature** \_\_\_\_\_



# Advisory Guide for Grade 10

Session	Program Title and Description	Link to Content on GWC.ConnectwithKids.Com
<b>1</b>	<p><b>Civility: Civil Wars - Part 1</b> An introductory video segment explores why kids today are deemed less respectful than they were 30 years ago. Download the accompanying lesson plan with discussion questions and classroom activity: <i>Civil or Uncivil?</i></p>	<p>Click below for the video <a href="http://gwc.connectwithkids.com/civil-wars-cv/">http://gwc.connectwithkids.com/civil-wars-cv/</a></p> <p>Click below for the lesson plan:</p>
<b>2</b>	<p><b>Civility: Civil Wars - Part 2</b> A video segment features what experts say about feelings of isolation, and the possible cause of less civil or respectful behaviors. Download the accompanying lesson plan with discussion questions and classroom activity: <i>George Washington’s Rules of Civility.</i></p>	<p>Click below for the video <a href="http://gwc.connectwithkids.com/civil-wars-cv/">http://gwc.connectwithkids.com/civil-wars-cv/</a></p> <p>Click below for the lesson plan:</p>
<b>3</b>	<p><b>Civility: Civil Wars - Part 5</b> A video segment features Michelle DiTizio, who was always y in trouble and surrounded by people who were looking out for her, until she finally tired of the bad behavior and began to turn her life around. Download the accompanying lesson plan with discussion questions and classroom activity: <i>This Is An Example Of..., an exploration of group dynamics.</i></p>	<p>Click below for the video <a href="http://gwc.connectwithkids.com/civil-wars-cv/">http://gwc.connectwithkids.com/civil-wars-cv/</a></p> <p>Click below for the lesson plan:</p>
<b>4</b>	<p><b>College and Career Readiness: Early Exposure to a Career</b> A short video segment on volunteerism, which has become a graduation requirement for high school students in hundreds of school districts around the country. For some kids, volunteering also has a practical side, as well. Download accompanying discussion and self-reflection questions.</p>	<p>Click below for the video and discussion questions <a href="http://gwc.connectwithkids.com/early-exposure-to-a-career/">http://gwc.connectwithkids.com/early-exposure-to-a-career/</a></p>
<b>5</b>	<p><b>College and Career Readiness: Exceeding Expectations</b> A real story to help teens to understand that an education translates into not just more money but more job choices about their future. Watch this real story to help students find within themselves the motivation to set and achieve goals -- and to plan for life beyond high school.</p>	<p>Click below for the video and discussion questions <a href="http://gwc.connectwithkids.com/exceeding-expectations-2/">http://gwc.connectwithkids.com/exceeding-expectations-2/</a></p>

Session	Program Title and Description	Link to Content on GWC.ConnectwithKids.Com
6	<b>College and Career Readiness: Organizational Skills – Note Taking</b> Discuss and review strategies for proper note taking, exploring the <i>Cornell Method of Note Taking</i> .	<a href="http://gwc.connectwithkids.com/middle-high-college-career/">http://gwc.connectwithkids.com/middle-high-college-career/</a> Discussion questions and lesson plan also included in this guide.
7	<b>College and Career Readiness: Google Research Strategies</b> Explore techniques to narrow and refine online and Google searches for research information.	<a href="http://gwc.connectwithkids.com/middle-high-college-career/">http://gwc.connectwithkids.com/middle-high-college-career/</a> Discussion questions and lesson plan also included in this guide.
8	<b>College and Career Readiness: Creating a Study Guide</b> Re-review strategies and an outline for creating a study guide.	<a href="http://gwc.connectwithkids.com/middle-high-college-career/">http://gwc.connectwithkids.com/middle-high-college-career/</a> Discussion questions and lesson plan also included in this guide.
9	<b>College and Career Readiness: Study Skills</b> Discuss the difference between memorization and learning and complete an exercise in which students practice developing and teaching a lesson to others in order to learn the material.	<a href="http://gwc.connectwithkids.com/middle-high-college-career/">http://gwc.connectwithkids.com/middle-high-college-career/</a> Discussion questions and lesson plan also included in this guide.
10	<b>College and Career Readiness: Study Skills</b> Discuss the importance of preparing for a test and engage students in a question/answer activity to review for an upcoming exam.	<a href="http://gwc.connectwithkids.com/middle-high-college-career/">http://gwc.connectwithkids.com/middle-high-college-career/</a> Discussion questions and lesson plan also included in this guide.
11	<b>College and Career Readiness: Report Card Self-Reflection</b> Encourage students to review a recent progress report and a complete a self-reflection chart about past results and challenges ahead.	<a href="http://gwc.connectwithkids.com/middle-high-college-career/">http://gwc.connectwithkids.com/middle-high-college-career/</a> Discussion questions and lesson plan also included in this guide.
12	<b>College and Career Readiness: Transcript Review</b> Review the high school transcript, its elements and help students to identify future academic goals.	<a href="http://gwc.connectwithkids.com/middle-high-college-career/">http://gwc.connectwithkids.com/middle-high-college-career/</a> Discussion questions and lesson plan also included in this guide.
13	<b>College and Career Readiness: Goal Setting</b> Discuss with the students the importance of goal setting and review and develop S.M.A.R.T. goals that are specific, measurable, achievable, realistic, and timeline tangible.	<a href="http://gwc.connectwithkids.com/middle-high-college-career/">http://gwc.connectwithkids.com/middle-high-college-career/</a> Discussion questions and lesson plan also included in this guide.
14	<b>College and Career Readiness: Interview Skills</b> Review interview preparation techniques, crafting possible questions to anticipate – and answers.	<a href="http://gwc.connectwithkids.com/middle-high-college-career/">http://gwc.connectwithkids.com/middle-high-college-career/</a> Discussion questions and lesson plan also included in this guide.

Session	Program Title and Description	Link to Content on GWC.ConnectwithKids.Com
15	<b>College and Career Readiness: Resume Building</b> Help students learn to create a baseline resume.	<a href="http://gwc.connectwithkids.com/middle-high-college-career/">http://gwc.connectwithkids.com/middle-high-college-career/</a> Discussion questions and lesson plan also included in this guide.
16	<b>Health and Wellness: Seasonal Affective Disorder</b> Grey skies, short days, not much sun. According to the American Psychiatric Association, 10 to 20 percent of people have some form of seasonal affective disorder, or SAD. Learn more about symptoms and treatment options during the long winter months.	<a href="#">Click here</a> for Video Resources <a href="#">Click here</a> for discussion and self-reflection questions
17	<b>Resilience: Overcoming Issues at Home</b> A real story to help students understand the importance of attending school. Without passing judgment, get a conversation started to guide students to resources they can turn to for support despite challenges they may encounter at home.	<a href="#">Click here</a> to open the video.  <a href="#">Click here</a> for Discussion and Self-Reflection Questions
18	<b>Facebook Depression?</b> On Facebook, anybody can look happy and popular – an online world in which competition and adoration seems to reign supreme. Experts say these shallow connections can fuel a rampant lack of compassion and empathy.	<a href="#">Click here</a> to open the video. <a href="#">Click here</a> for the accompanying discussion questions.
19	<b>Academic Achievement: The Power of Expectations – Part 3</b> Watch the real story of teen Tiffany Harris. After a mentor comes to her rescue, she goes from a student getting F's in class to someone who sets goals and does what she can to meet the expectations around her.	<a href="#">Click here</a> to open the video <a href="#">Click here</a> for the accompanying lesson plan
20	<b>Underage Drinking Prevention In the Age of Alcohol - Part 1</b> Experts explain how underage drinking could be the worse drug of all because of the behavior it creates in teens. Not as many teens drink alcohol as people think, but alcohol is still the number one contributor to youth deaths, due to the way in which kids drink.	Click on the following link to watch the video: <a href="http://gwc.connectwithkids.com/in-the-age-of-alcohol-cv/">http://gwc.connectwithkids.com/in-the-age-of-alcohol-cv/</a>  Click on the following link for the lesson plan <a href="http://content.connectwithkids.com.s3.amazonaws.com/websource/Student_channel/downloads/in_the_age_of_a_lcohol/age_of_alcohol%201.pdf">http://content.connectwithkids.com.s3.amazonaws.com/websource/Student_channel/downloads/in_the_age_of_a_lcohol/age_of_alcohol%201.pdf</a>
21	<b>Underage Drinking Prevention In the Age of Alcohol - Part 2</b> Real stories explore underage drinking, the influence of genetics, and resulting bodily harm. People of all ages who don't learn to	Click on the following link to watch the video: <a href="http://gwc.connectwithkids.com/in-the-age-of-alcohol-cv/">http://gwc.connectwithkids.com/in-the-age-of-alcohol-cv/</a>  Click on the following link for the lesson plan <a href="http://content.connectwithkids.com.s3.amazonaws.com/">http://content.connectwithkids.com.s3.amazonaws.com/</a>

Session	Program Title and Description	Link to Content on GWC.ConnectwithKids.Com
	drink responsibly often use alcohol as a means of escaping.	<a href="http://www.gwc.connectwithkids.com/webresource/Student_channel/downloads/in_the_age_of_alcohol/age_of_alcohol%202.pdf">webservice/Student_channel/downloads/in the age of alcohol/age of alcohol%202.pdf</a>
22	<p><b>Underage Drinking Prevention In the Age of Alcohol - Part 3</b></p> <p>This segment explores the use of alcohol as a "social crutch," and how drinking alcohol is too often a way to escape problems and anger. The earlier kids begin drinking, the more likely they will experience detrimental effects, and the more likely they will become alcoholics and not know how to interact socially.</p>	<p>Click on the following link to watch the video: <a href="http://gwc.connectwithkids.com/in-the-age-of-alcohol-cv/">http://gwc.connectwithkids.com/in-the-age-of-alcohol-cv/</a></p> <p>Click on the following link for the lesson plan <a href="http://content.connectwithkids.com.s3.amazonaws.com/webresource/Student_channel/downloads/in_the_age_of_alcohol/age_of_alcohol%203.pdf">http://content.connectwithkids.com.s3.amazonaws.com/webresource/Student_channel/downloads/in the age of alcohol/age of alcohol%203.pdf</a></p>
23	<p><b>Underage Drinking Prevention In the Age of Alcohol - Part 4</b></p> <p>Watch the real story of two parents who allow their daughters to throw a party involving underage drinking, which got out of hand when the police showed up and a car caught on fire.</p>	<p>Click on the following link to watch the video: <a href="http://gwc.connectwithkids.com/in-the-age-of-alcohol-cv/">http://gwc.connectwithkids.com/in-the-age-of-alcohol-cv/</a></p> <p>Click on the following link for the lesson plan <a href="http://content.connectwithkids.com.s3.amazonaws.com/webresource/Student_channel/downloads/in_the_age_of_alcohol/age_of_alcohol%204.pdf">http://content.connectwithkids.com.s3.amazonaws.com/webresource/Student_channel/downloads/in the age of alcohol/age of alcohol%204.pdf</a></p>
24	<p><b>Underage Drinking Prevention In the Age of Alcohol - Part 5</b></p> <p>Ashley, now a paraplegic, shares her experience with what happened when she decided to drink and drive, and how that one night changed her life forever.</p>	<p>Click on the following link to watch the video: <a href="http://gwc.connectwithkids.com/in-the-age-of-alcohol-cv/">http://gwc.connectwithkids.com/in-the-age-of-alcohol-cv/</a></p> <p>Click on the following link for the lesson plan <a href="http://content.connectwithkids.com.s3.amazonaws.com/webresource/Student_channel/downloads/in_the_age_of_alcohol/age_of_alcohol%205.pdf">http://content.connectwithkids.com.s3.amazonaws.com/webresource/Student_channel/downloads/in the age of alcohol/age of alcohol%205.pdf</a></p>
25	<p><b>Life Skill: Avoiding Plagiarism</b></p> <p>A survey of more than 30,000 teens says that 64 percent have cheated on a test in class. And one in three has used the Internet to cheat on a class assignment or plagiarize a paper. Help your students understand that they may be cheating... themselves.</p>	<p>Click here to open the video <a href="http://gwc.connectwithkids.com/plagiarism-2/">http://gwc.connectwithkids.com/plagiarism-2/</a></p> <p>Click here for accompanying discussion questions <a href="http://content.connectwithkids.com/files/2014/11/Plagiarism.pdf">http://content.connectwithkids.com/files/2014/11/Plagiarism.pdf</a></p>
26	<p><b>Life Skill: Respect</b></p> <p>When Kyle Van West decides she's in love, she decides to have sex. She was fifteen years old, and she thought she was ready. Then the relationship ended, and Kyle went into a deep depression.</p>	<p><a href="#">Click here</a> to open the resources on Character and Life Skills. Scroll down the page to click open the high school video segment on <b>Respect</b>.</p> <p><a href="#">Click here</a> for the accompanying Lesson Plan.</p>
27	<p><b>Life Skill: Responsibility</b></p> <p>When Rafael Posada decided to "go for it" and race the car that pulled up next to him, he didn't think about any consequences. Rafael didn't expect to find a cop also pull up beside him. He didn't expect to be arrested.</p>	<p><a href="#">Click here</a> to open the resources on Character and Life Skills. Scroll down the page to click open the high school video segment on <b>Responsibility</b>.</p> <p><a href="#">Click here</a> for the accompanying Lesson Plan.</p>

Session	Program Title and Description	Link to Content on <a href="http://GWC.ConnectwithKids.Com">GWC.ConnectwithKids.Com</a>
28	<p><b>Life Skill: Self-Control</b>  A lack of self-control led Dan O’Brian down the dark path of drug and alcohol addiction, but now he is learning new strategies to combat the daily struggle with his obsession.</p>	<p><a href="#">Click here</a> to open the resources on Character and Life Skills. Scroll down the page to click open the high school video segment on <b>Self-Control</b>.</p> <p><a href="#">Click here</a> for the accompanying Lesson Plan.</p>
29	<p><b>Life Skill: Togetherness</b>  When Melissa Gerjoi’s father died in a car accident, she tried to distance herself from everyone who loved her. But her older twin brothers taught her the importance of family unity by giving her unconditional love and support.</p>	<p><a href="#">Click here</a> to open the resources on Character and Life Skills. Scroll down the page to click open the high school video segment on <b>Togetherness</b>.</p> <p><a href="#">Click here</a> for the accompanying Lesson Plan.</p>
30	<p><b>Advisory Review and Recap</b>  Through discussion and self-reflection ask students to look back over the year to review what has been accomplished and what is yet to be addressed.</p>	



# WebSource

## For the Classroom

### Organizational Skills: Note Taking

#### Discussion Questions

- What is the purpose of taking notes?
- Why is it important to keep your notes organized and clean?

#### Activity: Organizing Your Notes

Students will demonstrate their knowledge on how to properly execute note taking.

##### PROCEDURE

1. Have students take out a piece of paper and a pencil, and title the paper: Note Taking Strategies. Write the following tips for note taking on the board and request that students copy these tips onto their paper. (Discuss each tip before moving on.)
  - Write a title and date at top of paper to indicate what information will follow and when it was written.
  - Do not write down everything. Simplify and only write down the important information.
  - Write neat, clear and easy-to-read notes.
  - Use abbreviations and symbols to keep notes simple and to save time.
  - Highlight important parts of your notes.
  - Keep all notes in notebook/binder. Avoid any loose papers.
  - Use different colors to categorize information.
2. Explain to students that there are many different ways to take notes. Today we are going to explore *Cornell Method of Note Taking*. Ask that students take out another sheet of paper and complete the following instructions:
  - Put a title and date at the top of the page.
  - Draw a vertical line 1/3 of the way from the left margin. Draw a horizontal line 1/3 of the way from the bottom of the page.
  - In the left hand side of the page, write the following at the top of the column: Key terms, headings and Main Ideas.
  - In the right hand side of the page, write the following at the top of the column: Definitions, details, examples, diagrams, lists and explanations.
  - In the bottom portion of the page, write a summary of the lesson. Use abbreviations to save room.
3. Next, tell students that we are going to practice this note taking technique and compare the outcomes. Ask each to take out a relevant book that they all may have (History, Science, English, etc.) and ask that they open it to the same page. Have students read chapter silently, and take notes on the section

based on what strategies they just learned.

4. When time is up, have students pair up to compare their notes. (If students finish reading and note taking early, have them review their notes.)
5. Bring the class together to review different strategies of note taking and why it is important to keep notes neat and organized.
6. Have students file away their notes into proper binder.



# WebSource

## For the Classroom

### College and Career Readiness

### Research Strategies: Using Google

## Discussion Questions

- What are the steps you take when researching a topic?
- How do you choose what information to use while researching a topic?

## Activity: How to Narrow Searches

Students will be able to narrow their searches while doing research, filtering out useless websites.

### MATERIALS

- Computer(s)

### PROCEDURE

1. Explain to students that they are going to learn how to narrow Google searches. Today's topic, as a practice exercise, will be to research careers they are interested in. They will have a much easier time finding the information they are looking for once they learn how to properly conduct a Google search, learning to eliminate all of the websites that don't offer the type of information they are looking for.
2. Have students take out a piece of paper and a pen or pencil. Explain to students that they are going to take notes on tips for narrowing searches.
3. Create a list of the white board of the following tips about Google searches:
  - a. Google considers uppercase and lowercase letters to be equal so case sensitivity is not an issue.
  - b. Avoid misspellings. You will not get the results you are looking for – however, Google will correct any misspelled words and offer to do a search for the corrected words.
  - c. Be specific. The more targeted your words, the better your results will be.
  - d. Singular and plural forms of words are different according to Google. So, if you aren't getting what you are looking for, try the other form of the word.
  - e. Google ignores most common, short words, such as the, and, or, after, in, how, I, it was, will be, and so on.
  - f. Google will only recognize "AND" and "OR" if and when they are all capitalized.
  - g. Google finds results anywhere in a document. It could be the HTML of a page.
  - h. Word order matters on Google. The first word is always considered the most important.
  - i. If you put quotation marks outside of the main words you are trying to search, you will get results of ALL words within the quotation marks.
  - j. The \* can be used as a wild card if you aren't sure of a word. This can be used to fill in a blank spot of a phrase. Google search will do it's best to find the missing word you are looking for.
4. Dismiss students to computers and have them begin their research.



5. Students should take notes on their findings and should be sure to include how they came up with them. You can copy and provide the attached chart. Students should write down which words they used to search their topic.
6. When time is up, have students share their findings. What did they find to be useful while searching? What did they see a lot of while searching the web?



Connect with Kids

# WebSource

For the Classroom

College and Career Readiness

Research Strategies: Using Google

Topic	Word Search	Results/Notes



# WebSource

## For the Classroom

### College and Career Readiness

#### Reviewing for a Test: Creating a Study Guide

## Group Discussion: Are You Listening?

Begin this advisory session by asking your students to listen as you recite this list of 12 words: Glass, Flashdrive, Basketball, College, Medium, Hello, Vacation, Ready, Frame, Shoes, Spoil, Final. Next ask students to take out a piece of paper and write down as many of the 12 words that they can remember. Ask, how did you do? Were you able to recall all 12 words? If so, you have excellent concentration and memory skills.

We all probably can use a little assistance when it comes to memory and concentration! Factors that can impact memory include the way that you organize information, how you use your brain during the study process and whether you allow enough time for recall. Tell your students that next we will work together to review the elements of creating a study outline to make test preparation more efficient.

## Activity: Creating a Study Guide

Students will demonstrate their ability to create study guides in order to help them prepare them for tests. Prior to the beginning of the session, make copies of the Sample Study Guide for each student.

### PROCEDURE

1. Explain to students that a study guide is something that can help them review and organize their materials in order to make study time more efficient.
2. The first step is to gather all of the materials that have been created or provided for the particular class: notes taken in class, homework, handouts, previous exams, textbooks and other resources. Group these materials into manageable groups: Pile notes together, homework in a separate stack, handouts in another. It can also be helpful to group chronologically, either from the order in which the materials were taught or when the topics actually happened in history (if that's the subject at hand.)
3. Divide the class into three or four groups according to common subjects they are studying for which they can begin to create a study guide (e.g., science, English, history.) If students share common classes, break into groups to begin to complete a sample study guide as a group exercise. This can also be an individual exercise.

<p><b>Key Facts/Important Points</b> <i>Some clues to look for are bolded print, italicized words, etc.</i></p>	<ol style="list-style-type: none"><li>1.</li><li>2.</li><li>3.</li><li>4.</li></ol>
<p><b>Key Words and Definitions</b> <i>Some clues to look for are bolded print, italicized words, etc.</i></p>	<ol style="list-style-type: none"><li>1.</li><li>2.</li><li>3.</li><li>4.</li><li>5.</li></ol>
<p><b>Key Dates to Remember</b></p>	<ol style="list-style-type: none"><li>1.</li><li>2.</li><li>3.</li><li>4.</li></ol>

<b>Unfamiliar Terms To Review</b>	1.  2.  3.  4.
<b>Key Quotes</b>	1.  2.  3.  4.
<b>Questions for Additional Review with your teacher</b>	1.  2.  3.  4.



# WebSource

For the Classroom

## Study Skills: Learning Strategies

### Discussion Questions

- What is the difference between *memorizing* information and *learning* it?
- Are you more likely to remember information if you memorize or understand/learn it?

### Activity: You Be the Teacher

Students will demonstrate knowledge of information by becoming “experts” on assigned sections and teaching that information to their classmates.

#### PROCEDURE

1. Have students take out a textbook of your choice and flip to a relevant chapter. They should also take out a piece of paper and a pen/pencil.
2. Divide students into groups. (The number of students in each group should reflect the number of sections in the chapter.)
3. Explain to the students, they are going to be teachers today. Ask that they become an “expert” on one section of the chapter at hand, and then will teach their group members what they believe to be important from that section. Assign students in each group to a different section of the chapter.
4. Explain to the students they can teach their section any way they wish. They should have notes on their sections to assist them while teaching. Encourage the students to be creative with their lesson. Provide ideas and examples of how to present their information to their classmates. They can write a poem, song lyrics, create a comic, use mnemonics, etc.
5. When time is up, students should take turns presenting their information to their group members. (Student with first section should present first, etc.) Inform students they should take notes on each group member’s presentation and should use these notes while studying.
6. Close the class with a discussion. Did the students enjoy this activity? How did they like being the expert and teacher? What “teaching” techniques could students use as part of their individual study and review process?



# WebSource

## For the Classroom

### Test Taking Skills: A Group Review

#### Discussion Questions

- How do you prepare for a test?
- How does reviewing for a test make you feel?

#### Activity: Don't Drop the Ball!

Students will review information for an upcoming test by engaging in a group activity.

##### MATERIALS

- A small, soft, ball

##### PROCEDURE

1. Begin by asking students to list ways that they can review material for an upcoming test, such as rereading the chapter, looking over notes, etc. Explain that today the group is going to play a game. Start by asking each student to take out a piece of paper, a pencil and any material they have on hand regarding an upcoming test.
2. Have each student write down three questions on their piece of paper regarding an upcoming test. If possible, select a subject that is common to all participants. Students should write brief answers to their questions, as well.
3. When students have completed this task, have them stand up, push their chairs in, and sit on their desks.
4. Take out the soft ball. Explain to students that whoever has the ball, may talk. The way the game is going to work is whoever has the ball will throw it to one of their classmates and ask one of their three questions. The student who catches the ball will have to answer the question. If a student does not know the answer, their classmates should answer together.
5. Close the lesson with a group discussion. Did the students enjoy this way of reviewing for a test? Did they know reviewing could be fun? Did they hear questions they didn't know the answer to and now know? Was this game beneficial to them?



# WebSource

For the Classroom

## College and Career Readiness: Report Card Self-Reflection

### Discussion Questions

- Were you satisfied with your last report card?
- What do you usually do with your report card? Have you ever really looked it over and thought about what it says about both your accomplishments and areas that might need a little improvement?

### Activity:

## *Really Reading Your Report Card*

Students will self-reflect on their previous grades and make plans to improve in the future.

#### MATERIALS

Copies of the Report Card Self-Reflection Chart

#### PROCEDURE

1. Explain to the students that they are going to take a look at a recent report card and make a plan on how they can improve in the future.
2. Download the Report Card Self-Reflection Chart and give each student a copy.
3. Have students fill out the report card reflection handout while referring back to their report cards.
4. When time is up, have students share with the class, ways they are going to improve their education skills in the future.
5. Collect the handouts when time is up. As their advisor, review the charts and provide feedback to each student.





Connect with Kids

# WebSource

For the Classroom

## Report Card Self-Reflection Worksheet

Name \_\_\_\_\_

Course Title	Your Grade	Were you successful? Why? Does this course need more attention?	What was the most important thing you learned?	What was easiest?	What was the most difficult?



# WebSource

For the Classroom

Your Transcript

## Discussion Questions

- What is a transcript?
- What are they used for?
- Why are they so important?

## Activity:

# Take Control of Your Transcript!

Students will learn the importance of a high school transcript.

### MATERIALS

- Sample transcript (one per student)

### PROCEDURE

1. Pass out sample transcripts – one per each student. Have students take out something to write with.
2. Review the sample transcript with the class. Explain to them each section individually. Be sure to review the credits and grading scale, and weight for courses with the class.
3. Have students silently reflect on their grades from the previous year.
4. Explain to students they are going to fill out the 10<sup>th</sup> grade box with realistic academic grade goals for this year.
5. On a separate sheet of paper, have students write specific steps they are going to take in order to achieve their future academic goals.

HIGH SCHOOL TRANSCRIPT SAMPLE

Name: Jane Doe  
 Address: 1234 Blueberry Rd  
 Big Town, State, Zip

Gender: F Birth Date: 01/04/2001

School Name: Blueberry Hill High  
 Phone: 111-222-3333

Graduation Date: 5/2017  
 Person to Contact: Dad or Mom's Name

Grade	Year	Course Title	1st Semester		2nd Semester		Final		Yearly Cumulative Totals	
			Grade	Credit	Grade	Credit	Grade	Credit	Credits	GPA
9	01-02	Algebra I	B	0.50	B	0.50	B	1.0	6.5	3.2
		Geography	B	0.50	B	0.50	B	1.0		
		Grammar & Composition I	A	0.25	A	0.25	A	0.5		
		Literature I	A	0.25	A	0.25	A	0.5		
		Biology I	C	0.50	A	0.50	B	1.0		
		Biology I Lab	B	0.25	B	0.25	B	0.5		
		PE	A	0.25	B	0.25	A	0.5		
		Health	B	0.25	B	0.25	B	0.5		
		Art I	B	0.50	B	0.50	B	1.0		
10										
11										
12										

Credits and Grading Scale: A 90-100; B 80-89; C 70-79; D 60- 69; F below 60  
 Weight for one-credit courses (120 hours): A=4; B=3; C=2; D=1; F=0 AP Courses: A=5; B=4; C=3  
 Activities: Library Volunteer, DAR Member, Art Guild Member, Museum Volunteer  
 ACT Score \_\_\_\_ date \_\_\_\_ SAT Score \_\_ date \_\_\_\_

Signed: Your signature here

Date: write date here



# WebSource

## For the Classroom

### College and Career Readiness: Goal Setting

#### Discussion Questions

- What are some of your goals?
- How have those goals changed over the past year?
- Why is it important to set goals?

#### Activity: S.M.A.R.T. Goals

Students will learn about S.M.A.R.T. goals and set their own S.M.A.R.T. goals.

##### PROCEDURE

1. On the board, write the following acronym for the word smart:

**S** - Specific

**M** – Measurable

**A** – Achievable

**R** - Realistic

**T** – Timely and/or tangible

2. Explain to students that when setting a goal, they should follow the S.M.A.R.T. guidelines. Explain to the class what S.M.A.R.T. goals are. You can also provide copies of the S.M.A.R.T. Goals handout.

**S is for Specific:** A specific goal has a much greater chance of being accomplished than a general goal. To set a specific goal you must answer the six “W” questions:

- Who: Who is involved?
- What: What do I want to accomplish?
- Where: Identify a location.
- When: Establish a time frame.
- Which: Identify requirements and constraints.
- Why: Specific reasons, purpose or benefits of accomplishing the goal.

Create an example with the class.

**M is for Measurable** - Establish concrete criteria for measuring progress toward the attainment of each goal you set. Explain to students that 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 goal. To determine if your goal is measurable, ask questions such as: How much? How many? How will I know when it is accomplished?

**A is for 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 the 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. You can attain most any goal you set when you plan your steps wisely and establish a time frame that allows you to carry out those steps. Goals that may have seemed far away and out of reach eventually move closer and become attainable, not because your goals shrink, but because you grow and expand to match them. When you list your goals you build your self-image. You see yourself as worthy of these goals, and develop the traits and personality that allow you to possess them.

**R is for Realistic**- To be realistic, a goal must represent an objective toward which you are both *willing* and *able* to work. A goal can be both high and realistic; you are the only one who can decide just how high your goal should be. But be sure that every goal represents substantial progress. A high goal is frequently easier to reach than a low one because a low goal exerts low motivational force. Some of the hardest jobs you ever accomplished actually seem easy simply because they were a labor of love.

**T is for Timely** – A goal should be grounded within a time frame. With no time frame tied to it there's no sense of urgency. If you want to lose 10 pounds, when do you want to lose it by? "Someday" won't work. But if you anchor it within a timeframe, "by May 1st", then you've set your unconscious mind into motion to begin working on the goal. Your goal is probably realistic if you truly *believe* that it can be accomplished. Additional ways to know if your goal is realistic is to determine if you have accomplished anything similar in the past or ask yourself what conditions would have to exist to accomplish this goal.

**T can also stand for Tangible** – A goal is tangible when you can experience it with one of the senses, that is, taste, touch, smell, sight or hearing. When your goal is tangible you have a better chance of making it specific and measurable and thus attainable.

3. Now, give a few examples of goals and have the class decide whether or not they are "S.M.A.R.T." goals.

4. Explain to the students that now it is their turn to create a S.M.A.R.T. goal for themselves. Have students take out a piece of paper and something to write with. Have students write their goal at the top of the paper. Underneath their goal, they should write the letters "S.M.A.R.T." in a vertical line. They should then write a sentence or two next to each letter, giving detail regarding their goal. You can also copy and distribute the worksheet that follows.

5. When time is up, have students share their S.M.A.R.T. goals with the class.

# WebSource

## For the Classroom

### College and Career Readiness: S.M.A.R.T. Goal Setting

#### S is for Specific

A specific goal has a much greater chance of being accomplished than a general goal. To set a specific goal you must answer the six “W” questions: Who is involved? What do I want to accomplish? Where will this take place? When will this take place? Establish a time frame. Which requirements are necessary or constraints might get in my way? Why is this goal important and what are its benefits?

#### M is for 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 goal. To determine if your goal is measurable, ask questions such as: How much? How many? How will I know when it is accomplished?

#### A is for 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 the 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. You can attain most any goal you set when you plan your steps wisely and establish a time frame that allows you to carry out those steps. When you list your goals you build your self-image. You see yourself as worthy of these goals, and develop the traits and personality that allow you to possess them.

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A goal must represent an objective toward which you are both *willing* and *able* to work. A goal can be both high and realistic; you are the only one who can decide just how high your goal should be. But be sure that every goal represents substantial progress. A high goal is frequently easier to reach than a low one because a low goal exerts low motivational force. Some of the hardest jobs you ever accomplished actually seem easy simply because they were a labor of love.

#### T is for Timely

A goal should be grounded within a time frame. With no time frame, there’s no sense of urgency. Your goal is probably realistic if you truly *believe* that it can be accomplished. Additional ways to know if your goal is realistic is to determine if you have accomplished anything similar in the past or ask yourself, what conditions would have to exist to accomplish this goal?



# WebSource

For the Classroom

College and Career Readiness

Interview Skills

## Discussion Questions

- Have you ever been on an interview?
- Did you prepare for it? If so, how?
- How do interviews make you feel?

## Activity: Interview Q's and A's

Students will demonstrate knowledge of how to properly prepare for an interview.

### MATERIALS

- Computer access

### PROCEDURE

1. Explain to the students that it is important to mentally prepare for an interview so that they can avoid “going blank,” when asked a question, as well as give their best responses.
2. Divide class up into pairs. Explain to the class that they are going to do some research regarding what to expect during an interview. Have each pair choose a type of job they would like to interview for or college they would like to apply to. They then should choose a specific company or school in anticipation of a potential interview opportunity.
3. Next, students will complete background research on the company/job/school they are interviewing with/for. Each pair should write a short paragraph on their findings. Explain that if they can use this information during the interview, each will present as a knowledgeable and prepared candidate.
4. Then, each pair should come up with as many questions/scenarios as possible as to what they anticipate will be asked. Sample questions include: Have students create questions targeted for the specific position they are researching, and write them down.
5. Next, have students discuss with their partner possible answers to those questions. Copies of the Q's and A's chart can be provided for a written exercise.
6. When time is up, bring class together to share their research. Each pair should present their chosen position and research behind it. They then should ask the class a few of the questions they came up with. Students should share their answers to provide additional perspectives on interview preparation.



# WebSource

For the Classroom

College and Career Readiness

Interview Q's and A's

Possible Question	Possible Answer
What can you tell me about yourself?	
Can you name three personal strengths? Three personal weaknesses?	
If your co-workers or friends were here, what would they say about you?	
What motivates you to do a good job?	
Describe a challenge you have had and how you dealt with it.	
Why should I hire you for this job/admit you to this school?	
Would you rather be liked or feared?	





# WebSource

For the Classroom

College and Career Readiness

Possible Q's and A's

Possible Question	Possible Answer

# WebSource

## For the Classroom

## College and Career Readiness

## Resume Building

### Discussion Questions

- What is a resume?
- What is it used for?
- What does a resume look like?

### Activity: Building and Updating Your Resume

Students will learn how to create a resume.

#### PROCEDURE

1. Explain to the students that they are going to create their own resumes today. Create a list of the following parts of a resume on the board and explain each section individually.

- Name and contact information
- Objective or summary statement
- Education
- Work experience
- Extracurricular activities
- Special skills

2. The objective portion includes a brief summary explaining the type of position they are looking for. It should also include a brief description of their employment goals. This statement should always be related to the position being applied for – adjust accordingly.

In the education section, list the name of the high school you are attending. Be sure to include your expected graduation date. This section of your resume will grow as your educational experiences continue.

The work experience portion can seem intimidating because as students those experiences are naturally limited. In this section, be sure to list all previous jobs no matter how big or small they were. Remember, the goal is also to demonstrate the qualities that future employees seek (reliability, responsibility, your ability to meet deadlines and work under pressure.) For example, a babysitting job may go in this section, as well as a summer waitressing job. Be sure to include any internships as well. In this section, you should list the dates you worked each job, as well as a brief description of what the job entailed.

In the Extracurricular Activities portion, list all your volunteer experiences, hobbies, etc. This will show the employer that you are committed and determined. Be sure to list any leadership roles in this section, as well.

In the special skills section, list any valuable skills you can offer to a company. This could mean any computer skills, additional languages you are fluent in, etc.

#### Tips:

- Each resume you submit should be altered to the specific job you are applying for. Once you learn what the company/position is looking for, add your personal information to the resume that could benefit the company.

- Reread your resume. Be sure there are no spelling errors. You do not need full sentences on a resume, but it should show consistency in how it is written.
- Ask others to look it over for you as an extra set of eyes to look for misspellings and grammatical errors.

<http://www.livecareer.com/resume-samples>

The website above has excellent examples of resume samples according to specific jobs. Read over a few with the class. Now, have the students begin writing their own resumes, using the following handout to provide structure. Advisors, be sure to offer help and answer any questions.



# WebSource

## A Sample Resume

First Name Last Name

Street Address, City, State and ZIP Code

home: XXX.XXX.XXXX

cell: XXX.XXX.XXXX

email: \_\_\_\_\_@\_\_\_\_\_

### Objective/Goal

A weekend part-time position in a retail store that sells music, books or sporting supplies.

A camp counselor or assistant position to support summertime arts and sporting programs for young children.

### Education

**Name of High School, City, State**

20XX - 20XX, *expected graduation date*

**Name of School, City, State**

20XX - 20XX

### Experience

#### Pet Care

20XX- 20XX

Provide pet sitting services including dog walking, feeding and yard care.

#### Child Care

20XX - Present

• Provide child care for several families after school, weekends and during school vacations.

### Achievements

- National Honor Society
- Academic Honor Roll (list dates)

### Volunteer Experience

- Little League Coach
- Positions in your church or community
- Run for Life

### Interests / Activities

- Member of Baseball Team
- Piano or Dance Team

### Technical Skills

- Proficient with Microsoft Office, Internet and Social Media

# Advisory Guide for Grade 11

Session	Program Title and Description	Link to Content on GWC.ConnectwithKids.Com
1	<p><b>Life Skill Development: Justice/Fairness</b>            A video segment features Robert Layde and David Mullinax, both victims of unfair treatment, but took their frustrations out in different ways. Download the accompanying lessons plan with discussion questions and an activity: <i>Zeroing in on Tolerance</i>.</p>	<p><a href="http://gwc.connectwithkids.com/middle-high-character-life-skills/">http://gwc.connectwithkids.com/middle-high-character-life-skills/</a>  <i>Scroll down to Justice</i></p>
2	<p><b>Life Skill Development: Kindness</b>            A video segment features the story of Arab-born football star Nizar Alawamleh. His friends and teachers vowed to protect him from racist backlash after Muslim extremists terrorists were accused of perpetrating violent acts against Americans on 9-11. Download the accompanying lessons plan with discussion questions and an activity: <i>Kindness is Relative</i>.</p>	<p><a href="http://gwc.connectwithkids.com/middle-high-character-life-skills/">http://gwc.connectwithkids.com/middle-high-character-life-skills/</a>  <i>Scroll down to Kindness</i></p>
3	<p><b>Life Skill Development: Loyalty and Dating Violence</b>            A video features Jenny Nichols, who experienced an abusive relationship with an older boy and experienced dating violence that can often lead to a misaligned concept of loyalty. Download the accompanying lessons plan with discussion questions and an activity: <i>Symbols of Loyalty</i>.</p>	<p><a href="http://gwc.connectwithkids.com/middle-high-character-life-skills/">http://gwc.connectwithkids.com/middle-high-character-life-skills/</a>  <i>Scroll down to Loyalty</i></p>
4	<p><b>Life Skill Development: Patience</b>            A video segment features 16-year-old Katie Kerkhover, an accomplished bluegrass musician who is patiently waiting for the success and recognition. Download the accompanying lessons plan with discussion questions and an activity: <i>Crossword Crunch</i>.</p>	<p><a href="http://gwc.connectwithkids.com/middle-high-character-life-skills/">http://gwc.connectwithkids.com/middle-high-character-life-skills/</a>  <i>Scroll down to Patience</i></p>

Session	Program Title and Description	Link to Content on GWC.ConnectwithKids.Com
5	<p><b>Life Skill Development: Peace and Gang Violence</b></p> <p>A video segment features Saul Avina, whose peaceful childhood in Mexico changed to one of gangs and violence after his parents divorced. Fortunately, with his new life in America, he has found tranquility once again. Download the accompanying lessons plan with discussion questions and an activity: <i>And Then What?</i> about controlling anger.</p>	<p><a href="http://gwc.connectwithkids.com/middle-high-character-life-skills/">http://gwc.connectwithkids.com/middle-high-character-life-skills/</a>  <i>Scroll down to Peace</i></p>
6	<p><b>College and Career Readiness: Career Anxiety</b></p> <p>A short video segment on growing evidence that kids today are more worried about their future than previous generations. Whether they're involved in sports, clubs or academics, kids today are quickly learning that competition is a part of life. Download the accompanying discussion and self-reflection questions.</p>	<p><a href="http://gwc.connectwithkids.com/career-anxiety/">http://gwc.connectwithkids.com/career-anxiety/</a></p>
7	<p><b>College and Career Readiness: Organizational Skills – A Binder for the College Bound</b></p> <p>Students will learn to organize their thoughts and materials to support the college search process.</p>	<p><a href="http://gwc.connectwithkids.com/middle-high-college-career/">http://gwc.connectwithkids.com/middle-high-college-career/</a>  Discussion questions and lesson plan also included in this guide.</p>
8	<p><b>College and Career Readiness: College Exploration</b></p> <p>Students will complete a fact-finding mission to determine key information about colleges of interest.</p>	<p><a href="http://gwc.connectwithkids.com/middle-high-college-career/">http://gwc.connectwithkids.com/middle-high-college-career/</a>  Discussion questions and lesson plan also included in this guide.</p>
9	<p><b>College and Career Readiness: Test Taking Skills – Essay Q's and A's</b></p> <p>Students will review strategies and techniques for completing essay questions and will craft a practice essay.</p>	<p><a href="http://gwc.connectwithkids.com/middle-high-college-career/">http://gwc.connectwithkids.com/middle-high-college-career/</a>  Discussion questions and lesson plan also included in this guide.</p>
10	<p><b>College and Career Readiness: Research Strategies – Note Taking</b></p> <p>Students will learn techniques to taking constructive notes during the research process.</p>	<p><a href="http://gwc.connectwithkids.com/middle-high-college-career/">http://gwc.connectwithkids.com/middle-high-college-career/</a>  Discussion questions and lesson plan also included in this guide.</p>

Session	Program Title and Description	Link to Content on GWC.ConnectwithKids.Com
11	<b>College and Career Readiness: Goal Setting</b> Students will discuss short-term versus long-term goals, and complete an exercise to map out long-term goals.	<a href="http://gwc.connectwithkids.com/middle-high-college-career/">http://gwc.connectwithkids.com/middle-high-college-career/</a> Discussion questions and lesson plan also included in this guide.
12	<b>College and Career Readiness: Interview Skills</b> Students will discuss the interview process and review strategies for appropriate follow-up.	<a href="http://gwc.connectwithkids.com/middle-high-college-career/">http://gwc.connectwithkids.com/middle-high-college-career/</a> Discussion questions and lesson plan also included in this guide.
13	<b>College and Career Readiness: Resume Building</b> Students will discuss and explore the importance of obtaining recommendation letters, along with what should be included in each letter.	<a href="http://gwc.connectwithkids.com/middle-high-college-career/">http://gwc.connectwithkids.com/middle-high-college-career/</a> Discussion questions and lesson plan also included in this guide.
14	<b>College and Career Readiness: Verifying Your Transcript</b> Students will review the high school transcript and complete an exercise to verify its information.	<a href="http://gwc.connectwithkids.com/middle-high-college-career/">http://gwc.connectwithkids.com/middle-high-college-career/</a> Discussion questions and lesson plan also included in this guide.
15	<b>The Role of Self-Esteem in Academic Success: Set Backs Make Us Stronger</b> A study reported in the Journal of Personality and Social Psychology confirms that life's challenges... a little adversity, even mundane experiences, contributes to building resilience. How can a little failure serve each of us well?	<a href="#">Click here</a> for the video Link to Set Backs Make Us Stronger <a href="#">Click here</a> for the accompanying discussion questions.
16	<b>Health and Wellness: Dating and Relationships – First Comes Love Part 1</b> Examine some of today's pressures regarding love and how teens view and define relationships and dating.	Click the following link for the video. <a href="http://gwc.connectwithkids.com/first-comes-love-cv/">http://gwc.connectwithkids.com/first-comes-love-cv/</a>  Click the following link for discussion questions. <a href="http://content.connectwithkids.com.s3.amazonaws.com/websource/Student_channel/downloads/First_Comes_Love/First_Comes_Love--Part_One.pdf">http://content.connectwithkids.com.s3.amazonaws.com/websource/Student_channel/downloads/First_Comes_Love/First_Comes_Love--Part_One.pdf</a>

Session	Program Title and Description	Link to Content on GWC.ConnectwithKids.Com
17	<p><b>Health and Wellness: Dating and Relationships – First Comes Love Part 2</b>            Teen boys talk about the dating pressures they experience to gain status and respect, from both the girls and the other boys.</p>	<p>Click the following link for the video.  <a href="http://gwc.connectwithkids.com/first-comes-love-cv/">http://gwc.connectwithkids.com/first-comes-love-cv/</a></p> <p>Click the following link for discussion questions.  <a href="http://content.connectwithkids.com.s3.amazonaws.com/websource/Student_channel/downloads/First_Comes_Love/First_Comes_Love--Part_Two.pdf">http://content.connectwithkids.com.s3.amazonaws.com/websource/Student_channel/downloads/First_Comes_Love/First_Comes_Love--Part_Two.pdf</a></p>
18	<p><b>Health and Wellness: Dating and Relationships – First Comes Love Part 3</b>            Jenny and Mateo share their emotional story about their abusive relationship, urging other teens to take it slow and allow relationships time to develop.</p>	<p>Click the following link for the video.  <a href="http://gwc.connectwithkids.com/first-comes-love-cv/">http://gwc.connectwithkids.com/first-comes-love-cv/</a></p> <p>Click the following link for discussion questions.  <a href="http://content.connectwithkids.com.s3.amazonaws.com/websource/Student_channel/downloads/First_Comes_Love/First_Comes_Love--Part_Three.pdf">http://content.connectwithkids.com.s3.amazonaws.com/websource/Student_channel/downloads/First_Comes_Love/First_Comes_Love--Part_Three.pdf</a></p>
19	<p><b>Health and Wellness: Dating and Relationships -- – First Comes Love Part 4</b>            Experts discuss how learning how to be in a relationship – and manage an intimate relationship – is part of growing up.</p>	<p>Click the following link for the video.  <a href="http://gwc.connectwithkids.com/first-comes-love-cv/">http://gwc.connectwithkids.com/first-comes-love-cv/</a></p> <p>Click the following link for discussion questions.  <a href="http://content.connectwithkids.com.s3.amazonaws.com/websource/Student_channel/downloads/First_Comes_Love/First_Comes_Love--Part_Four.pdf">http://content.connectwithkids.com.s3.amazonaws.com/websource/Student_channel/downloads/First_Comes_Love/First_Comes_Love--Part_Four.pdf</a></p>
20	<p><b>Life Skill Development: Perseverance</b>            Krystal Williams’ perseverance helped her overcome adversities such as homelessness, a drug-addicted father and domestic abuse. She uses her experiences to inspire others.</p>	<p>Click the following link to view video:  <a href="http://gwc.connectwithkids.com/middle-high-character-life-skills/">http://gwc.connectwithkids.com/middle-high-character-life-skills/</a> and scroll down the page to open the high school segment on <b>Perseverance</b>.</p> <p><a href="#">Click here</a> for the lesson plan:</p>
21	<p><b>College and Career Readiness: Making the Most of Education</b>            Teens like to spend money on clothes, music, phones and downloads. Many plan on making more money as they grow into adulthood. But what happens when teens don’t graduate high school? Watch this real story to hear from students about their hopes, dreams and the reality of needing a solid education.</p>	<p>Click the following link to view video:  <a href="http://gwc.connectwithkids.com/making-the-most-of-education/">http://gwc.connectwithkids.com/making-the-most-of-education/</a></p> <p>Click the following link for the discussion questions:  <a href="http://content.connectwithkids.com.s3.amazonaws.com/Print%20Support/Making%20the%20Most%20of%20Education%20.pdf">http://content.connectwithkids.com.s3.amazonaws.com/Print%20Support/Making%20the%20Most%20of%20Education%20.pdf</a></p>
22	<p><b>College and Career Readiness: Finding a Mentor</b></p>	<p>Click the following link to view video:  <a href="http://gwc.connectwithkids.com/finding-a-mentor/">http://gwc.connectwithkids.com/finding-a-mentor/</a></p>



Session	Program Title and Description	Link to Content on GWC.ConnectwithKids.Com
	A study by Big Brothers, Big Sisters of America reports that kids with a mentor end up years later with more education, more money, and a better relationship with friends and family. Watch this and hear real stories about finding and being a mentor and its benefits.	Click the following link for the discussion questions: <a href="http://content.connectwithkids.com.s3.amazonaws.com/Print%20Support/Finding%20a%20Mentor.pdf">http://content.connectwithkids.com.s3.amazonaws.com/Print%20Support/Finding%20a%20Mentor.pdf</a>
23	<b>College and Career Readiness: What's a Responsible College Visit?</b> High school seniors around the country are in the process of deciding where to do to school next year. While a big part of that decision hinges on their visits to college campuses, what goes on during those visits may be of a surprise to many. Watch this program and hear from students, along with expert advice on making the most of college visits.	Click the following link to view video: <a href="http://gwc.connectwithkids.com/whats-a-responsible-college-visit/">http://gwc.connectwithkids.com/whats-a-responsible-college-visit/</a>  Click the following link for the discussion questions: <a href="http://content.connectwithkids.com.s3.amazonaws.com/Print%20Support/What%2527s%20a%20Responsible%20College%20Visit%20.pdf">http://content.connectwithkids.com.s3.amazonaws.com/Print%20Support/What%2527s%20a%20Responsible%20College%20Visit%20.pdf</a>
24	<b>Life Skill Development: Peace</b> Watch the real story of Saul Avina, whose peaceful childhood in Mexico changed to one of gangs and violence after his parents divorced. Fortunately, with his new life in America, he has avoided gang membership and found tranquility and inner peace once again.	Click the following link to view video: <a href="http://gwc.connectwithkids.com/middle-high-character-life-skills/">http://gwc.connectwithkids.com/middle-high-character-life-skills/</a> and scroll down the page to open the high school segment on <b>Peace</b> .  <a href="#">Click here</a> for the lesson plan:
25	<b>Substance Abuse Prevention: Gateway - Part 1</b> Experts explain how experimenting with certain drugs can lead to the use and abuse of other harder drugs, called gateway.	Click the following link to view video segment 1: <a href="http://gwc.connectwithkids.com/gateway-cv/">http://gwc.connectwithkids.com/gateway-cv/</a>  Click the following link for the lesson plan: <a href="http://content.connectwithkids.com.s3.amazonaws.com/websource/Student_channel/downloads/gateway/Gateway1.pdf">http://content.connectwithkids.com.s3.amazonaws.com/websource/Student_channel/downloads/gateway/Gateway1.pdf</a>
26	<b>Substance Abuse Prevention: Gateway - Part 2</b> Andrew Wolpa is now in rehab after becoming a drug addict. He began smoking marijuana in the 8th grade, and became an addict after he decided to try other drugs while he was high.	Click the following link to view video segment 2: <a href="http://gwc.connectwithkids.com/gateway-cv/">http://gwc.connectwithkids.com/gateway-cv/</a>  Click the following link for the lesson plan: <a href="http://content.connectwithkids.com.s3.amazonaws.com/websource/Student_channel/downloads/gateway/Gateway2.pdf">http://content.connectwithkids.com.s3.amazonaws.com/websource/Student_channel/downloads/gateway/Gateway2.pdf</a>
27	<b>Substance Abuse Prevention: Gateway - Part 3</b>	Click the following link to view video segment 3: <a href="http://gwc.connectwithkids.com/gateway-cv/">http://gwc.connectwithkids.com/gateway-cv/</a>

Session	Program Title and Description	Link to Content on GWC.ConnectwithKids.Com
	Experts explain adolescent brain development and that the earlier kids begin to use drugs, the more detrimental effects they have on an individual in the future.	Click the following link for the lesson plan: <a href="http://content.connectwithkids.com.s3.amazonaws.com/websource/Student_channel/downloads/gateway/Gateway3.pdf">http://content.connectwithkids.com.s3.amazonaws.com/websource/Student_channel/downloads/gateway/Gateway3.pdf</a>
28	<b>Substance Abuse Prevention: Gateway - Part 4</b> Alcohol, tobacco and marijuana are the most common gateway drugs because of the ease of access to the drugs.	Click the following link to view video segment 4: <a href="http://gwc.connectwithkids.com/gateway-cv/">http://gwc.connectwithkids.com/gateway-cv/</a>  Click the following link for the lesson plan: <a href="http://content.connectwithkids.com.s3.amazonaws.com/websource/Student_channel/downloads/gateway/Gateway4.pdf">http://content.connectwithkids.com.s3.amazonaws.com/websource/Student_channel/downloads/gateway/Gateway4.pdf</a>
29	<b>Substance Abuse Prevention: Gateway - Part 5</b> Experts use the "CRACK" test to determine if a kid is at risk for addiction, and explain that a major reason for their drug abuse can be the way they started and the drugs they first began using.	Click the following link to view video segment 5: <a href="http://gwc.connectwithkids.com/gateway-cv/">http://gwc.connectwithkids.com/gateway-cv/</a>  Click the following link for the lesson plan: <a href="http://content.connectwithkids.com.s3.amazonaws.com/websource/Student_channel/downloads/gateway/Gateway5.pdf">http://content.connectwithkids.com.s3.amazonaws.com/websource/Student_channel/downloads/gateway/Gateway5.pdf</a>
30	<b>A Review of Advisory Highs and Lows</b> Through discussion and self-reflection, ask students to look back over the year to review what has been accomplished and what is yet to be addressed.	





# WebSource

## For the Classroom

### Organizational Skills: A Binder for the College Bound

#### Discussion Questions

- What is involved in the college search process?
- What kinds of information do you need to keep track of?

#### Activity: Organizing Your Path to College

Students will organize both their thoughts and materials to support the college search process.

##### MATERIALS

- Binder (one for each student)
- Tab Dividers (Pack per each student)
- Computer for online access

##### PROCEDURE

1. Begin this session by explaining to students that they are going to make a personal Preparing for College binder to help each to stay organized throughout the college search process.
2. As a class, make a list of everything the students will need when searching/applying to colleges. Items on this list might include:
  - Test scores readily available/dates of SAT/ACT testing
  - A list of personal interests and priorities, such as areas of study, the importance of athletics, location preferences (i.e. college town vs. urban setting).
  - Brochures/DVDs
  - College Tours – any material received regarding admissions contacts/scheduled tour dates
  - Applications
  - Transcript
  - Personal Essay
3. Have students create tabs for the items on the list.
4. Now, take students to the media center, computer lab, or area that will provide each student online access to begin an online college search. If computer access is limited, conduct this search as a group by opening a sample college website on the projector. Explore the site, its descriptions, deadlines, contact information and applications. Have students print out applications of schools of interest, and place them in their binders.
5. When students find a college they are interested in, have them look at the personal essay that is required. They can begin this another class period or as a homework assignment.

6. Review with students procedures in your school that allow them to obtain their school transcripts, a procedure that is important to know when it is time to submit applications to the colleges of their choice.
7. Have students keep their binders up to date with their search. The group can return to this college search exercise to share information and discuss schools they are interested in.



# WebSource

## For the Classroom

### College and Career Readiness: College Exploration

## Discussion Questions

- What colleges are you interested in?
- What do you know about these schools?
- How are you going to decide on a college?

## Activity: Collegiate Fact Finding

Students will become familiar with their top colleges.

### MATERIALS

- Computer Access

### PROCEDURE

Explain to the students that they are going to research a selected college or university of interest and record their findings. You can make copies and distribute the Collegiate Fact Finding worksheet.

Review the worksheet to discuss the information that students should research. The list includes the following:

#### **Admission Criteria**

- Average GPA
- Average SAT/ACT score
- Average Class rank

#### **Academics**

- What are the required courses?
- What are three majors the school offers that interest you?

#### **Location**

- How far is the college location from home?
- What is the area like? Urban? Rural? Small campus? Large campus?

#### **Athletics**

- What sports teams does the college have?
- What division are the sports teams?
- What are the school colors?
- What is the mascot?

#### **Extracurricular Activities**

- What clubs are there on campus?
- Are there sororities/fraternities?

**Student Body**

- How many undergraduate students are there?
- What is the average class size?
- What percentage of the student body is male/female?
- How many students receive financial aid?

**Housing Options**

- What housing options are available?
- Who is eligible for on-campus housing?
- What types of dorms are available?
- What percent of students live on campus?

**Other Areas of Support**

- What academic support is available?
- What internships are available?
- What career counseling services are available?

Dismiss students to computers to begin their research. They should record their findings in the right column. When time is up, have students present their findings to the class.

As an extension activity, have students create posters about the college or university researched.



# WebSource

For the Classroom

## Collegiate Fact Finding Worksheet

Name of School: \_\_\_\_\_

I need to know...	Findings
<p><b>Academics:</b> What are required courses? What are three majors/areas of study that the school offers that are of interest to you?</p>	
<p><b>Location:</b> How far from home? What is the campus like (urban, rural, small, large)?</p>	
<p><b>Athletics:</b> Sports teams? What division? School colors and mascot?</p>	



<p><b>Extracurricular Activities:</b>  On campus clubs?  Sororities or fraternities?  Intramural sports?</p>	
<p><b>Student Body:</b> How many undergrads? Average class size? How many students receive financial aid? What percentage is male? Female?</p>	
<p><b>Housing Options:</b> Where do students live? What types of dorms are available? What percentage of students live on campus?</p>	
<p><b>Other Areas of Support:</b>  What academic support is available? Tutors?  Internships? Career counseling?</p>	



# WebSource

For the Classroom

College and Career Readiness

Test Taking Skills: Essay Q's and A's

## Discussion Questions

- Test questions often fall into categories: multiple choice, true/false, fill in the blank, open-ended and essay questions. Do you have a preference for a type of test question? Why?
- What, if anything, do you like best about essay questions? What do you find most challenging?

## Activity: A Practice Essay

Students will review strategies for completing essay test questions.

### MATERIALS

Copies to distribute to students of Your Essay Outline and Tips on Completing Essay Questions

### PROCEDURE

1. Explain to students that completing an essay can be like creating a mini-paper. It can be best accomplished by organizing your thoughts as follows:

#### **The Essay Introduction**

The introduction is the first paragraph of your essay and introduces the essay topic to your reader. The essay introduction presents your topic and tells the reader what supporting points follow within the essay body.

#### **The Essay Body**

The body is where you develop the topic that you introduced in your introduction. Start a new paragraph every time you discuss a new point. Make the body "flow" by introducing the next paragraph of your essay at the end of the previous one. When you're satisfied that you have made your points, move on to the essay conclusion.

#### **The Essay Conclusion**

Although it's often overlooked, the conclusion is an important part of your essay. It's the last paragraph of your essay and your last chance to drive home your point of view as well as an indicator of how well you've organized your thoughts. Generally the conclusion is a summary of your essay body and/or any closing thoughts or ideas.

Remind students that once you are sure that your essay "makes your point" and that you have caught and corrected any errors in formatting, spelling, punctuation, and grammar, your "first draft" magically becomes your finished essay.

2. Review the list of suggested Tips on Completing Essay Questions
3. Next, have students practice completing an essay question using a very basic question you create based upon a current unit of study, or using the following SAT practice essay questions:

Sample Essay Questions:

Winston Churchill said, “The price of greatness is responsibility.” Do we expect too much from our public figures?

Many societies believe that the pursuit of happiness is a fundamental human right. What gives us more pleasure and satisfaction: the pursuit of our desires or the attainment of them?

# Your Essay Outline

## Essay Introduction

A short sentence or two to present your topic and tell the reader what supporting points follow within the essay body.

## Essay Body

The body is where you develop the topic that you introduced in your introduction. Start a new paragraph every time you discuss a new point.

## Essay Body: Point 2

Make the body "flow" by introducing the next paragraph of your essay at the end of the previous one.

## Essay Conclusion

Your last chance to drive home your point of view.

## Tips on Completing Test Essay Questions

- Read the directions carefully. Pay close attention to whether you are supposed to answer all the essays or only a specified amount (e.g. "Answer 2 out of the 3 questions).
- Make sure that you understand what the question is asking you. If you're not, ask your teacher.
- Make sure that you write down everything that is asked of you and more. Generally, the more details and facts that you write down, the more complete your answer will be and the higher your grade is going to be.
- Budget your time, don't spend the entire test time on one essay.
- If the question is asking for facts, don't give your personal opinion on the topic.
- When writing your essay, try to be as neat as possible, neater papers usually receive higher marks.
- Make an outline before writing your essay. This way your essay will be more organized and fluid. If you happen to run out of time, most instructors will give you partial credit for the ideas that you have outlined.
- Don't write long introductions and conclusions, the bulk of your time should be spent on answering the question(s) in the body of the essay.
- Focus on one main idea per a paragraph.
- If you have time left at the end, proofread your work and correct any errors.
- Budget your time. If you have an hour to write 3 essays, spend no more than 20 minutes on each essay, then if you have time left over at the end go back and finish any incomplete essays.
- If you aren't sure about an exact date or number, use approximations e.g. "Approximately 5000" or "In the late 17th century."
- If you make a mistake, simply draw a line through it, it is much neater and quicker than erasing it.



# WebSource

## For the Classroom

### College and Career Readiness

### Research Strategies: Note Taking

## Discussion Questions

- What are the steps you take when researching a topic?
- How do you choose what information to use while researching a topic?
- How do you record this information?

## Activity: Take Note(s)!

Students will be able to take constructive notes with doing research.

### MATERIALS

- Computer(s)

### PROCEDURE

1. Explain to students that taking constructive, well-organized notes while completing research is an important step to successfully completing a research project or paper. While doing research, one can stumble upon endless amounts of information so it is important to narrow that information down to what is important for the ideal outcome. It is also very important to organize notes in a way they can be used to refer back to.
2. Explain to the students that not all information they find is necessary to include in their final product or paper. Today, we are going to discuss ways to categorize and distill the important information from background details that likely will not be used. We will also review *how* to take notes so that they can easily be referred back to.
3. Have students take out a piece of paper and a pen or pencil. As a class, create the following list on the board.
4. When taking notes, look out for key words. These may be bolded, italicized, highlighted, etc.
5. Determine whether or not a quote may be useful to your project.
6. Determine what data will best suit your project. Do you need research findings, news stories, a timeline of events? Keep in mind, what you are trying to determine with your findings.
7. Keep track of page numbers, sections, etc. when taking notes so you can refer back if need be.
8. Always keep track of the website (URL) for citing purposes.
9. Take notes in an organized, outline form so they are easy to refer back to. When it comes time to writing a paper, this will be extremely helpful.
10. Dismiss students to computers. Have students begin researching topic of their choice. Have students take notes on their findings.
11. When time is up, have students share their notes with the class.



# WebSource

For the Classroom

College and Career Readiness

Goal Setting: Mapping Long-Term Goals

## Discussion Questions

- What are some of your short-term goals?
- What are your longer-term goals?
- In what ways might shorter-term goals impact the success of your longer-term goals?

## Activity: Mapping Long-Term Goals

Students will learn the importance of goal setting while setting specific, long-term goals for themselves.

### PROCEDURE

1. Begin this session by determining, as a group, the timeframe for a long-term goal. This might represent the end of senior year of high school, the completion of college, or a certain age (i.e., age 18, 21, 25 or 30.)
2. Have students take out a piece of paper and something to write with. Have students fold piece of paper in half horizontally once, and then in half, twice. Creating 8 boxes.
3. Tell students they are going to think of a long-term goal for themselves and come up with a procedure of how they are going to accomplish this goal. Explain to them that without steps, they will never get there.
4. Have students write their goal in the bottom, right box.
5. In the other boxes, starting with the top, left, they should begin writing steps of how they are going to achieve their goal. Explain to the students, this is a map they will follow to get to their final destination.
6. When time is up, have students share their maps with the class. They can also take those folded papers and place them in a pocket or planner as a reminder of this exercise.



# WebSource

## For the Classroom

## College and Career Readiness

## Interview Skills

### Discussion Questions

- Have you ever been on an interview?
- Did you follow up?
- When you get back in touch with your interviewer, what might that demonstrate?

### Activity: The Interview Follow-Up

Students will demonstrate knowledge of how to properly follow up after an interview.

#### PROCEDURE

1. Explain to the class that it is very important to follow up after an interview. It can mean getting offered the job over someone else. Discuss with students that their goal is to leave each interviewer with a lasting positive impression on their way out.
2. Step One: Thank the interviewer, using his or her name, for their time in a grateful goodbye.
3. Step Two: Stop and take a moment to recap your thoughts following the interview. This will help you track your feelings, thoughts and information gathered during the interview, which can provide input for follow up, as well as guidance for future interviews. How did you feel before, during and after the interview? What went well? Is there a response that you could have handled differently? Students should also write down as many questions as they can remember being asked. By recording all of this information, students can refer back to their notes and can constantly prepare for future interviews.
4. Step Three: Explain to students that as soon as you home, should send an email to the interviewer thanking them, once again, for their time, and expressing your interest. As a class, draft a sample email outline on the white board.
  - Email should begin with addressing the interviewer by name, or how they introduced themselves.
  - Within the body of the email, they should thank them for taking the time to meet with them.
  - Students should express their interest in the position after hearing what they have to offer, as well as referring back to something they discussed during the interview.
  - Students should end the email with a positive statement, as such “I look forward to hearing from you”, then of course, signing the bottom of the email.
5. Now, explain to the students that it is important to follow up beyond the thank you email following the interview. It is common for employers to need to decide between candidates. By reaching out and following up, it will show persistence and desire for the position. During the interview, they may be told to follow up on a certain day. If that is the case, be sure to do so. However, if that is not the case, one should follow up one week following the interview. This can be done through email unless told otherwise.
6. Next, have students practice writing their own hypothetical email follow up. You can have students send the email to you, their advisor/teacher, at your school email address.





# WebSource

For the Classroom

## College and Career Readiness: Resume Building The Recommendation Letter

### Discussion Questions

- What are recommendation letters used for? Expand the discussion by talking with students about character references and traits that college admissions officers/employers seek to learn more about a job or college applicant.
- Who writes them?
- What information should be included in a letter of recommendation?

### Activity:

## A Recommendation Letter

Students will learn the structure of a recommendation letter.

#### PROCEDURE

1. Explain to the class they are going to practice writing recommendation letters for a classmate. These will be useful in the future when applying to jobs and college applications, if necessary; they can be used as a reference regarding the applicant. For overall direction, brainstorm as a group about some of the attributes one might want to elaborate upon in a recommendation letter, i.e., reliability, dedication, commitment, special talents, responsibility, perseverance, empathy.
2. Have each student take out a piece of paper and pen. First, ask each student to draft a brief summary about themselves and what qualifications they possess. These should pertain to the job they are applying for. This brief summary is going to help the person writing the recommendation letter, so they should be specific in their skills, past experiences and personal qualities, etc.
3. Once students are done writing a brief summary about themselves, have students partner up and exchange summaries. Now it is time for students to write a recommendation letter for their classmate.
4. Explain to the students what information goes into a recommendation letter and how it should be outlined. Create a small outline on the board for students to reference while writing their recommendation letters.

- **First paragraph** should explain how you know the person you are writing for. Provide your job title and their job title at the time of interaction. You should also include the length of time in which you have known the person.
  - **The body** of the letter should include the skills, qualities, areas of knowledge and any other positive assets of the person in which you are recommending. It may be useful to create a list of strengths the person possesses before writing the letter. In this section, you should provide examples of when this person demonstrated these skills, qualities, etc. Try to be as specific as you can.
  - **In the closing paragraph** of your letter, it is useful to mention that you would hire this person again for a job. You should also end with a positive statement ensuring the positive outcome the company would have if they hired this person.
  - **At the very end of the letter**, provide contact information for yourself in case they would like to reach you to discuss further.
5. Next, provide students a chance to write a recommendation letter for a classmate, using the background material each has drafted. Advisors can copy and hand out the recommendation letter draft chart. When time is up, have students share with the class their letters. Students should exchange letters with their partners and keep these to later use when applying for jobs. They can offer this sample recommendation letter to a teacher, advisor or other individual who might be asked to prepare a recommendation letter on their behalf.



# WebSource

For the Classroom

## College and Career Readiness: A Recommendation Letter Outline

Your Name  
Address  
City/State/Zip  
Date

*Introduce yourself. State why you are writing this letter and on whose behalf.*

*List and describe the skills and attributes of the person you are writing about. Be sure to include shared experiences in which you witnessed his/her talents or heard about them from other trusted sources.*

*Close with a positive statement about this individual: a bright future, you would welcome the opportunity to be a co-worker, supervisor of this person.*

*Provide contact information (email and/or phone) for further questions.*



# WebSource

## For the Classroom Your Transcript

### Discussion Questions

- What is a transcript?
- What are they used for?
- Why are they so important?
- How do I get my transcript?

### Activity: Verifying Your Transcript

Students will become experts on their own transcripts

#### MATERIALS

- Access to each student's transcripts

#### PROCEDURE

1. Have students log onto school website where they can access their transcripts. Or, give each student a hard copy of their transcript.
2. Explain to the students that the time is getting close where they are going to have to send off their transcripts to colleges, if they haven't already done so. It is extremely important that the transcripts are 100% accurate to the student's performance. This could make or break an acceptance to a college.
3. Explain to the students that they are going to check over their transcripts thus far and make sure all the information is accurate.
4. Students can refer back to old report cards if need be or they can ask the teacher for a previous grade if they can't remember.
5. Explain to the students that colleges look at student's GPA's (found on transcripts) and have an average GPA that they compare them with.
6. Have students look up their top colleges and make sure they fall in their average GPA. Explain to the students that they should have "reach" schools, as well as "safety" schools.
7. If students finish early, have them research average GPA's at other schools they may be interested in.

# Advisory Guide for Grade 12

Session Date	Program Title and Description	Link to Content on GWC.ConnectwithKids.Com
1	<p><b>College and Career Readiness: What's a Responsible College Visit</b></p> <p>High school seniors around the country are in the process of deciding where to do to school next year. While a big part of that decision hinges on their visits to college campuses, what goes on during those visits may be of a surprise to many. Watch this short video and hear from students, along with expert advice on making the most of college visits.</p>	<p><a href="http://gwc.connectwithkids.com/whats-a-responsible-college-visit/">http://gwc.connectwithkids.com/whats-a-responsible-college-visit/</a></p>
2	<p><b>College and Career Readiness: College Myths - Part I</b></p> <p>From what colleges require for admission to importance of high school grades, teens make during high school, there are plenty of misconceptions about what it takes to get into college. Watch this short video to hear from students – and experts – about what teens and their parents should know about common misconceptions.</p>	<p>Click the following link to open video resources:  <a href="http://gwc.connectwithkids.com/college-myths-part-i/">http://gwc.connectwithkids.com/college-myths-part-i/</a></p> <p>Click the following link for the discussion and self-reflection questions:  <a href="http://content.connectwithkids.com.s3.amazonaws.com/Print%20Support/College%20Myths%20Part%20I%20.pdf">http://content.connectwithkids.com.s3.amazonaws.com/Print%20Support/College%20Myths%20Part%20I%20.pdf</a></p>
3	<p><b>College and Career Readiness: College Myths - Part II</b></p> <p>From high school and college courses to financial aid, there are plenty of misconceptions about what it takes to get into college. Watch this short video to hear from students – and experts – about what teens and their parents should know about common misconceptions.</p>	<p>Click the following link to open video resources:  <a href="http://gwc.connectwithkids.com/college-myths-part-ii/">http://gwc.connectwithkids.com/college-myths-part-ii/</a></p> <p>Click the following link for the discussion and self-reflection questions:  <a href="http://content.connectwithkids.com.s3.amazonaws.com/Print%20Support/College%20Myths%20Part%20II.pdf">http://content.connectwithkids.com.s3.amazonaws.com/Print%20Support/College%20Myths%20Part%20II.pdf</a></p>
4	<p><b>College and Career Readiness: Major Decisions</b></p> <p>This session will allow students to discuss and explore college majors and where each area of study might lead.</p>	<p><a href="https://bigfuture.collegeboard.org/explore-careers/college-majors/college-majors-faqs">https://bigfuture.collegeboard.org/explore-careers/college-majors/college-majors-faqs</a></p>

Session Date	Program Title and Description	Link to Content on GWC.ConnectwithKids.Com
5	<p><b>Life Skill Development : The Empathy Deficit</b></p> <p>Are remote online connections impacting care and compassion? This short video explores today’s lack of face-to-face communication and competition, sometimes known as “Facebook depression.” Discussion questions are included on the website page.</p>	<p><a href="http://gwc.connectwithkids.com/facebook-depression-2/">http://gwc.connectwithkids.com/facebook-depression-2/</a></p>
6	<p><b>Health and Wellness: Teen Depression</b></p> <p>Research from Columbia University finds that nearly half of all 19 to 25 year olds suffer from some type of psychiatric disorder: depression, anxiety, phobias, or addiction. Some of the disorders are mild and some are not. What can be done to help?</p>	<p><a href="http://gwc.connectwithkids.com/teen-depression-2/">http://gwc.connectwithkids.com/teen-depression-2/</a></p> <p><a href="#">Click here</a> for discussion and self-reflection questions</p>
7	<p><b>Life Skill Development : Self-Control</b></p> <p>A short video featuring teen Dan O’Brien, whose lack of self-control led down the dark path of drug and alcohol addiction. He is now learning new strategies to combat the daily struggle with his obsession. Download the accompany lesson plan and classroom activity: <i>Make a Decision</i>.</p>	<p><a href="http://gwc.connectwithkids.com/middle-high-character-life-skills/">http://gwc.connectwithkids.com/middle-high-character-life-skills/</a></p> <p><i>Scroll down to Self-Control</i></p>
8	<p><b>College and Career Readiness: Organizational Skills</b></p> <p>Students will review tasks and the thought process to organize college visits.</p>	<p><a href="http://gwc.connectwithkids.com/middle-high-college-career/">http://gwc.connectwithkids.com/middle-high-college-career/</a></p> <p>Discussion questions and lesson plan also included in this guide.</p>
9	<p><b>College and Career Readiness: Test Taking Skills</b></p> <p>Students will review a five-step strategy and test-taking tips for completing multiple choice test questions.</p>	<p><a href="http://gwc.connectwithkids.com/middle-high-college-career/">http://gwc.connectwithkids.com/middle-high-college-career/</a></p> <p>Discussion questions and lesson plan also included in this guide.</p>

Session Date	Program Title and Description	Link to Content on GWC.ConnectwithKids.Com
10	<p><b>College and Career Readiness: Research Strategy</b></p> <p>Students will discuss steps in researching topics and review MLA (Modern Language Association) citation structure.</p>	<p><a href="http://gwc.connectwithkids.com/middle-high-college-career/">http://gwc.connectwithkids.com/middle-high-college-career/</a></p> <p>Discussion questions and lesson plan also included in this guide.</p>
11	<p><b>College and Career Readiness: Study Skills</b></p> <p>Students will discuss “writer’s block” issues and strategies for outlining and constructing a research paper or essay.</p>	<p><a href="http://gwc.connectwithkids.com/middle-high-college-career/">http://gwc.connectwithkids.com/middle-high-college-career/</a></p> <p>Discussion questions and lesson plan also included in this guide.</p>
12	<p><b>College and Career Readiness: Goal Setting</b></p> <p>Students will discuss short-term versus long-term goals, and will complete an exercise to map short-term goals.</p>	<p><a href="http://gwc.connectwithkids.com/middle-high-college-career/">http://gwc.connectwithkids.com/middle-high-college-career/</a></p> <p>Discussion questions and lesson plan also included in this guide.</p>
13	<p><b>College and Career Readiness: Career Exploration</b></p> <p>Students will explore different career options and get a better understanding of what they would like to do in the future.</p>	<p><a href="http://gwc.connectwithkids.com/middle-high-college-career/">http://gwc.connectwithkids.com/middle-high-college-career/</a></p> <p>Discussion questions and lesson plan also included in this guide.</p>
14	<p><b>College and Career Readiness: Interview Skills – A Cover Letter</b></p> <p>Students will the interview process and the role of a cover letter to accompany a resume, and will draft a cover letter sample.</p>	<p><a href="http://gwc.connectwithkids.com/middle-high-college-career/">http://gwc.connectwithkids.com/middle-high-college-career/</a></p> <p>Discussion questions and lesson plan also included in this guide.</p>
15	<p><b>College and Career Readiness: Interview Skills -- Creating a Personal Portfolio</b></p> <p>Students will review the concept of a career portfolio and review required skills and materials that could provide support during a job interview.</p>	<p><a href="http://gwc.connectwithkids.com/middle-high-college-career/">http://gwc.connectwithkids.com/middle-high-college-career/</a></p> <p>Discussion questions and lesson plan also included in this guide.</p>
16	<p><b>College and Career Readiness: Your Transcript – Calculating Your GPA</b></p> <p>Students will review their transcript and learn to calculate their Grade Point Average.</p>	<p><a href="http://gwc.connectwithkids.com/middle-high-college-career/">http://gwc.connectwithkids.com/middle-high-college-career/</a></p> <p>Discussion questions and lesson plan also included in this guide.</p>

Session Date	Program Title and Description	Link to Content on GWC.ConnectwithKids.Com
17	<p><b>Health and Wellness: Dating Violence Someone You Know Part 1</b></p> <p>When it comes to physical violence like rape and assault, and emotional violence like control and manipulation experts advise that the greatest danger is from someone you know.</p>	<p><a href="#">Click here</a> for video.  <a href="#">Click here</a> for discussion questions.</p>
18	<p><b>Health and Wellness: Dating Violence Someone You Know Part 2</b></p> <p>Watch Theresa Densmore’s story of physical and emotional abuse to see how jealousy and control issues can turn to violence.</p>	<p><a href="#">Click here</a> for video.  <a href="#">Click here</a> for discussion questions.</p>
19	<p><b>Health and Wellness: Dating Violence Someone You Know Part 3</b></p> <p>Talking about dating violence became Tom Santoro’s mission when his 18-year-old daughter was beaten to death by her ex-boyfriend after she broke up with him.</p>	<p><a href="#">Click here</a> for video.  <a href="#">Click here</a> for discussion questions.</p>
20	<p><b>Health and Wellness: Dating Violence Someone You Know Part 4</b></p> <p>Lorena Castellanos, a rape survivor, shows the courage to come forward in order to help others understand criminal laws about rape.</p>	<p><a href="#">Click here</a> for video.  <a href="#">Click here</a> for discussion questions.</p>
21	<p><b>Health and Wellness: Dating Violence Someone You Know Part 5</b></p> <p>While studies show the majority of rape and assault victims are females, experts say that means stopping the violence is largely up a men’s issue.</p>	<p><a href="#">Click here</a> for video.  <a href="#">Click here</a> for discussion questions.</p>
22	<p><b>Life Skill: Civility</b></p> <p>Watch the story of three boys and hazing experiences at their high school to launch a discussion on appropriate behavior and civility.</p>	<p><a href="#">Click here</a> to open the resources on Character and Life Skills. Scroll down the page to click open the high school video segment on <b>Civility</b>.  <a href="#">Click here</a> for the Lesson Plan.</p>
23	<p><b>College and Career Readiness: Trading College for a Trade</b></p> <p>Today more than ever parents and kids might think that a college education is a requirement for a good job and a prosperous life. There just might be a tradeoff. According to the Bureau of Labor Statistics, there are good opportunities and life-long</p>	<p>Click the following link to open video resources:  <a href="http://gwc.connectwithkids.com/trading-college-for-a-trade-2/">http://gwc.connectwithkids.com/trading-college-for-a-trade-2/</a></p> <p>Click the following link for the lesson plan:  <a href="http://content.connectwithkids.com.s3.amazonaws.com/Print%20Support/Trading%20College%20for%20a%20Trade.pdf">http://content.connectwithkids.com.s3.amazonaws.com/Print%20Support/Trading%20College%20for%20a%20Trade.pdf</a></p>



Session Date	Program Title and Description	Link to Content on GWC.ConnectwithKids.Com
	careers in lots of trades. When it comes to career planning, there are many options to consider, in addition to college.	
24	<p><b>College and Career Readiness Career Anxiety</b></p> <p>There is growing evidence that kids today are more worried about their future than previous generations. Whether they're involved in sports, clubs or academics, kids today are quickly learning that competition is a part of life. Watch this program to hear from kids about the competition and anxiety they face and feel, and what adults can do to help.</p>	<p>Click the following link to open video resources:  <a href="http://gwc.connectwithkids.com/career-anxiety/">http://gwc.connectwithkids.com/career-anxiety/</a></p> <p>Click the following link for the discussion and self-reflection questions:  <a href="http://content.connectwithkids.com.s3.amazonaws.com/Print%20Support/Career%20Anxiety%20.pdf">http://content.connectwithkids.com.s3.amazonaws.com/Print%20Support/Career%20Anxiety%20.pdf</a></p>
25	<p><b>Building Social Capital</b></p> <p>Watch the story of Itofo Ufot. His grades were slipping, and he started getting and he was into more trouble because he had a difficult time finding an outlet for his anger. See how he got back on track by starting to give back to his community.</p>	<p>Click the following link to open video resources:  <a href="http://gwc.connectwithkids.com/building-social-capital-being-a-citizen-of-your-community/">http://gwc.connectwithkids.com/building-social-capital-being-a-citizen-of-your-community/</a></p> <p>Click the following link for the lesson plan:  <a href="http://gwc.connectwithkids.com/files/2014/11/ESI-Building-Social-Capital.pdf">http://gwc.connectwithkids.com/files/2014/11/ESI-Building-Social-Capital.pdf</a></p>
26	<p><b>Overcoming Stereotypes and Conflict Resolution</b></p> <p>See how students at one Los Angeles high school were able to combat racial tensions and foster an environment of cooperation.</p>	<p>Click the following link to open video resources:  <a href="http://gwc.connectwithkids.com/overcoming-racial-stereotypes-conflict-resolution/">http://gwc.connectwithkids.com/overcoming-racial-stereotypes-conflict-resolution/</a></p> <p>Click the following link for the lesson plan:  <a href="http://gwc.connectwithkids.com/files/2014/11/ESI-Overcoming-Racial-Stereotypes-Conflict-Resolution.pdf">http://gwc.connectwithkids.com/files/2014/11/ESI-Overcoming-Racial-Stereotypes-Conflict-Resolution.pdf</a></p>
27	<p><b>Avoiding High Risk Behavior</b></p> <p>Victor Ramirez says he was 12 when he started smoking cigarettes. Marijuana followed and soon, getting high before and after school "became natural." Learn about the unintended consequences of our decisions and our upbringing.</p>	<p>Click the following link to open video resources:  <a href="http://gwc.connectwithkids.com/high-risk-behavior/">http://gwc.connectwithkids.com/high-risk-behavior/</a></p> <p>Click the following link for the lesson plan:  <a href="http://gwc.connectwithkids.com/files/2014/11/Risk-Taking-Learning-Right-from-Wrong.pdf">http://gwc.connectwithkids.com/files/2014/11/Risk-Taking-Learning-Right-from-Wrong.pdf</a></p>
28	<p><b>The Importance of Attendance</b></p> <p>Students give lots of reasons for missing school. Watch this video to launch a discussion about encouraging students to take charge of their education – in the</p>	<p>Click the following link to open video resources:  <a href="http://gwc.connectwithkids.com/the-importance-of-attendance/">http://gwc.connectwithkids.com/the-importance-of-attendance/</a></p>

Session Date	Program Title and Description	Link to Content on GWC.ConnectwithKids.Com
	final high school and upcoming college days ahead.	Click the following link for discussion questions and an activity: <a href="http://gwc.connectwithkids.com/files/2014/11/The-Importance-of-Attendance.pdf">http://gwc.connectwithkids.com/files/2014/11/The-Importance-of-Attendance.pdf</a>
29	<p><b>Becoming College and Career Ready</b> Meet Glen Curtis, who challenged himself to overcome shyness and become a more engaging and interesting person.</p>	<p>Click the following link to open video resources: <a href="http://gwc.connectwithkids.com/becoming-college-and-career-ready/">http://gwc.connectwithkids.com/becoming-college-and-career-ready/</a></p> <p>Click the following link for the lesson plan: <a href="http://gwc.connectwithkids.com/files/2014/11/ESI-Becoming-College-and-Career-Ready.pdf">http://gwc.connectwithkids.com/files/2014/11/ESI-Becoming-College-and-Career-Ready.pdf</a></p>
30	<p><b>Giving Thanks and Paying it Forward</b> Request that each senior will write a letter of thanks to one person who really made a difference to him or her during their high school years. Then request that each senior will write a letter to an incoming freshman with advice for making the most of her or her four years at George Washington Carver High School for The Sciences. Collect these letters and include them in Advisory welcome packets for incoming freshmen.</p>	



# WebSource

## For the Classroom

### Organizational Skills: College Visits

#### Discussion Questions

- What do you need to know before visiting a college?
- Who might you meet with?
- What should you ask?
- What places on a college campus should be included as part of a college visit?

#### Activity: Organizing a College Visit

Students will review tasks and a thought process in order to prepare for college visits.

##### PROCEDURE

1. Discuss with students that part of the college preparation process is to visit colleges and see, first hand, what college life looks and feels like. Remind them that it is easy to feel overwhelmed during this process and, with proper preparation, it can be an enjoyable, exciting experience.
2. Have students pair up to prepare a list of how to prepare for a college visit. Bring the class back together to share their lists. Create a master list on the board and review as a class. The list might include the following elements: Name(s) of admissions officer(s), location of admissions office, dates and times of college tours, special areas of interest to explore, having on hand materials to jot down important names and notes.
3. Explain to students they will meet a lot of people on campus and will want to make a good impression on them. Ask students how they think they should present themselves. Ask students how they think they should dress on a college visit. Call on students to demonstrate to the class good and bad examples of how they should present themselves.
4. Have students pair up again to practice introducing themselves upon meeting new people. They should have a firm handshake, make eye contact, demonstrate confidence, remember names, etc.
5. Explain to students that school admissions officers often track the level of perceived interest of perspective students. It is important to jot down the names and emails addresses of contacts made on college campus visits. It may be helpful to send a note to college admissions officers or professors who you meet on a college visit. Take a moment to draft a sample note of thanks following that encounter.
6. Encourage students to keep a binder of all materials gathered on college visits. This will help them stay organized during the process. (*NOTE: This binder might have been created in the previous school year.*)



# WebSource

## For the Classroom

### Test Taking Skills: Multiple Choices

#### Discussion Questions

- What do you do in a situation of being stuck on a multiple choice question while taking a test?
- How do you work through the problem?
- Do you ever feel like giving up?

## Activity: Answering Multiple Choice Questions in Five (Not So Easy) Steps

Students will enhance test taking skills by reviewing a five-step strategies for answering multiple choice questions.

#### MATERIALS

Copies of Multiple Choice Test Taking Tips handout

#### PROCEDURE

1. Explain to students that today they are going to learn a technique that will help them work through strategies to answer multiple choice questions. It is called the process of elimination. Write the following data on the board and explain to them what it means as you are writing it.

By taking a random guess on a multiple choice question with 4 possible answers, you have a 25% chance of getting the correct answer.

If you eliminate one of the four answers, you have a 33% chance of getting the correct answer.

If you eliminate two of the four answers, you have a 50% chance of getting the correct answer.

If you can eliminate three of the four answers, you got the question correct!

2. Next, remind students that multiple choice questions may seem easier, because the answer is on the page (somewhere!), but that they can be tricky if you don't have an approach in place. Review with your students the following five-step approach to answering multiple choice questions:

**Step One:** Read the question.

**Step Two:** Cover the choices and formulate your own answer.

**Step Three:** Read each choice, and evaluate against your formulated answer.

**Step Four:** Read the question and optional answers as if reading as a true/false question. If your choice makes the statement false, cross it out. If two or more choices seem correct, find the differences between them. Re-evaluate the differences as they relate to the question, and decide which choice is better.

**Step Five:** Remember to check to make sure your selected answer would be true if rephrased as a true-false question.

3. Write on the board a multiple choice question (select from the following or a question from a recent exam) to demonstrate the above process.

## Sample Multiple Choice Questions:

**Which statement is an opinion rather than a fact?**

- 1. Penalties for crimes vary from state to state.
- 2. Most European nations no longer use capital punishment.
- 3. Most murders in the United States occur within families or among acquaintances.
- 4. Executions are a major deterrent to violent crime. (Correct answer.)

**Which statement best summarizes economic conditions in the United States since the end of World War II?**

- 1. The economy has been in a depression for most of the period.
- 2. The United States has had the world's highest unemployment rate.
- 3. The United States has come to depend more heavily on imports to meet its economic needs. (Correct answer.)
- 4. The legal minimum wage has steadily declined.

**Which trend has reflected the increasing pluralism in United States society in recent years?**

- 1. a decrease in immigration from Latin America
- 2. growing demands for unskilled labor
- 3. new efforts by public schools to teach about ethnic heritages (Correct answer.)
- 4. failure of Congress to approve appointments of women and minority groups to Federal courts

Source: <http://regentsprep.org/Regents/core/questions/answer.cfm>



# WebSource

## For the Classroom

### Multiple Choice Test Taking Tips

- Read the question before you look at the answer.
- Come up with the answer in your head before looking at the possible answers, this way the choices given on the test won't throw you off or trick you.
- Read all the choices before choosing your answer. Eliminate answers you know aren't right.
- If there is no guessing penalty, always take an educated guess and select an answer.
- Don't keep on changing your answer, usually your first choice is the right one, unless you misread the question.
- In "All of the above" and "None of the above" choices, if you are certain one of the statements is true don't choose "None of the above" or one of the statements are false don't choose "All of the above".
- In a question with an "All of the above" choice, if you see that at least two correct statements, then "All of the above" is probably the answer.
- A positive choice is more likely to be true than a negative one.
- Usually the correct answer is the choice with the most information.
- Responses that use absolute words, such as "always" or "never" are less likely to be correct than ones that use conditional words like "usually" or "probably."
- "Funny" responses are usually wrong.
- "All of the above" is often a correct response. If you can verify that more than one of the other responses is probably correct, then choose "all of the above."
- "None of the above" is usually an incorrect response, but this is less reliable than the "all of the above" rule. Be very careful not to be trapped by double negatives.
- Look for grammatical clues. If the stem ends with the indefinite article "an," for example, then the correct response probably begins with a vowel.
- Look for verbal associations. A response that repeats key words that are in the stem is likely to be correct
- If all else fails, choose response (b) or (c). Many instructors subconsciously feel that the correct answer is "hidden" better if it is surrounded by distracters. Response (a) is usually least likely to be the correct one.

**Source:** *Center for Teaching Excellence*



# WebSource

For the Classroom

## College and Career Readiness Research Strategies: MLA Form

### Discussion Questions

- What are the steps you take when researching a topic?
- How do you choose what information to use while researching a topic?
- How do you record this information?
- Why is it important to cite websites you use?
- Do you know what MLA stands for?

### Activity: MLA Citation Specifics

Students will be able to cite websites they use for research in MLA form.

#### MATERIALS

- Computer(s)

#### PROCEDURE

1. Explain to students that MLA stands for the Modern Language Association. It provides universal documentation instructions, commonly known as MLA style, which has been widely adopted by high schools and colleges, especially for use humanities coursework and writing on language and literature. MLA style provides a certain structure for citing resources, and allows for consistency among all students. The MLA Style Handbook is now in its seventh edition.
2. Have students take out a piece of paper and a pen or pencil. Have them write the following example down on their paper as a reference.

#### Structure for Citing Resources:

Last name, First name. "Article Title." *Website Title*. Publisher of Website, Day Month Year article was published. Web. Day Month Year article was accessed. <URL>.

Example:

Doe, John. "The Greatest Impact." *Hot Topics Today* N.p., 5 November 2014. Web. 06 Jan. 2015.

#### Structure for Citing a Tweet:

Begin the entry in the works-cited list with the author's real name and, in parentheses, user name, if both are known and they differ. If only the user name is known, give it alone. Next provide the entire text of the tweet in



quotation marks, without changing the capitalization. Conclude the entry with the date and time of the message and the medium of publication (*Tweet*). For example:

Athar, Sohaib (ReallyVirtual). "Helicopter hovering above Abbottabad at 1AM (is a rare event)." 1 May 2011, 3:58 p.m. *Tweet*.

The date and time of a message on *Twitter* reflect the reader's time zone. Readers in different time zones see different times and, possibly, dates on the same tweet. The date and time that were in effect for the writer of the tweet when it was transmitted are normally not known. Thus, the date and time displayed on *Twitter* are only approximate guides to the timing of a tweet. However, they allow a researcher to precisely compare the timing of tweets as long as the tweets are all read in a single time zone.

In the main text of the paper, a tweet is cited in its entirety (6.4.1):

Sohaib Athar noted that the presence of a helicopter at that hour was "a rare event."

or

The presence of a helicopter at that hour was "a rare event" (Athar).

3. Next, review these additional commonly asked MLA questions:

#### **How do I create the indentation that the MLA shows for a works-cited list?**

MLA recommends the use of *hanging indentation* for the entries in the works-cited list: the first line of each entry is flush left, and subsequent lines in the entry are indented. Hanging indentation makes alphabetical lists easier to use. In a word processor, the best way to create this indentation is to highlight the paragraphs that are (or will be) entries and then choose hanging indentation in the options for formatting paragraphs.

#### **Should I use underlining or italics in my research paper?**

Writers commonly use italics for text that would be italicized in a publication. The examples in the *MLA Handbook* follow this practice. Most word-processing programs and computer printers permit the reproduction of italic type. Choose a type font in which the italic style contrasts clearly with the regular style.

4. Dismiss students to computers. Have students find a resource to site on a topic related to a current class, and then practice citing properly using MLA format.
5. When time is up, bring students together to share their findings.

Source: <http://www.mla.org/>



# WebSource

## For the Classroom

### Study Skills: Outlining a Paper

#### Discussion Questions

- Do you find it difficult to organize your thoughts?
- Have you heard the term “writer’s block?” What does that mean to you? Have you ever experienced a writer’s block?
- How are study guides useful tools to prepare for tests?

#### Activity: Advisory Outliners

Students will practice outlining techniques in order to develop and organization their thought process for paper and essay writing.

##### PROCEDURE

1. Begin the session by reviewing the following classic outline format for a paper or essay. An outline is like a road map for researching and writing a paper. It usually includes an introduction, three to four sub-topics with supporting points that become the body of the paper, a conclusion and a bibliography.
2. Copy and distribute the attached outline format. Work with the group to devise an easy-to-write about sample topic, or use this as an opportunity to help students create an outline for a current school assignment.

- I. **Introduction/Title – Tells the reader what the topic is about. Keep it short and easy to read.**
- II. **Thesis Statement: Taking a position about the main point of the paper.**
- III. **Subtopic I**
  - A. **Supporting Point**
  - B. **Supporting Point**
- IV. **Subtopic II**
  - A. **Supporting Point**
  - B. **Supporting Point**
- V. **Subtopic III**
  - A. **Supporting Point**
  - B. **Supporting Point**
- VI. **Conclusion -- Summarizes the information without providing new data.**
- VII. **Bibliography – Listing sources that support points**

- I. Either as a group or individually, practice creating an outline with an assigned topic of the role of high school advisories. Remind students that in this outline format, they can simply indicate where further research is required to identify information, quotes and supporting points. Discuss the outline, with examples of what would populate each section with an assigned topic on high school advisory. What could we research and write about high school advisories? What is the thesis statement for the paper

(e.g., High school advisories are the key to academic success, high school advisories help students make important peer connections, high school advisories need structure and continuity.)

# Paper Outline: The Role of High School Advisories

## I. Introduction/Title

*Tells the reader what the topic is about. Keep it short and easy to read.*

## II. Thesis Statement

*The position you are taking in this paper.*

## III. Subtopic I

A. Supporting Point:

B. Supporting Point:

## IV. Subtopic II

A. Supporting Point:

B. Supporting Point:

## V. Subtopic III

A. Supporting Point:

B. Supporting Point:

## VI. Conclusion

*Summarizes the information without providing new data.*

## VII. Bibliography

List of sources that support points and information presented



# WebSource

## For the Classroom

### College and Career Readiness: Goal Setting – Mapping Short-Term Goals

#### Discussion Questions

- How can we define a shorter-term goal? Is it defined by the school year? An application deadline? Six months away? A year away?
- What are some of your short-term goals?
- Why is it important to set goals?

#### Activity: Mapping Short-Term Goals

Students will learn the importance of goal setting while setting specific, shorter-term goals for themselves.

##### PROCEDURE

1. Have students take out a piece of paper and something to write with. Have each student fold piece of paper in half horizontally once, and then once more in half, creating 4 boxes.
2. Tell students they are going to think of a short-term goal for themselves and come up with a procedure of how they are going to accomplish this goal. Explain to them that without steps, they will never get there.
3. Have students write their goal in the bottom, right box.
4. In the other boxes, starting with the top, left, they should begin writing steps of how they are going to achieve their goal. Who and/or what resources can provide assistance in the steps to attain that short-term goal? Explain to the students, this is a map they will follow to get to their final destination.
5. When time is up, have students share their maps with the class. Students may want to take those folded “maps” and place them in a pocket or planner as a reminder of their goals.



# WebSource

For the Classroom

College and Career Readiness

Interview Skills

## Discussion Questions

- Have you ever been on an interview?
- A career portfolio contains examples of all of your best work, and can help you with your current job or help you with lining up your next job. Do you have a portfolio?

## Activity: Building Your Portfolio

Students will demonstrate knowledge of what needs to go in a portfolio for their desired careers.

### MATERIALS

- Computer access

### PROCEDURE

5. Explain to the class that some jobs require the interviewee to bring along a portfolio of materials that represent their skills. Begin this exercise by asking students to list the skills that they could bring to a job. Then have each student list sample materials that might represent that skill for inclusion in a personal portfolio (i.e., a well-written paper to demonstrate writing skills, a letter of recommendation from a coach, teacher or youth group leader to demonstrate commitment and dedication, a transcript and/or listing of awards and recognitions to demonstrate accomplishments.)
6. Next, look online for a current job position being advertised. Place your school zip code in the search box on this site: [http://www.snagajob.com/student-jobs?ref=msn\\_students\\_hs\\_test1\\_control](http://www.snagajob.com/student-jobs?ref=msn_students_hs_test1_control) or <http://www.snagajob.com/job-search/w-new+york,+ny/q-part+time>
7. Click open some of the help wanted ads. What qualifications is this employer seeking? How does your personal portfolio demonstrate your qualifications? What would you like to add to your portfolio?
8. As an extension assignment, request that students create a portfolio binder or folder containing items that demonstrate their skill set, attributes and accomplishments. Ask that students bring those portfolio collections to share in the next advisory or classroom session.



# WebSource

For the Classroom

## College and Career Readiness: Career Exploration

### Discussion Questions

- What careers interest you?
- Why is it important to think about and plan for career options, even during your high school years?

### Activity: The Career Quiz

Students will explore different career options and get a better understanding of what they would like to do in the future.

#### MATERIALS

- Computer access

#### PROCEDURE

1. Assign each student to a computer. Have them go to the following website.
2. <http://www.yourfreecareertest.com/>. Next, have students take the free, three-minute online test. If possible have students print the findings, or be sure to record the outcome.
3. Have students share with the class their results. Were they surprised at some of the suggested career paths? Did any career path seem familiar?
4. Next, have your students list their top three career interests provided by the quiz. Have students continue online research about the career category (i.e., education and training, culinary arts, language and communications, technology). What level of education is required? Are there schools that specialize in that coursework?
5. Bring the group back together to share their findings.
6. To wrap up, have students make a list of steps they might take in order to further explore that career path. What colleges should they consider that offer appropriate coursework? Is there an internship or volunteer opportunity? Do they know of anyone in that career that might offer more guidance and direction?
7. As an extension activity, have students make posters that illustrate the career they explored.



# WebSource

## For the Classroom

### College and Career Readiness

### Resume Building: The Cover Letter

## Discussion Questions

- Have you ever applied for a job? Completed a college application?
- Did you create a cover letter to accompany the materials?
- What is a cover letter?
- Where does it go? To whom should it be addressed?
- When do I use these?

## Activity: Cover Letter Creation

Students will learn how to write a cover letter.

### PROCEDURE

1. Explain to the students that a cover letter is usually the first written piece of information an employer or possibly a college admissions officer will discover about you, so it is important to make a good impression. This is the opportunity for applicants to summarize their resumes while adding a personal touch. A cover letter can also serve as a personal email which would accompany an attached resume.
2. Inform the students that cover letters are not supposed to be long; less than one page. The outline is as follows:
  - a. Always address to whom the letter is being written to. (Dear Mr./Mrs. Last Name)
  - b. The first paragraph should include why you are writing this letter. Be clear as to what position you are applying for. Name any mutual contacts, if any.
  - c. The body of the letter should include any skills, qualities, etc. that would be a good fit for the position you are applying for. Remember that your cover letter and your resume should not be the same. Your cover letter should be more personal. It is useful to provide experiences demonstrating skills, qualities, etc. you are explaining to possess.
  - d. In the final paragraph is where you will thank the employer for their time and consideration for the position. Let them know when and how you are going to follow up.
  - e. Don't forget to sign the bottom!
3. Have students begin drafting their own cover letters. They should begin writing a general cover letter that can be altered depending on the position they are applying for.
4. Once students have drafted their first copy, have students research two jobs they would consider applying for, and have them alter their cover letter according to each.





# WebSource

For the Classroom

College and Career Readiness

Interview Skills

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1. Explain to the class that some jobs require the interviewee to bring along a portfolio of materials that represent their skills. Begin this exercise by asking students to list the skills that they could bring to a job. Then have each student list sample materials that might represent that skill for inclusion in a personal portfolio (i.e., a well-written paper to demonstrate writing skills, a letter of recommendation from a coach, teacher or youth group leader to demonstrate commitment and dedication, a transcript and/or listing of awards and recognitions to demonstrate accomplishments.)
2. Next, look online for a current job position being advertised. Place your school zip code in the search box on this site: [http://www.snagajob.com/student-jobs?ref=msn\\_students\\_hs\\_test1\\_control](http://www.snagajob.com/student-jobs?ref=msn_students_hs_test1_control) or <http://www.snagajob.com/job-search/w-new+york,+ny/q-part+time>
3. Click open some of the help wanted ads. What qualifications is this employer seeking? How does your personal portfolio demonstrate your qualifications? What would you like to add to your portfolio?
4. As an extension assignment, request that students create a portfolio binder or folder containing items that demonstrate their skill set, attributes and accomplishments. Ask that students bring those portfolio collections to share in the next advisory or classroom session.



# WebSource

## For the Classroom Your Transcript

### Discussion Questions

- What is a transcript?
- What are they used for?
- Why are they so important?
- What is a GPA?

### Activity: Calculating Your GPA

Students will learn how to calculate their GPA.

#### MATERIALS

- Sample transcript

#### PROCEDURE

1. Explain to the students that their GPA is an overall average of their grades. (Grade Point Average)
2. Pass out sample transcripts – one to each student. Review the overall transcript and point out the student's grades per semester.
3. Explain to students that they are going to calculate the overall GPA for the sample transcript. Be sure to explain to them the difference between weighted and unweighted GPA's. Each school uses a different scale to calculate grades (+/-) but the most common is below.
4. Have students fill out the GPA portion of the sample transcript next to each class's grade.
  - a. A = 4.00 grade points
  - b. B = 3.00 grade points
  - c. C = 2.00 grade points
  - d. D = 1.00 grade points
  - e. (Depending on your school, honors classes may be worth an extra point and AP classes may be worth two extra points.)
  - f. Pass/Fail classes do not receive a number value.
5. When students are finished, as a class, show them how to calculate an overall GPA. Add up all of the numbers in the GPA column and then divide the sum by the number of classes they took. That is the overall GPA.

#### EXTENSION

- Have students calculate their own GPA's.

# HIGH SCHOOL TRANSCRIPT SAMPLE

Name: Jane Doe  
 Address: 1234 Blueberry Rd  
 Big Town, State, Zip

Gender: F Birth Date: 01/04/2001

School Name: Blueberry Hill High  
 Phone: 111-222-3333

Graduation Date: 5/2016  
 Person to Contact: Dad or Mom's Name

Grade	Year	Course Title	1st Semester		2nd Semester		Final		Yearly Cumulative Totals	
			Grade	Credit	Grade	Credit	Grade	Credit	Credits	GPA
9	12-13	Algebra I	B	0.50	A	0.50	B	1.0		
		Geography	B	0.50	B	0.50	B	1.0		
		Grammar & Composition I	A	0.25	A	0.25	A	0.5		
		Literature I	A	0.25	C	0.25	B	0.5		
		Biology I	C	0.50	B	0.50	B	1.0		
		Biology I Lab	B	0.25	B	0.25	B	0.5		
		PE	A	0.25	A	0.25	A	0.5		
		Health	B	0.25	B	0.25	B	0.5		
		Art I	B	0.50	A	0.50	B	1.0		
10	13-14	Algebra II	B	0.50	B	0.50	B	1.0		
		Geography	C	0.50	B	0.50	B	1.0		
		Grammar & Composition II	A	0.25	A	0.25	A	0.5		
		Literature II	A	0.25	A	0.25	A	0.5		
		Biology II	A	0.50	A	0.50	A	1.0		
		Biology II Lab	B	0.25	B	0.25	B	0.5		
		PE	B	0.25	C	0.25	C	0.5		
		Health	B	0.25	B	0.25	B	0.5		
		Art II	A	0.50	C	0.50	B	1.0		
11	14-15	Geometry I	A	0.50	A	0.50	A	1.0		
		Geography	B	0.50	A	0.50	A	1.0		
		Grammar & Composition III	A	0.25	A	0.25	A	0.5		
		English I	B	0.25	A	0.25	A	0.5		
		Chemistry I	B	0.50	A	0.50	A	1.0		
		Chemistry I Lab	B	0.25	A	0.25	A	0.5		
		PE	B	0.25	B	0.25	B	0.5		
		Health	B	0.25	B	0.25	B	0.5		
		Music I	A	0.50	A	0.50	A	1.0		
12	15-16	Geometry II	A	0.50	A	0.50	A	1.0		
		Geography	B	0.50	B	0.50	B	1.0		
		History I	A	0.25	A	0.25	A	0.5		
		English II	A	0.25	A	0.25	A	0.5		
		Chemistry II	A	0.50	A	0.50	A	1.0		
		Chemistry II Lab	B	0.25	B	0.25	B	0.5		
		PE	A	0.25	B	0.25	A	0.5		
		Health	B	0.25	B	0.25	B	0.5		
		Music II	A	0.50	B	0.50	A	1.0		

Credits and Grading Scale: A 90-100; B 80-89; C 70-79; D 60- 69; F below 60

Weight for one-credit courses (120 hours): A=4; B=3; C=2; D=1; F=0 AP Courses: A=5; B=4; C=3

Activities: Library Volunteer, DAR Member, Art Guild Member, Museum Volunteer

ACT Score \_\_\_\_ date \_\_\_\_ SAT Score \_\_ date \_\_\_\_

Signed: Your signature here

Date: write date here



# WebSource

For the Classroom

## Advisory Leader Notes

Session Date/Topic	Student Response/Comments

# Advisory Leader Notes

Session Date/Topic	Student Response/Comments