TUCSON UNIFIED
SCHOOL DISTRICT

Freshman Handbook

ON TRACK TO GRADUATE

Tucson Unified School District
School Counseling Department

TUCSON UNIFIED
SCHOOL DISTRICT

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TUCSON UNIFIED
SCHOOL DISTRICT

TUSD School Counseling Dept.
(520) 225-6211

TUSD Counseling Centers

Catalina On-line Learning Experience (COLE) 232-8600
Office 232-8600, SAT/ACT H.S. Code: 030695

Catalina High School 232-8400 http://tusd1.org/catalina
Counseling Office 232-8414; SAT/ACT H.S. Code: 030475

Cholla High School 225-4000 http://tusd1.org/cholla
Counseling Office 225-4118; SAT/ACT H.S. Code: 030478

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

Project MORE High School 225-2600 http://tusd1.org/projectmore
SAT/ACT H.S. Code: 030491

Pueblo High School 225-4300 http://tusd1.org/pueblo
Counseling Office 225-4303; SAT/ACT H.S. Code: 030500

Rincon High School 232-5600 http://tusd1.org/rincon
Counseling Office 232-5600; SAT/ACT H.S. Code: 030502

Sabino High School 584-7700 http://tusd1.org/sabino
Counseling Office 584-7743; SAT/ACT H.S. Code: 030503

Sahuaro High School 731-7100 http://tusd1.org/sahuaro
Counseling Office 731-7210; SAT/ACT H.S. Code: 030504

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

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

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

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

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GETTING STARTED
IN HIGH SCHOOL

In high school, you will be involved in various academic, community, and social activities. Each of these activities will provide you with a wealth of experiences and help you clarify your interests, goals, and plans for the future. Active involvement in high school is one key to a successful and rewarding high school experience. ***Get involved, take charge, and become the best student you can be.*** As you and your parents plan your program, your professional school counselor is available to help you every step of the way.

This handbook is designed to provide you with information about time management and study skills improvement, decision making, career information, college planning, and college admission tests. Getting started with an assignment or work can sometimes be a problem. However, if you put into practice ideas from this booklet, you may find that your high school years will be more rewarding! Please ask your counselor for additional materials or clarification about information in this handbook.

Welcome to High School! Many things may be going through your mind as you prepare to enter high school. You may be overwhelmed by the size and diversity of your campus, the desire to make new friends, the worry of academic success or failure and graduation requirements, creating positive relationships and a winning self-esteem, and just trying to find out what you need to do to survive your first year in high school. We want to help you be successful in your classes and in transitioning from middle school to high school. (See Appendix 6)

GETTING HELP

The adjustment from Middle School to High School is a major step toward independence. Along with this freedom will come problems to be solved. You need to know where to go and with whom to talk to when you have problems. On this page, you will find the most frequent questions that freshmen ask.

"I'm Having a Conflict With Another Student. Who Can Help Me?"
The assistant principals and counselors are available for students who need help with this.

"Someone Broke Into My Locker."
You need to have the secretary fill out a report and take it to the Business Office/Bookstore.

"My Locker Does Not Work Right."
The Business Office/Bookstore will give you a new locker or lock.

"MY BUS WAS LATE!"
Go to the Attendance Office.

Where do I go for…?
4-year plan
Crisis Intervention
Financial Aid
Personal Concerns
Scholarship Information
Summer School
Military Recruiters
College Information
SAT, ACT, ASVAB
Tutoring
NCAA Information
Career Fairs
Registration Information
Foreign Exchange Program
Answer: Your Counselor

"What Do I Do If I'm Absent?" Have your parent call the Attendance Office the day of the absence, or **bring a *NOTE* to the Attendance Office** the day you return.

Who is my counselor?

How do I set up an appointment to see my counselor?

Be sure to find out who your counselor is by asking someone in the counseling office or check the signs listing the counselors. Your counselor is here to help guide you through your high school journey. Go to the counseling office to see your counselor or to set up an appointment.

ACADEMIC EXPECTATIONS

- ❒ Attend class every day— **Be in all your classes every day!** Studies show us that those who do well in classes most often miss very few classes each semester. (A semester is half of the school year –July/ August to December and January to May).

- ❒ Bring materials to class— **Always take proper materials to class with you.** Your teacher will tell you what you need for that class. A builder does not go to his job without a hammer, nails, lumber, a tape measure, and numerous other tools. You are building your educational background; so you need to take your tools to the job!

- ❒ Complete all make-up work on time. There is NO second chance— **Keep up with homework assignments** and turn in projects and assignments on time. Being prompt will really impress your peers and allow you to stay on task. Semester grades are based on tests, homework, and special projects accomplished during a semester.

- ❒ Demonstrate personal organizational skills, such as record keeping, time-management, homework habits/responsibilities, note-taking skills, and basic listening skills. You should **have a notebook/school planner to write down your assignments and to take notes** from what the teacher says. If you have a notebook, the notebook should be divided into sections for each class. This could be a 3-ring binder, or a spiral notebook for each class. With either method you can keep all assignments and notes for a class together. Staying organized will help you complete all your assignments on time.

The following are areas that you need to develop to be successful in school and life after high school.

- ❒ Use the English language in both oral and written communication.
- ❒ Read additional books and/or magazines outside of school to supplement vocabulary.
- ❒ Apply knowledge to new situations.
- ❒ Use concentration powers.
- ❒ Increase library skills.
- ❒ Increase basic keyboarding skills.
- ❒ Strengthen math skills- such as the ability to work with fractions, percentage, decimals, algebra and geometry, and averaging.
- ❒ Review all materials to prepare for special projects or tests.
- ❒ If you feel any of these may be problems for you, contact your school counselor so we can work on any areas where you need help. You may also need to go see teachers before or after school for some extra help. They will see that you are serious about learning when you come in on your own time!

SECTION ONE

ACADEMIC DEVELOPMENT

This section will focus on the standards that will help you be successful in high school – getting good grades and graduating within four years. You will also learn about your options for continuing your education after graduation.

Here are the standard we will teach to help you:

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

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

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

Now to help you learn these standards we will make sure that you can do all of these competencies or abilities:

9.1.1 *	Develops academic goals and high school 4-year educational plan.
9.1.2 *	Demonstrates the ability to compute GPA.
9.1.3	Utilizes communication skills to know when and how to ask for help.
9.1.4	Develops effective study skills to improve academic achievement.
9.1.5	Demonstrates time management and organizational skills.
9.1.6 *	Identifies reasons for enrolling in rigorous curriculum.

* Indicates competencies that are on-going from grades 9-12

Adapted from the ASCA National Model Standards

FRESHMAN TIMELINE

FIRST SEMESTER

_____ **Check your high school credits** to ensure that you are taking the necessary courses to meet graduation requirements and post-secondary options.

_____ **Develop a serious attitude** toward your studies. Grade point average and class rank are important considerations for your acceptance into most colleges. Your GPA counts!

_____ **Develop good study habits**. If you find yourself struggling with your studies at any point during your freshman year, first consult with your teacher, and then check with the Counseling Office for study skills assistance and for peer tutorial help.

_____ **Set personal goals** for academic achievement. Evaluate and re-assess your goals frequently. Ensure that you are actively working toward your goals.

_____ **Plan ahead** for major project deadlines and your semester exams.

_____ **Read/Listen to** the daily announcements and watch for special programs available for freshmen.

_____ **Select extra-curricular activities**, clubs and organizations that interest you and GET INVOLVED!

_____ **Plan** your involvement in extra-curricular, class, and community activities purposefully. Your resume (which includes academic achievements, awards, honors, GPA, leadership positions and school/community activities) becomes very important as you apply for jobs, special programs, post-secondary schools and scholarships.

_____ **Encourage your parents to attend Parent-Teacher Conferences** so that they will become familiar with your class schedule, teachers and the school.

_____ **Remember**— the Counseling Office is here to help you in any way they can. Contact your counselor if you have any concerns— personal, educational or career.

SECOND SEMESTER

_____ **Visit the Counseling Office** and become familiar with the reference materials available for career and post-secondary exploration.

_____ **Visit with people** employed in your occupational interest area. **Ask questions** about actual job tasks, training required, helpful skills, advantages and disadvantages, employment opportunities, advancement, etc.

_____ Using the post-secondary materials in the Counseling Office, **make a list of post-secondary schools to which you may want to apply.** Check the entrance requirements of the schools and make sure you select appropriate course work for next year.

_____ **Begin your course selection process** for next year. *Review* the Freshman Planner and your 4-year educational plan. *Select* courses for next year that are compatible with your college and career goals.

_____ **Review** your academic skills with your counselor and teachers to identify any weak areas that need improvement. Consideration should be given to any deficiencies as you register for the next school year.

_____ **Discuss** your educational goals and 4-year plan with your parents.

_____ You will be taking standardized tests along with all other 9th through 11th graders. ***Do your best!*** *The results will provide additional information regarding your academic strengths, as well as identify areas that you may want to improve upon.*

_____ **Plan ahead** for major project deadlines and your semester exams.

_____ **Read** as much and as widely as you can during the summer ahead. Set aside time for reading every day. A wide variety of reading material will benefit you in your course work next year.

_____ **Have a safe and fun summer!**

HOW TO STUDY/ACADEMIC SUCCESS

(SEE APPENDIX 1, 2, 3, & 7)

Study Skills – Do You Have Them? (Circle one)

Study Plan:

1. Do you have a daily study schedule? Yes No
2. Do you have a good study area? Yes No
3. Do you review what you have studied? Yes No
4. Do you study/recall the main points from each class? Yes No
5. Do you take good class/study notes? Yes No

Review Techniques:

1. Do you have time scheduled to study/review before tests? Yes No
2. Do you plan your review systematically? Yes No
3. Do you summarize your notes? Yes No
4. Do you self-test yourself on summary notes? Yes No
5. Do you ask the teacher what to study most? Yes No
6. Do you try to predict the questions? Yes No
7. Do you review with other students? Yes No
8. Do you cram the last day? Yes No

Attitude:

1. Do you think/feel you have failed before test? Yes No
2. Do you see test as way to show yourself how much you know? Yes No

Organize:

1. Do you study/review the day before a test? Yes No
2. Do you eat and sleep well before a test? Yes No
3. Do you stay calm before a test? Yes No
4. Do you have all the supplies needed before a test? Yes No
5. Do you pick the best place to sit for tests? Yes No
6. Do you question yourself as you study? Yes No

Pace yourself:

1. Do you listen carefully to the test instructions? Yes No
2. Do you read the entire test first? Yes No
3. Do you organize your thoughts before answering? Yes No
4. Do you budget time for each question? Yes No
5. Do you think carefully about one question at a time? Yes No
6. Do you write down key words? Yes No
7. Do you write legibly? Yes No
8. Do you avoid leaving blanks? Yes No
9. Do you answer short questions specifically and with details? Yes No
10. Do you organize and express yourself clearly on essay questions? Yes No
11. Do you reread your answers when you finish? Yes No

A **yes** answer will show that you have the study skills in that area. A **no** answer will show that you need improvement in those areas. Please look at each no answer and work hard at changing the no to a yes.

LISTENING SKILLS

Listening is one of the most important skills you can develop to do better in school. It is the second most difficult skill. Reading is the most difficult.
Concentrate on what is going on in class - do not daydream.
Form a good listening habit in class!
You cannot listen if you are talking!

Before class - **think about what the class is going to be about.**
What were the main points covered in the last class?
Review what your assignment was for the class.

During class - **relate what you have already learned to what is being taught.**
Did your homework have anything to do with the subject being taught during this class?
Did your reading have anything to do with the subject?
Does your general knowledge provide any information about the subject being taught?
What comes to mind during the instruction?
Concentrate on the subject being taught.
Take notes on the main points.

After class - review your notes and think about what was covered in class.
Some people like to rewrite their notes.
Some people like to underline and highlight important ideas and vocabulary.

If you have a choice, try to sit near the front of the class - you can usually listen and focus better if you are in the front.

Learning to listen - more details
Good listening means you are paying attention.
Try to hear what is said, not what you want to hear.
Think "around" the topic and "between the lines."
Relate it to what you already know.
What is the main point?
What is likely to be on the test?
What is the teacher going to say next?
Listen carefully to what the teacher says about an assignment and write it down in your assignment notebook right away.
Listen for these essential phrases from the teacher: "This is important…", "It is essential that you know this…", and "You will need to know this for the test…."

-Do not confuse listening with hearing.
-You can hear something but not be listening: "In one ear and out the other."
-To listen, you must be thinking. Listening is an *active,* not passive, activity.

PREPARING TO STUDY

Find a good place to study, which means a desk with nothing on it except what you need for the task you are going to work on. Move everything out of the way. You want to concentrate on one thing: studying. Have a regular time and place for studying. Make sure you have the following:

- Elimination of all distractions
- Your assignment notebook
- Solid flat surface for writing
- Good lighting
- Chair
- Books (text books and reference books)
- Supplies (pens, pencils, paper, eraser, calculator, etc.)
- Clock
- Computer
- Your glasses to wear, if needed
- Enough sleep, food, and exercise

GETTING THE MOST FROM YOUR CLASSES

Your **English** class involves the mechanics of writing (which you apply in other classes) and understanding literature.

- ✓ You will find it helpful to use the reference sections at the end of your textbooks to find words that are misspelled or misused, grammar and punctuation rules, editing marks, and definitions.
- ✓ You will need to concentrate on being an *active reader* by thinking about what you read, whether it is in the form of an essay, short story, novel, poem, drama, biography, or other form of fiction and nonfiction writing. With fiction and drama, you will need to focus on the plot, setting, characters, and theme, as well as narrator's point of view and the mood that is conveyed.
- ✓ Most of the specific techniques for improving one's writing are a direct part of the instruction in the course.
- ✓ *Plagiarism* (copying someone else's work) is a form of stealing. You must avoid plagiarism by citing the sources you used. You always need to give credit for someone's original idea, a graph or table, and a direct or indirect quotation from a book.

In your **Social Studies** class, the notes you take should include the event(s), the geographical location, and the people and dates involved. This information should answer these questions: Who, What, Where, Where and Why? Ask yourself how these relate to the major theme that is being presented.

- ✓ Ask yourself what information was available to the person or persons involved.
- ✓ Identify what is important to remember and when it happened.

- ✓ When writing an answer to a question, give your main points and support these with details. Be aware that your response to the question usually will be organized chronologically (in time order), by cause and effect, or by comparing and contrasting (emphasizing similarities and differences).
- ✓ Be sure you understand information that is presented in charts, graphs, tables, and maps.

In **Math**, as in Science, new concepts often build upon old ones. Students that do their homework are better prepared to learn new material.

- ✓ Take notes when the teacher is talking about something new.
- ✓ Study the examples that are presented in class and in your textbook.
- ✓ Pay careful attention to formulas, diagrams, graphs, and tables that are presented, and note the significance of each.
- ✓ When working a word problem, circle the words and numbers in the problem that matter. Ask yourself what you are trying to find and what you know. Translate this information into symbols, such as an algebraic formula. Estimate the answer and check your solution to the problem to see if your answer and your estimate are close.
- ✓ If you learn best by seeing things, make a sketch to help you visualize the problem.

In **Science**, as in Math, new concepts often build upon old ones. Successful students do their homework in order to practice what they have learned.

- ✓ Take notes when you read and when the teacher is explaining something new. Idea maps (free-form or concept maps) are an especially useful way to take notes because they emphasize relationships and connections to other concepts, and will lead to a better understanding of how systems work.
- ✓ Constantly ask yourself how the details you have learned relate to the major concept under consideration.
- ✓ Study the examples that are presented in class and in your textbook.
- ✓ The definitions of terms are very important, so use the textbook's glossary often. (The glossary is the short dictionary in the back of your textbook.)
- ✓ Pay particular attention to tables, graphs, and charts that are presented and note the significance of each.
- ✓ Talk back to your textbook. Ask yourself questions about the information as you read.
- ✓ Take detailed notes during an experiment so you won't forget what you observed.
- ✓ Get help if you experience any difficulties in science.

TEN TIPS FOR DOING YOUR HOMEWORK

1. Have an assignment book/planner.

2. Write each assignment in your assignment book/planner when it is given.

3. Ask your teachers questions to make sure you understand the assignment.

4. Take home your assignment book/planner and the books needed for your assignments.

5. Plan time to do your homework.

6. Find a place to do your homework where you have good light, a straight chair, and a table or a desk. It should be a quiet place.

7. Do your homework neatly so you and your teacher can read it.

8. Check your homework. Ask your parents to check it too.

9. After you have finished your homework, put it in a place where you can find it quickly in the morning.

10. Take your homework to school and turn it in on time.

TIME MANAGEMENT

Plan your time

Success in school depends on how well you plan your time. Your time should be planned so that you can get your work done and still have time for yourself. Your schedule should be comfortable. You must plan your time to fit your needs, or it just won't work. How do you spend your time? Do you have time to do all the things you really want to do? Keep a record of how you spend your time for one week.

At the end of the week, ask yourself these questions:

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

Plan a schedule for all the things you must do and the things you would like to do. Use the five steps for planning your time to help you outline your schedule.
Some weeks are busier than others, with just too many tasks to do. Sometimes it is hard to decide which important activity to do first. Following a time-management plan should help you complete your major tasks.

Steps for planning your time

Step 1. List everything that you have to do for a whole week.
Step 2. Give every job or activity a time and place. Write this in your planner.
Step 3. Make changes in your schedule (revise your schedule) as the week passes.
Step 4. Check off each item on the schedule after you have done it.
Step 5. Reward yourself when you finish a very hard task.

SECTION TWO

CAREER DEVELOPMENT

Once you graduate, in 4 years, you will begin your adult life. An important part of your life will be the way that you earn money to support yourself, and later, a family. In this section we want to learn what it takes to find the career that will suit you best. Once you identify your career choice you will then learn what steps to take to reach your career goals.

These are the standards for this section:

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

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

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

Now to help you learn these standards we will make sure that you can do all of these competencies or abilities:

9.2.1	Visits school career center and identifies resources available, including the Internet.
9.2.2	Identifies traditional and non-traditional occupations as they apply to abilities, skills and interests.
9.2.3	Formulates a career plan with career and educational goals.
9.2.4	Identifies meaningful summer activities to enhance career options.
9.2.5	Recognizes academic learning, as it applies to career opportunities.

Adapted from the ASCA National Model Standards

CAREER CENTER INFORMATION

The Career Center is a fountain of information available for students and parents to assist them in making plans during and after high school. It contains information from the academic, career, and personal/social areas of a student's individual persona. The Career Center will assist with educational planning, financial aid information, and occupational information.

In the ***academic area***:
Students will identify the need for life long learning and acquire skills in critical thinking so they may contribute to society.
In the ***career area***:
Students will acquire and demonstrate the skills in planning and preparing for a career.
In the ***personal/social area***:
Students will acquire and demonstrate skills needed to cope with themselves and others.

The use of the Career Center is easy.

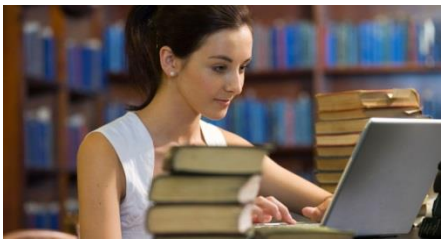
- Counselors can assist you in whatever you might need.
- The computers will assist you in searching the internet for financial aid, college information, scholarship information, personal information, study skills, occupational information, job searches, testing information, apprenticeships, military resources, and any basic/thinking skills or personal qualities needed to be successful in the 21st century workplace.
- The information on the shelves is categorized like a library in sections of college information, testing information, occupational information, and personal information.
- Brochures, videos, and CD's are also available.
- Since it is like a library, respect it as such.
- College representatives use the center to interview and provide information to students who are interested in their college.

The counseling department assists the students in the career center.

- Their goal is to provide the student with information that will assist them in developing an educational plan, assist in employment techniques, offer career information, help them realize their goals, and provide them with techniques that will produce a productive influence in society.
- They recognize current information and updates regarding the college admission process.
- They assist the student to read, write, speak, compute, and access information at a level required for success in society.
- They encourage visits to college and assist in college interviews.
- They present information to prepare them for the 4-year high school plan and offer a career planning guide and resume writing information.
- They assist the student in their assessment of interests, goals, and plans after high school.

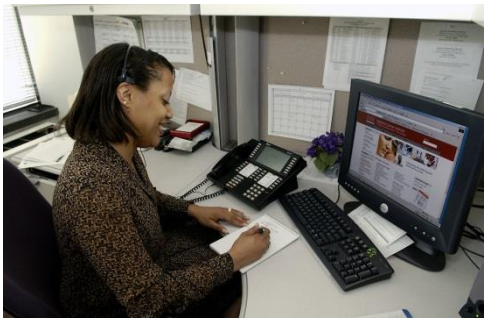
AFTER HIGH SCHOOL OPTIONS:

Attend a 4-year college or university



Participate in a 2-year/technical certificate or degree program

The Military



Full time work
Internships/Apprenticeships
Self-Employment
Entrepreneurship

Whichever route you take, be certain what you are doing in high school will get you where you want to be when you leave high school!

Arizona Career Information System

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

Educa AZCIS

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

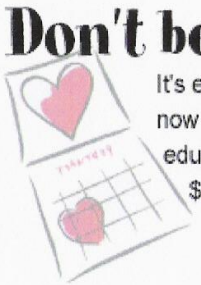
Occupations & Employment

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

Assessment Tools

- Assessment Link
- Interest Profiler
- SKILLS
- Values: Work Importance Locator

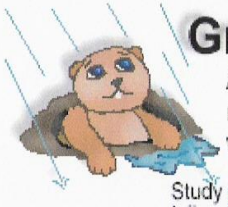
Don't be late . . .



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

check the Financial Aid Calendar

Groundhog Day



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

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

"I Love You"

The computer virus infected 3.1 million computers in four days.

Learn about jobs in Information Technology

http://www.azcis.intocareers.org

Real World Interviews

They really do the job...

Computer Support t

"You have to enjoy problem solving to enjoy this job."

Preschool and Kindergarten

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

Additional Resources

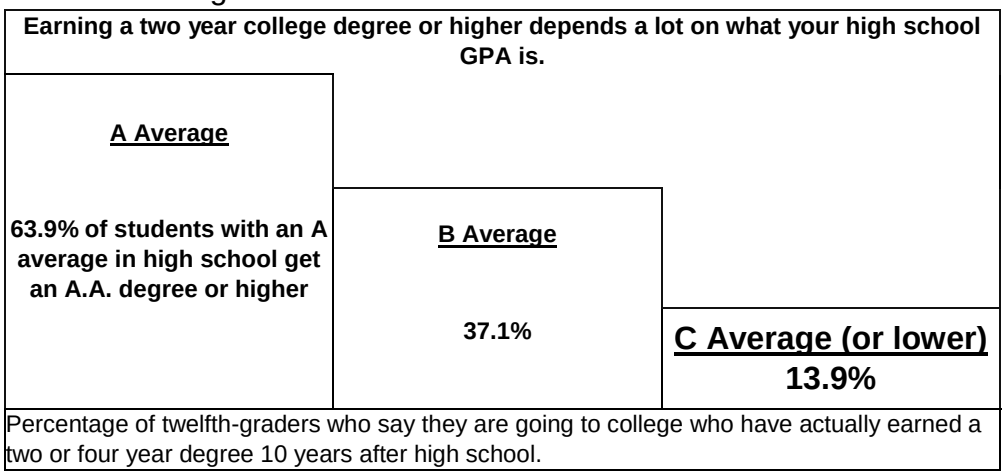
- Site Map
- Activities - Online CIS Learning
- More Learning Activities for Teachers
- Standards for Success
- Employer Locator

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

Let's start by getting the cold, hard truth out in the open: Less than 40 percent of students who plan to go to college actually earn a two or four year degree within 10 years of graduating from high school. Do you know what it takes to succeed in college? (See Appendix 4 & 5)

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

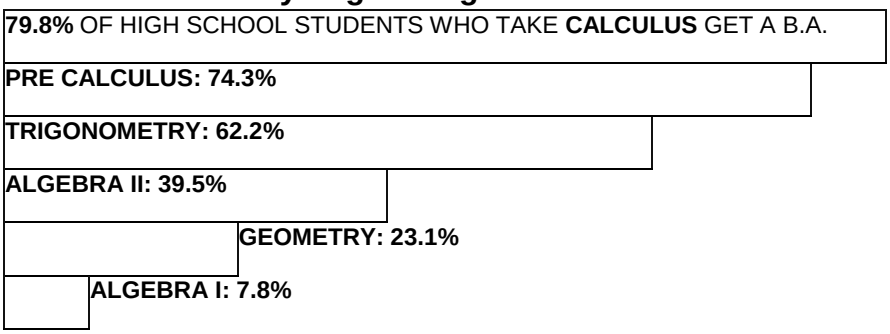
1. **GRADES MATTER.** Your high school grade point average is a great predictor of whether or not you will earn a college degree. Take a look at the chart (below). Less than 14 % of students with C averages or lower in high school earned a two or four year college degree. Even worse, 52 % of college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



2. **HOMEWORK MATTERS.** Homework might seem like a waste of time, but it teaches you content, time-management, and discipline— all of which you'll need in college. 44% percent of high school seniors do less than 3 hours of homework in a week; only 14% of seniors do more than 10 hours. Interestingly enough, homework time strongly predicts college success. Over half the students who do more than 10 hours of homework a week will get a four year college degree; only about 16% of those doing less than 3 hours of homework a week will earn a bachelor's degree.

3. **MATH COURSES MATTER.** The further you go in math in high school, the better your chances of earning a college degree. Look closely at the chart (below). Completing Algebra II (or a higher course) is a huge help in earning a college degree. And if you really want a bachelor's degree, you better go as high as you can in math while you're still in high school.

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



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

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

DECISION MAKING

"The quality of the rest of your life can be enhanced or diminished by the seemingly unimportant decisions you make day by day."
—Margaret C. Morrison

Each of us makes decisions every day. Often, we are not consciously aware that we have mentally thought through a situation, discarded ideas, and made note of advantages. In high school you will be expected to make many decisions, some of which will affect the rest of your high school years and beyond. Now is a good time to give thought to the many important decisions you will have to make in high school.

What decisions will you make about the following?
• *Should I go to college? Get a full-time job? Join the military? Attend a technical school?*
• *Should I take a college preparation curriculum?*
• *Should I take Honors and advanced courses?*

Good decisions require careful thought. Use the chart below to help organize your decision-making procedures as you make decisions about careers, course selections, college choices, and postsecondary plans.

Steps in decision making

- *Identify* what the problem or decision is.
- *Generate* a list with as many possible alternatives or solutions as you can.
- *Evaluate* and *determine* the consequences of each decision or solution. List the advantages and disadvantages for each.
- Decide on the solution or alternative that is best for you. It may be a combination of alternatives.
- Then, act on your decision.
- Check out the results of your decision. Go through the steps again if you are dissatisfied.

TOP 15 CAREERS REQUIRING
VOCATIONAL CERTIFICATE OR 2-YEAR ASSOCIATE DEGREE

	Rank	Hourly Wage
1	Registered Nurse	$23.65
2	Computer Support Specialist	17.68
3	Licensed Practical & Licensed Vocational Nurse	16.04
4	Paralegal & Legal	19.51
5	Real Estate Sales Agent	19.12
6	Radiological Technologist	19.35
7	Food Service Manager	23.35
8	Dental Hygienist	30.44
9	Respiratory Therapist	19.30
10	Bus/Truck Mechanic or Diesel Engine Repair	16.27
11	Real Estate Broker	33.55
12	Legal Secretary	17.58
13	Aircraft Mechanic/Service Technician	20.94
14	Architectural/Civil Draftsperson	18.87
15	Vocational Education Teacher, postsecondary	20.26

TOP 15 CAREERS REQUIRING
FOUR OR MORE YEARS OF COLLEGE

	Rank	Hourly Wage
1	Elementary School Teacher	$25.64
2	General/Operations Manager	42.09
3	Secondary School Teacher	26.79
4	Accountant/Auditor	26.61
5	Management Analyst	37.18
6	Computer Software Engineer/Applications	36.09
7	Lawyer	50.85
8	Securities/Financial Services Sales Agent	39.78
9	Middle School Teacher	26.04
10	Financial Manager	50.51
11	Sales Manager	44.21
12	Network/Computer Systems Administrator	27.41
13	Network Systems/Data Communications Analyst	28.28
14	Computer Systems Analyst	29.11
15	Medical/Health Services Manager	38.06

SECTION THREE

PERSONAL/SOCIAL DEVELOPMENT

Being a successful student is what school is about. Yet we know that sometimes what you think and feel may get in the way of your academic success. Problems with friends and others can distract you from your focus on schoolwork. For this reason, this section will help you develop these standards for success in your personal and social life.

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

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

Standard C: Students will understand safety and survival skills.

Now to help you learn these standards we will make sure that you can do all of these competencies or abilities:

9.3.1	Demonstrates effective communication techniques.
9.3.2	Utilizes conflict resolution methods to resolve differences.
9.3.3	Demonstrates interpersonal skills to make and keep friends.
9.3.4	Demonstrates effective ways of dealing with stress, peer pressure and life challenges.
9.3.5	Demonstrates a respect and appreciation for individual and cultural differences.

Adapted from the ASCA National Model Standards

SELF-AWARENESS

What is it? Where do I start? And how can it help me learn?

When you buy a new video game or a new blow dryer, you read the instructions so that you know how it works, and so you do not damage it. Well, you should do the same thing with your brain. It is the most powerful tool that you will ever use!

Who am I? = Self-Awareness

You define self-awareness by…

- Determining your **Self-Image** and your **Self-Esteem**
- Your Attitudes
- Your Habits

Self-Image: Take an honest look at you. Assess Yourself. YOU create yourself based on what you think of yourself. A poor self-image will prevent you from becoming successful! Work hard at your weaknesses.

Self- Esteem = You are a valuable, contributing human who contributes to our world.

Let's Build Your Self-Esteem

1. Be **CONFIDENT**! Be proud that you are unique. **Trust** in yourself, you are a powerful person.
2. Develop your own special style!
3. Don't be discouraged by mistakes. They are **mistakes.**
4. Be **RESPONSIBLE** in your life.
5. **Treat others** they way you want to be treated.
6. Be **KIND** to yourself. Positive self talk stops self-destruction. Use the phrase "I want to" or "I should" more often!
7. **BELIEVE** in YOURSELF! As you get to know yourself, this becomes easier.
8. Distance yourself from negative thinking people. **THINK POSITIVELY**!
9. **DO YOUR BEST** at all times.
10. Take **PRIDE** IN WHAT YOU DO!

Your Attitude

- Your attitude AFFECTS everything you do.
- It can energize you OR drain you.
- A positive attitude can open your mind to possibilities. It allows you to stay flexible.
- You have the POWER to treat others and yourself with RESPECT!

Your Habits

- All things that you repeatedly do and think become HABITS!
- Bad Habits prevent you from reaching your goals or potential.
- Review your habits and recognize a habit you need to change. Make the decision to change the habit. Work on making the change.

GOAL SETTING

Identify a goal and YOUR PURPOSE!

When you begin evaluating your life, whether it is day-to-day details, a short-term project, or a long-term project,

GOALS WILL HELP YOU SEE YOUR PURPOSE CLEARLY!

What is a GOAL? A goal is an object or what you aim or strive to attain.

WHY SET GOALS?

As humans we all are given energy to take care of ourselves. It is easy to become overwhelmed by activities unless you begin ***to MAKE CONSCIOUS DECISIONS***!

You may set short-term goals like:

- I will earn passing grades.
- I will get a part-time job.
- I will make new friends.

You may set long-term goals like:

- I will get along with my family.
- I will graduate from high school.
- I will do what is necessary for me to become a technician.
- I will learn to write and spell better.

Goals incorporate a few things like

- Priorities.
- Time management.
- Set a schedule.
- Stay flexible.

What are some of your short-term goals?

What are some of your long-term goals?

LEARNING STYLES

We all have this INCREDIBLE ability to absorb and understand information!

Do YOU know how you react to People, Events and Certain Situations?

Well, understanding those characteristics can be a key to understanding how you learn, OR YOUR Learning style.

1. Do you love to socialize?
2. Do you like to be the leader and be in charge?
3. Do you love things to be organized?
4. Do you enjoy helping others?

There are no right or wrong answers to these questions. They will allow you to discover HOW YOU LEARN.

REFLECTIVE OR ACTIVE LEARNER

ACTIVE LEARNERS – understand information after they have done something where they can apply it in the real world.

- Study in a group.
- Think of everyday ways to use the material.
- Think of how the material relates to you.

REFLECTIVE LEARNERS – understand and retain information once they have had some time to think (or reflect) about it.

- Read a bit and then stop occasionally to think about what you have read.
- DON'T just memorize material. Think about why the material is important.
- Write a summary of the information and take good notes to help you reflect later.

VISUAL OR VERBAL

VISUAL LEARNERS – remember what they see like pictures, films, demonstrations and diagrams.

- Add diagrams to your notes.
- Organize your ideas by main points and headings.
- Find connecting facts that relate to your diagrams or drawings.

VERBAL LEARNERS – remember details and ideas that they hear.

- Discuss more of the material with others.
- Rest is important because you hear and listen better when you are alert.
- Talk about what you have heard to make sure you understand the material.

SEQUENTIAL OR GLOBAL

SEQUENTIAL LEARNERS – feel it is easier to learn if material is presented in a logical order of progression.

- Speak to your teacher if you feel you cannot follow them from topic to topic.
- Re-write your notes if a teacher teachers in a non-logical progression for your understanding.

GLOBAL LEARNERS – are those students who feel that they sometimes need help "getting it." They learn in pieces. They often struggle with organizing information but once they understand, they see the big picture.

- Take time with yourself and information. Go Slow until you "Get It."
- Read all subtitles in a chapter to help you understand where you are going and what you need to get.
- Spend more time on your subjects. Take breaks and go back.
- Relate the material to other things in life and discuss it with others.

EFFECTIVE COMMUNICATION SKILLS

Communication is an exchange between two people— the sender speaks and the receiver listens. The goal of the sender is to have the receiver receive the message exactly as intended. (Carter and Kravits)

Ways you communicate

- Verbal Communication (through the spoken or written word)

1. Be direct. People who hint at what they are trying to say are seen as being evasive.
2. Think before you communicate. What do you really want to say?
3. Communicate as soon as you are ready. Don't let negative emotions or anxiety build up.
4. Be clear, precise and brief. Don't risk being misunderstood.
5. Be honest. This earns you respect in the long run.
6. Listen. Ask questions to clarify.

- Nonverbal Communication

  The way you send unspoken messages is the most basic form of communication. Your hand gestures, eye movements, facial expressions, posture, and tone of voice, are all types of nonverbal communication.

1. Be aware of what others are communicating to you nonverbally.
2. Don't contradict your words with your body language.

A Strategy for Communication in Difficult or Stressful Situations

To generate successful communication and avoid blame, use an "I" message:
Avoid starting your statements with "you."

I felt nervous when I came home and the door was unlocked because I want to feel safe when I come home.
I felt angry when you took my CD without asking because I want to be able to trust you.
I felt angry when you flirted with my boyfriend because I need to be able to trust you.

Here is the format:

I feel_____

When _____

Because I want (or need) _____

DIVERSITY

The world is made up of different people, different religions, different ethnicities, different genders, different physical make-ups (physically disabled), different heights, and different ways to view life.

It's important to celebrate differences and
it is important to celebrate similarities.

Accepting Differences, which is celebrating diversity, will make your life easier because we are all different and you will see those differences…

- where you live, where you study, where you go to school, where you work.
- in an idea or a problem by using someone else's perspective.
- when socializing with students who are part of a different clique or ethnic group.
- while shopping and eating at different types of restaurants.

PART OF YOUR ROLE IN OUR WORLD IS TO RESPECT OTHERS!

Multiculturalism – is a reflection of many different cultures.
Culture – is defined as an intricate system of beliefs, education, community, behaviors, food, dance, and PEOPLE.
Ethnicity – is the reflection of a specific culture and race.
Race – refers to a group of people who carry similar physical characteristics.
Discrimination – is pre-judging people or being prejudiced toward others. This is witnessed as action or feelings directed toward others with *the intention to hurt or jeopardize* the well being of a group of people or an individual.

Why discrimination? All people can experience discrimination, even the majority population. Someone may not like your friends, your hair, your choice of car, your religion and more.

Racism – This is the belief that "race" accounts for difference in basic human characteristics OR the ability that a particular race is superior to another.

Why racism? There is racism because there is fear of the unknown or the inability to ACCEPT differences in people of a different race.

Who do you like and respect because of their differences?

Why do you like the differences?

HOW TO GET ALONG IN HIGH SCHOOL

1. Smile.
2. Be yourself.
3. Accept others and be open-minded.
4. Listen to what others have to say.
5. Don't gossip.
6. Treat others the way you want to be treated.
7. Be nice to everybody.
8. Mind your manners: *Please. Thank You. May I help you? Excuse me. I'm Sorry.*
9. Don't worry about what others think of you.
10. Be Happy.

If you have a conflict with another student…

DO

- Find out from your counselor if your school has a Peer Mediation program. If there is one, make use of it.
- Talk to a trusted adult— parent, counselor, or teacher.
- Use good communication skills to resolve the problem.

DON'T

- Stir up more trouble by involving your friends.
- Keep the issue bottled up inside you.
- Create a larger problem through inappropriate actions and words.

Use the ABCD Process if you are going to resolve your own conflicts

A – Active listening. Listen carefully and restate in your own words what the other person is saying. Listen especially for how the person is feeling.

B – Brainstorm. Both students can come up with as many good ideas as they can to solve the problem. Ideas are not judged. The goal is to resolve issues.

C – Choose an idea. Both people agree on idea or a combination of ideas.

D – Details. The "who, what, when, where and how" must all be spelled out very specifically so the idea will work.

Remember: You don't have to attend every drama you are invited to.

STRESS

What is Stress?

Stress is the pressure you feel when your body reacts to a threat or a challenge.
Your heart beats faster and your palms may get sweaty.
You feel tense, nervous, and even fearful.

Stress is part of daily life and affects everyone.

Why should I learn about stress?

If you experience too much stress over a long period of time, it can leave you burned out or even ill.

Stress can …

- interfere with your friendships and daily activities.
- make you less productive at school.
- create problems at home with your family.
- lead to serious health problems in your adult life.

What are the causes of stress?

Change of any type (moving, entering high school.)
Family problems.
Friendship problems.
Test taking.
Trying to "fix" something that is not really your business.

How can I manage my stress?

- ❖ Be realistic in your expectations of yourself and others.
- ❖ Manage your time. Don't put yourself in crunch time situations to study or get a school project completed.
- ❖ Develop healthy habits: eat well; get plenty of sleep; drink plenty of water; avoid soda with caffeine.
- ❖ If you are having a problem, talk it over with a trusted friend or adult.
- ❖ Take appropriate action.

RESOURCES

Think about it – when you are sick, you go to the doctor; when you need dental work, you see the dentist; when you want the movie times you check the newspaper or internet. They are all resources in your community that help you get what you want and need.

Here at school you also have a lot of resources to help you. Fill in this list with the names of adults and peers who can help you. If you are not sure whom to see, ask your teachers or counselors.

Need Help With…	Who Can You Talk To About This? (Peers & Adults)
Conflict with a teacher	
Conflict with another student	
Conflict with your family	
Feeling lonely and left out	
Loss of a loved one	
Need someone to listen while you talk	
Sexual harassment/ rape/ abuse	
Think about running away	
Think about suicide	
Use of drugs and/or alcohol	
Worry about a friend	
Worry about failing a class	
Worry about being bullied	
Worry about getting into college	

Write here the name of your Counselor; record here how you get to see your Counselor:

Name of Counselor	**How to Get to See My Counselor**

What you need to know:

- Any time you talk to an adult at school, we are required by law to report to the authorities any concerns that you might **hurt yourself or another, or if someone is hurting you**. Don't let this stop you from talking to us about these problems, though, because you need help (you always have the right to be safe).
- When a friend tells you about a problem that is listed in bold letters, suggest that together you speak to an adult as these problems need the help of an adult. If your friend refuses to go with you, come by yourself so that someone can help before your friend is seriously hurt.

Appendix 1

Taking Notes in Class

Taking notes in class requires a clear system that will be easy for you to use. This system is easy to follow and will work well.

1. Be prepared **to take notes when class begins.**
   Have your notebook open and pen in hand.
2. Avoid any distracting conduct.
   Talking, eating, drinking, etc. will be a distraction to you *and* other students.
3. Participate constructively **in class discussions.**
4. Ask questions.

More Details

Pay attention to what the teacher is presenting.

1. Listen for what is emphasized.
2. Look for words like "to summarize..." or "the main point is..."
3. If something is written on the board, you should probably write it down!
4. Be alert for all important information.
   a. If something is repeated, it is probably important!
5. Make sure you identify and understand the important information.
   a. Listen and watch for all material presented in alphabetical or numerical fashion.

Write notes in a concise, organized manner.

1. DO NOT try to write down every word.
2. Write down the main ideas, content, and information.
3. Develop your own way of abbreviating words.
4. Listen carefully when a teacher elaborates on important material and then briefly summarize it in writing.
5. Write class notes in an outline form.
   a. Do you notice how I have put the main topic in bold letters?
   b. Then there are five main ideas that are numbered.
   c. Under the numbered ideas are lettered ideas.
   d. This is a standard outline format!

Taking notes in class is a skill like any other. The more you do it, the better you will become.

Appendix 2

Improving Reading Skills

Getting more from what you **READ** - A good reader does as many of the following as possible:

- **Seizes** the main ideas.
- **Thinks** about what the author is saying.
- Is **active**, not passive.
- **Concentrates** on what is being read.
- **Remembers** as much as possible.
- **Applies** what is being read to personal experience.

More Details

Think about the subject you are going to read about.

- What do you know about this subject?
- What do you want to learn about this subject?
- After you finish reading what have you learned about this subject?

Skim the section you are going to read.

- Do you see anything familiar?
- Do you see anything new?
- What is your overall impression?

Read for comprehension - Make a note of important parts.

- Use a post-it note or an index card and write down important main ideas and vocabulary. This will help you review what you have read.
- Stop and re-read ideas that you are not sure you understand.
- Think of where else you might find more information about he same topic. "I bet there would be something in my history book about this, too."

Recall to yourself what you have just read

- Stop occasionally as you are reading and put into your own words what you have just read.
- At the end of a chapter, recall what the main points were. Discuss what you have read with another student or with your teacher. This will help you clarify your thinking.

PQR3 - A Reading Strategy

Here is a method that may work for you. If it does, good! If it does not, come back to this in a few weeks for a second (or third) look.

P= **Preview** what you are going to read.
Q = **Question** what you are going to learn after the preview.
R3 = **Read, Recite, and Review.**

More Details

P = Preview what you are going to read.
- Uses less time than the Q and 3R steps.
- Can be very helpful.
- Look over carefully what you are going to read.
- Look for main ideas and subjects.
- Notice any new vocabulary.
- Form an impression about what you are going to read.

***Practice on this page* - quickly look over the words that are in bold type.**

Q = Question.
- Form a question in your mind, in your own words about what you are about to read and learn.

***Practice on this page* - form a question like "Am I going to learn a better way to read?"**

R = Read, Recite, and Review.
- Read - read the assignment.
- Recite - Stop every once in a while, look up from the book, and put your own words in what you hav just read.

***Practice on this page* - "R" stands for read, recite, and review.**

Review - **After you have finished review the main points.**

Appendix 3

Improve Your Test-Taking Skills

Review all along, rather than just before the test. Cramming doesn't work. Test yourself, using your notes and book to guide you. Ask yourself questions that involve main ideas and details, others that connect the facts you've learned and some that require you to apply what you've learned to a new situation. Concentrate on points your teacher said would be on the test. Memorize formulas, lists, names, or dates for which you are responsible. Remain calm and keep a positive attitude. Quickly look over the entire test before you begin. Budget your time on each part of the test based on the difficulty of each part.

Day of Exam:

* Get a good night's sleep.
* Eat breakfast
* Don't indulge in last- minute cramming.
* Stop all studying at least 1/2 hour before exam time.
* Be on time for exam.
* Bring all necessary tools - pens, pencils, extra paper, dictionary, notes, etc.
* Prepare materials to begin taking exam.
* DO NOT go over last minute notes.
* DO NOT discuss test with classmates; it's a good way to panic yourself.
* Relax.

Upon Receiving the Exam:

* Read all instructions carefully before beginning to answer.
* Listen carefully to any oral directions.
* Ask questions if you do not understand any of the instructions.
* Quickly skim the entire test, noting what you must do to complete it.
    - How many questions must be answered?
    - Are there any options? (i.e., 2 of the following 5; Answer 10 of the following 15)
    - Are some questions worth more points than others?
* Quickly make an exam time budget. Have a watch or clock available.
* Begin answering questions. Work rapidly, but at a comfortable pace.
* Answer easy questions first.
* Skip any questions you don't know the answers to or are unsure of. Don't waste time trying to puzzle out the answer.
* Read each question carefully, noting qualifiers, spoilers, cue words, or clue answers.
* Once you've gone through the test, begin to reread those questions left unanswered the first time through.

You may have remembered the answer or the answer may have been given in a later test question.

* If there are still unanswered questions, try some educated guessing.
* If after all is said and done, you still have some questions blank, GUESS unless there's a penalty for guessing (right minus wrong, correction for chance).
* Throughout the test take short breaks of a few seconds each. This reduces fatigue and keeps concentration high.
* Before turning in exam, check for errors. Correct any you find.

Appendix 4

Websites For The 21st Century Graduate

College Information

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

Arizona Colleges

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

College Resources

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

Career Information

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

Scholarship/Financial Aid Information

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

Testing and Study Skills

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

Appendix 5

State Community Colleges

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

State Universities

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

Appendix 6

Important Definitions

Semester: At all high schools this is ½ a school year.

- 1st Semester is July/August – December.
- 2nd Semester is January - May.
- Students earn ½ or .5 credits upon completion of each semester course.

Credit: A credit is earned when you have **completed and passed** a class.

- Credits are given for a semester

Incomplete: Failure to COMPLETE work or assignments for a class may result in an "Incomplete." Students have two (2) weeks to complete the work. After two weeks an "incomplete will become and F or failed grade.

G.P.A.: This is your Grade Point Average, the cumulative average of all a student's grades. Our system is a standard system where

A = 4.0	C = 2.0	F = 0.0 (no points)
B = 3.0	D = 1.0	

Advanced Placement (AP) classes earn one EXTRA point for each letter grade i.e. A= 5.0, B = 4.0, C = 3.0, D = 2.0 F= 0.0

Core Classes: Classes or curriculum that are considered major areas of study including Math, Science, English and Social Studies.

Crisis: Is a situation that requires immediate attention. Something you consider a danger to yourself or someone else. See your counselor or an assistant principal.

Confidentiality: This is privileged communication, which is not disclosed unless it does or should involve the court or legal system.

Transcript: A complete record of classes and grades that you have earned with credits listed, GPA and class rank.

Portfolio: This is collection of your academic work, goals stated, awards, resumes and information gathered to assist with scholarships, employment and letters of recommendation.

Appendix 7

HIGH SCHOOL
4-YEAR EDUCATIONAL PLAN

Name:_____ Matric #:_____
Date:_____ Counselor:_____ Grade:_____

Freshman

Semester 1	Semester 2

Summer School: _____
Credits: _____

Sophomore

Semester 1	Semester 2

Summer School: _____
Credits: _____

Junior

Semester 1	Semester 2

Summer School: _____
Credits: _____

Senior

Semester 1	Semester 2

Summer School: _____
Credits: _____

TUSD Requirements for Graduation

Curriculum Subject Areas	**Minimum Credits**	
English/Language Arts	4	
Mathematics	4	Algebra I, II, Geometry & 4th credit
Science	3	Biology by end of soph. year
Social Studies	3	Amer. Govt., Amer. History, World History & Economics
Physical Education	1	
Health	.5	
Fine Arts or Career & Tech. Education	1	
World Language	0	
Electives	6.5	
Total credits	**23**	

Recommended Testing Schedule

9th Grade
AzCIS

10th Grade
PSAT, AzCIS,

11th Grade
ASVAB, PSAT, AzCIS
SAT/ACT

12th Grade
Interviews &
College Applications